# Table of Contents

# Home

Though some debate the value of higher education, research continues to demonstrate the long-term economic value of postsecondary education. According to the Economic Policy Institute in Washington, DC, the pay disparity between college graduates and those who did not attend college reached an all-time high in 2013. Although it is important to consider the long-term economic value associated with pursuing higher education, it is even more important to consider the *purpose* of higher education.

At APU, this purpose is associated with cultivating difference makers. To make a difference in an increasingly global society, students need to understand the world around them. Whether students are completing their first year as an undergraduate or their final year of doctoral coursework, I am confident they have achieved much more than mastery of core competencies in their subject of study.

In his book *How Christian Faith Can Sustain the Life of the Mind* (William B. Eerdmans Publishing, 2001), Richard Hughes made a compelling statement about the call to search for truth:

We have no choice but to search for truth. After all, when we view ourselves in relation to God, we understand how abysmally ignorant we really are. And if the Bible points beyond itself to an infinite God, we have no choice but to engage in serious conversation with a variety of conversation partners, for we know that all perspectives may well shed light on God's eternal truth. And if the Bible points beyond itself to an infinite God, we have no choice but to engage in critical thinking, for we must now discriminate between competing worldviews and perspectives as we seek to understand more fully the nature and the glory and the will of our Creator.

As you prepare to become difference makers, this academic catalog covering undergraduate, graduate, and professional programs serves as the guiding document for your education journey at Azusa Pacific. We also invite you to learn more about who we are as a mission-driven institution and what it means to be part of our faith and learning community (https://www.apu.edu/about/faithandlearning/). If you have any questions about the programs listed in this catalog, contact the appropriate department.

**Anita Henck, PhD**
Provost

# Welcome

This catalog is produced for the university by the Office of the Provost (https://www.apu.edu/provost/). It compiles general academic and administrative policies and other information and specific descriptions of the courses of study offered. Publication and effective dates are August 1 through July 31 of the respective academic year represented in this catalog. The current and previous years' catalogs are available on the Azusa Pacific University website. (https://www.apu.edu/provost/catalog/)

Because this publication is prepared in advance of the year it covers, changes in some programs inevitably occur.

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

Though the semester/term schedule of courses is the final authority in regard to courses offered, updated information may also be found on the APU website. (https://www.apu.edu/calendar/academic/)

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

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. There are, however, exceptions in certain cases regarding course requirements. See the appropriate Graduation Requirements and Commencement section of this catalog (graduate (p. 1078), professional (p. 1051), or undergraduate (p. 1026)).

This catalog and each subsequent catalog is supplemented by the rules and regulations stated in department publications, the Student Handbook, the website, and appropriately posted materials. Conflicts between any of these sources are unintentional, and the policy of wider applicability will control (e.g., university-wide policies control school or department policies).

Students who wish to obtain specific information about the university not contained in the catalog are advised to consult the university's website (https://www.apu.edu).

# About the Catalog

## A Guide to Using the 2024-25 APU Catalog

The university's catalog is a comprehensive source of information to help students throughout their college experience. This guide helps students navigate the catalog by offering a glossary defining, in common language, the various academic terms and acronyms used throughout the catalog.

## University Structure

Classroom faculty at APU hold positions in academic departments, which are organized within either a college, a school, or both.

## Degrees

A degree is an academic rank that the university confers on a student who satisfactorily completes a designated program of study. APU grants the following undergraduate (also called baccalaureate degrees), master's and doctoral degrees:

- Bachelor of Arts (BA)
- Bachelor of Business Administration (BBA)
- Bachelor of Fine Arts (BFA)
- Bachelor of Music (BM)
- Bachelor of Science (BS)
- Bachelor of Science in Nursing (BSN)
- Bachelor of Social Work (BSW)
- Master of Arts (MA)
- Master of Business Administration (MBA)
- Master of Business Management (MBM)
- Master of Divinity (MDiv)
- Master of Fine Arts (MFA)
- Master of Music (MM)
- Master of Public Health (MPH)

- Master of Science (MS)
- Master of Science in Nursing (MSN)
- Master of Social Work (MSW)
- Educational Specialist (EdS)
- Doctor of Divinity (DMin)
- Doctor of Education (EdD)
- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy (PhD)
- Doctor of Physical Therapy (DPT)
- Doctor of Psychology (PsyD)

## Major

A major (p. 1028) is an undergraduate program of study that provides students with the knowledge, skills, and experience necessary to pursue a specific career or advanced study and leads to an undergraduate degree in that subject. Each major is offered in an academic department or program. Undergraduate applicants to APU can select a major at the time they apply for admission.

For more information and advice regarding academic programs, see the Academic Resources (p. 1105) catalog entry.

## Minor

A minor (http://catalog.apu.edu/policies-procedures/undergraduate/declaration-change-majors-minors/) is a supplemental undergraduate program of study, in a field different from a student's major, that provides educational breadth.

## Concentrations, Emphases, and Tracks

These are groups of courses within a degree program designed to provide specialized knowledge.

## Courses

Course descriptions explain the content and scope of each course. The course prefix (an abbreviation that represents the subject or offering department), course number, prerequisites, unit value, and other pertinent information can be accessed by clicking on the hyperlinked course number (e.g., MATH 110), which produces a pop-up window with the full description. Alternatively, view a full list of course options under the school, college, or department level by selecting the "Courses" tab.

## Electives

These are courses that students can choose from within the parameters set by their departments.

## The General Education (GE) Program

The GE program (p. 919) comprises a common set of requirements and provides a common foundation of knowledge for all undergraduate programs. The specific requirements for a particular major degree program are listed under the academic department or program that offers the major.

## Prerequisites

Prerequisites are one or more courses that *must* be completed—or other knowledge, skills, or standards that *must* be demonstrated—*before* a student is permitted to take certain courses. Prerequisites (if any) for a course are listed in the course's description in the catalog.

Some prerequisites have their own prerequisites, forming a string of courses that must be taken in sequence. The catalog course description shows only the last course in the prerequisite string of courses. For example, MATH 460 Topology has a prerequisite of MATH 450 Real Analysis. MATH 450 requires MATH 280 Discrete Mathematics and Proof, which requires MATH 165 Calculus I, which requires MATH 150 Precalculus *or* an appropriate score on the APU math placement assessment *or* MATH 149 Fundamentals of Precalculus (which may be taken concurrently; see next paragraph). It is important that students are aware of these prerequisite strings to ensure timely completion of all requirements.

Statements in the catalog course descriptions may also contain the word "concurrently," which means that two or more courses may be taken in the same term, or "corequisite," which means that the course or courses *must* be taken in the same term (or some prior term) as that of the course being described.

If a student does not meet a prerequisite as outlined in a course's description, but through alternative means can demonstrate to the department offering the course that he or she possesses the necessary knowledge or skills, the department may grant the student permission to enroll in the course with consent of the department chair.

## Cross-Listed Courses

These are courses that are shared by two or more academic departments and have identical titles, descriptions, units, and modes of instruction. They are interchangeable for degree requirements. They cannot be repeated for degree credit under separate prefixes.

## Topic Courses

Topic courses are shown in the catalog with generic titles and are repeatable with different topics. Specific topic titles appear in the Schedule of Classes and on students' transcripts. Example: HIST 368 A Year in Time is repeatable with different topics; in this case, the topic varies each term with a focus on different years (e.g., 1492, 1776, 1865, 1968).

## Credit Hour

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

## Semesters and Semester Units

Azusa Pacific is on the semester (term) system, offering three semesters (terms) per calendar year:

- Fall: September through December
- Spring: January through May
- Summer: May through August

Many graduate and undergraduate programs also employ 2, eight-week sessions in each of these terms.

For undergraduates, 24 units per year is considered full time, though a student must average 15 units per semester (30 per year) to complete the 120 total units required for graduation in a traditional four-year period.

For full-time graduate status, refer to the Study Load (p. 1073) page in this catalog.

Many institutions are organized in quarters with quarter units. To convert APU semester units to quarter units, multiply by 1.5. For example, 6 APU semester units x 1.5 = 9 quarter units.

To convert quarter units to APU semester units, multiply by .667. For example, 9 quarter units x .667 = 6 semester units.

View the most current Academic Calendar (http://www.apu.edu/calendar/academic/) for more information. For answers to questions not answered here, contact the Academic Success Center (https://www.apu.edu/academic-success/).

# Course Numbering and Subject Codes

## Course Numbering System

Courses are generally numbered according to the following structure:

- 010-099: Nondegree credit or precollege courses
- 100-299: Courses primarily for freshman and sophomore students
- 300-399: Courses primarily for advanced undergraduate students, usually with prerequisite coursework
- 400-499: Courses for advanced undergraduates.
- 500-599: Master's and credential-level courses
- 600-699: Master's and doctoral-level courses
- 700-799: Doctoral-level courses

## Course Subject Code System

Courses are identified by a subject abbreviation followed by a course number.

| | |
|---|---|
| ABA | Applied Behavioral Analysis |
| ACCT | Accounting |
| AES | Applied Exercise Science |
| ALNG | Ancient Languages |

| | |
|---|---|
| ANIM | Animation |
| ART | Art |
| ASL | American Sign Language |
| ATHL | Athletics |
| BIOC | Biochemistry |
| BIOL | Biology |
| BIOT | Biotechnology |
| BUSI | Business Administration |
| CCSD | College Counseling and Student Development |
| CHEM | Chemistry |
| CHIN | Chinese |
| CINE | Cinematic Arts |
| CJ | Criminal Justice |
| CMUS | Commercial Music |
| COMM | Communication Studies |
| CS | Computer Science |
| DSGN | Design |
| ECON | Economics |
| EDCO | Educational Counseling |
| EDL | Educational Leadership |
| EDLS | Education – Liberal Studies |
| EDPY | Educational Psychology |
| EDUC | Education |
| ENGL | English |
| ENGR | Engineering |
| ENTR | Entrepreneurship |
| ETHN | Ethnic Studies |
| FFL | Fitness for Life |
| FIN | Finance |
| FREN | French |
| GAME | Gaming |
| GBBL | Biblical Studies: Graduate |
| GDMN | Doctoral Ministry |
| GE | General Education |
| GERM | German |
| GINS | Graduate Integrative Studies |
| GLBL | Global Studies |
| GMAC | Artist Certificate |
| GMIN | Graduate Ministry |
| GMUS | Graduate Music |
| GNRS | Graduate Nursing |
| GRAD | Faculty Development |
| GRKB | Greek (Biblical) |
| GRKC | Greek (Classical) |
| GSPH | Public Health |
| GTHE | Graduate Theology |
| GURS | Urban and Multicultural Programs |
| HEBB | Hebrew (Biblical) |
| HED | Higher Education |
| HEDL | Higher Education Leadership |
| HIST | History |
| HON | Honors |

| | |
|---|---|
| HROD | Human Resource and Organizational Development |
| HUM | Humanities |
| IBUS | International Business |
| JAPA | Japanese |
| JOUR | Journalism |
| KIN | Kinesiology |
| LDRS | Leadership Studies |
| LTN | Latin |
| MATH | Mathematics |
| MGMT | Management |
| MHA | Healthcare Administration |
| MIN | Ministry |
| MINC | Christian Ministries |
| MINY | Youth Ministry |
| MKTG | Marketing |
| MNCE | Ministry: Cultural Engagement |
| MODL | Modern Languages |
| MUS | Music |
| OPSY | Organizational Psychology |
| PADM | Public Administration |
| PCLS | Psychology: Child Life Specialist |
| PE | Physical Education |
| PHIL | Philosophy |
| PHYC | Physics |
| POLI | Political Science |
| PPSY | Clinical Psychology |
| PRAR | Art: Professional |
| PRBA | Business: Professional |
| PRBI | Biology: Professional |
| PRBL | Biblical Studies: Professional |
| PRCH | Chemistry: Professional |
| PRCJ | Criminal Justice: Professional |
| PRCO | Communication Studies: Professional |
| PREC | Early Childhood Education: Professional |
| PREN | English: Professional |
| PRGL | Global Studies: Professional |
| PRHI | History: Professional |
| PRLD | Leadership: Professional |
| PRMA | Math: Professional |
| PRMI | Ministry: Professional |
| PRMU | Music: Professional |
| PRPH | Philosophy: Professional |
| PRPO | Politcial Science: Professional |
| PRPS | Psychology: Professional |
| PRPY | Physics: Professional |
| PRRS | Religious Studies: Professional |
| PRSO | Sociology: Professional |
| PRSW | Social Work: Professional |
| PRTH | Theology: Professional |
| PRWR | Writing: Professional |
| PSYC | Psychology |
| PT | Physical Therapy |

| | |
|---|---|
| PUBR | Public Relations |
| RELG | Religion |
| RMS | Rehabilitation and Movement Science |
| RNRS | Nursing: Professional |
| SCW | Screenwriting |
| SOC | Sociology |
| SOCW | Social Work |
| SPAN | Spanish |
| SPED | Special Education |
| STAT | Statistics |
| TEP | Teacher Education Program |
| TESL | Teaching English to Speakers of Other Languages |
| TESP | Teacher Education: Special Education |
| THEO | Theology: Undergraduate |
| THTR | Theater Arts |
| UBBL | Undergraduate Biblical Studies |
| UNRS | Undergraduate Nursing |
| VOC | Vocation |
| WEB | Website and Information Technology |
| WRIT | Writing |

# Academic Calendars

Visit the Azusa Pacific website (http://www.apu.edu/calendar/academic/) to view the current undergraduate, graduate, and professional undergraduate academic calendars.

# Archived Catalogs

## Web Archives

2023-24 Academic Catalog (https://catalog.apu.edu/archives/2023-2024/)

2022-23 Academic Catalog (https://catalog.apu.edu/archives/2022-2023/)

2021-22 Academic Catalog (https://catalog.apu.edu/archives/2021-2022/)

2020-21 Academic Catalog (https://catalog.apu.edu/archives/2020-2021/)

2019-20 Academic Catalog (https://catalog.apu.edu/archives/2019-2020/)

2018-19 Academic Catalog (https://catalog.apu.edu/archives/2018-2019/)

2017-18 Academic Catalog (https://catalog.apu.edu/archives/2017-2018/)

2016-17 Academic Catalog (https://catalog.apu.edu/archives/2016-2017/)

## PDF Archives

### Undergraduate

2019-20 Undergraduate Catalog (https://catalog.apu.edu/pdf/2019-2020-undergraduate.pdf)

2018-19 Undergraduate Catalog (https://www.apu.edu/static/src/sites/provost/downloads/catalog/apu_ugradcat1819.pdf)

2017-18 Undergraduate Catalog (https://www.apu.edu/static/src/sites/provost/downloads/catalog/apu_ugradcat1718.pdf)

2016-17 Undergraduate Catalog (https://www.apu.edu/static/src/sites/provost/downloads/catalog/apu_ugradcat1617.pdf)

2015-16 Undergraduate Catalog (https://www.apu.edu/static/src/sites/provost/downloads/catalog/apu_ugradcat1516.pdf)

2014-15 Undergraduate Catalog (https://www.apu.edu/static/src/sites/provost/downloads/catalog/apu_ugradcat1415.pdf)

2013-14 Undergraduate Catalog (https://www.apu.edu/static/src/sites/provost/downloads/catalog/apu_ugradcat1314.pdf)

2012-13 Undergraduate Catalog (https://www.apu.edu/static/src/sites/provost/downloads/catalog/apu_ugradcat1213.pdf)

## Graduate and Professional

2019-20 Graduate and Professional Catalog (https://catalog.apu.edu/pdf/2019-2020-graduate.pdf)

2018-19 Graduate and Professional Catalog (https://www.apu.edu/static/src/sites/provost/downloads/catalog/apu_gradcat1819.pdf)

2017-18 Graduate and Professional Catalog (https://www.apu.edu/static/src/sites/provost/downloads/catalog/apu_gradcat1718.pdf)

2016-17 Graduate and Professional Catalog (https://www.apu.edu/static/src/sites/provost/downloads/catalog/apu_gradcat1617.pdf)

2015-16 Graduate and Professional Catalog (https://www.apu.edu/static/src/sites/provost/downloads/catalog/apu_gradcat1516.pdf)

2014-15 Graduate Catalog (https://www.apu.edu/static/src/sites/provost/downloads/catalog/apu_gradcat1415.pdf)

2013-14 Graduate Catalog (https://www.apu.edu/static/src/sites/provost/downloads/catalog/apu_gradcat1314.pdf)

2012-13 Graduate Catalog (https://www.apu.edu/static/src/sites/provost/downloads/catalog/apu_gradcat1213.pdf)

**View a full list of APU's archived catalog PDFs on the Office of the Provost website (http://www.apu.edu/provost/catalog/).**

# Catalog and Student Handbooks

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

# General University Information

## About APU

- University History (https://www.apu.edu/about/history/)
- A Faith and Learning Community (https://www.apu.edu/about/faithandlearning/)
- What We Believe (https://www.apu.edu/about/believe/)
- Mission Statement (https://www.apu.edu/believe/#mission)
- Statement of Faith (https://www.apu.edu/believe/#faith)
- Our Motto (https://www.apu.edu/believe/#motto)
- The Four Cornerstones (https://www.apu.edu/believe/#cornerstones)
- Statement of Academic Freedom (https://www.apu.edu/believe/#academic-freedom)
- Essence Statement (https://www.apu.edu/believe/#essence)
- Evangelical Commitment (https://www.apu.edu/about/evangelical/)
- Diversity Statement (https://www.apu.edu/about/diversity/)
- Human Sexuality Statement (https://www.apu.edu/about/sexuality/)
- Alcohol Statement (https://www.apu.edu/about/alcohol/)
- Accreditation (https://www.apu.edu/provost/accreditation/)
- University Student Learning Outcomes (https://www.apu.edu/provost/)
- Antidiscrimination Policy (p. 1086)

## Locations

- Main Campus (https://www.apu.edu/azusa/)
- Regional Locations (p. 30)
- State Authorizations (https://www.apu.edu/provost/accreditation/state-authorizations/)

# Administration

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# Regional Locations

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

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

***Mailing Address:***
Office of the Regional Campuses
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

Check with locations for specific programs offered. (https://www.apu.edu/locations/)

## Regional Campuses

### High Desert Regional Campus

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

### Inland Empire Regional Campus

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

### Murrieta Regional Campus

40508 Murrieta Hot Springs Rd.
Murrieta, CA 92563-6403
(951) 304-3400
Fax: (951) 304-3388
murrieta@apu.edu
apu.edu/murrieta (https://www.apu.edu/murrieta/)

### Orange County Regional Campus

1915 Orangewood Ave., Suite 100
Orange, CA 92868-2046
(714) 935-0260
Fax: (714) 935-0356

orangecounty@apu.edu

apu.edu/orange (https://www.apu.edu/orange/)

## San Diego Regional Campus

5353 Mission Center Rd., Suite 300

San Diego, CA 92108-1306

(619) 718-9655

Fax: (619) 718-9659

sandiego@apu.edu

apu.edu/sandiego (https://www.apu.edu/sandiego/)

## Regional Site

## Monrovia Regional Site

606 E. Huntington Dr.

Monrovia, CA 91016

(626) 815-6302

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apu.edu/monrovia (https://www.apu.edu/monrovia/)

## Instructional Location

## Redlands Community Hospital

350 Terracina Blvd.

Redlands, CA 92373

# Academics

## Schools & Colleges

## Other Programs & Related Information

## Average Time to Completion by Degree

# College of Arts, Humanities, Sciences, and Theology

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

The college offers a wide range of major and minor undergraduate degree programs, many of the courses in the university's General Education (p. 911) program, numerous discipline-specific student honor societies, and several graduate degree programs.

## The Center for Research in Science

The Center for Research in Science (CRIS) (p. 33) serves internal and external communities by promoting research that encompasses and extends the scope of scientific studies to address the inseparable relationship between science and culture, its role in a classical liberal arts education, and the dialogue between faith and reason.

## The Math and Physics Center

The Department of Computer Science, Engineering, Mathematics, Physics, and Statistics sponsors a drop-in tutoring center for assistance with mathematics, physics, and statistics courses. Housed in Segerstrom Science Center (Room 170), the Math and Physics Center (https://www.apu.edu/clas/mathphysics/opportunities/) provides an out-of-classroom setting where students gather to actively learn and teach math, physics, and statistics. The room is fully equipped with computers, whiteboards, and work spaces. Students are encouraged to regularly work on their homework at the center, knowing that help is nearby should it be needed. Skilled student tutors staff the center for free on-site and online tutoring Monday-Thursday throughout each semester. For more information, contact the Department of Computer Science, Engineering, Mathematics, Physics, and Statistics at (626) 815-6470.

# School of Humanities and Sciences

The School of Humanities and Sciences offers academic programs of excellence in the humanities and STEM (science, technology, engineering, and math) disciplines, promoting scholarship among faculty-mentors and students to prepare disciple-scholars for advanced study, civic engagement, vocational success, and a well-lived life. The school offers an array of major and minor undergraduate degree programs, courses in the university's General Education (p. 911) program, discipline-specific student honor societies, and graduate degree programs.

# Center for Research in Science (CRIS)

The Center for Research in Science (CRIS) (https://www.apu.edu/research-science/) envisions impacting society by equipping students for scientific endeavors, advancing science in the community, and engaging scholars to explore the interface between science and other academic disciplines.

CRIS is committed to scientific excellence and a Christian perspective of truth and life. By fostering scientific collaborations, connections, and creativity, CRIS seeks to advance STEM presence at Azusa Pacific University and in the surrounding community.

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

# Department of Biology and Chemistry

The Department of Biology and Chemistry (http://www.apu.edu/clas/biochem/) serves God through the integration of a Christian perspective into the disciplines of biology and chemistry, providing an environment in which students can develop a Christian worldview and learn to integrate their faith into their lives as scientists, and prepare for success in further studies and/or their chosen careers.

The department offers science courses that are consistent with the majors offered, that meet the goals of the General Education program (p. 911), and that serve as support courses for students in other majors. Programs offered include Bachelor of Arts degrees in Allied Health (p. 46), Allied Health with a Business Emphasis (p. 48), and Chemistry (p. 51); Bachelor of Science degrees in Allied Health (p. 53), Allied Health with Integrated Single Subject (Science) Teaching Credential (p. 55), Biological Sciences (p. 61), Chemistry (p. 64), and Biochemistry (p. 58); and a Master of Science in Biotechnology (p. 69).

## Requirements for Allied Health, Biochemistry, Biological Sciences (previously Biology), and Chemistry Majors

While the Department of Biology and Chemistry does not cap enrollment in these majors, students are expected to demonstrate certain levels of achievement (detailed below) to enter and remain in these majors.

### Entrance Requirements

### Freshmen Applicants

To qualify for a major in allied health, biological sciences (previously biology), biochemistry, or chemistry, freshman applicants must submit documentation of the following (or their equivalents) and indicate their choice for one of those majors to the Office of Undergraduate Admissions (https://www.apu.edu/undergraduate-admissions/) before the start of classes. After that date, the requirements in the Matriculated APU Students section (below) must be met.

- High school GPA of 3.0+
- At least three years of high school math (an average of *C-* or higher across all three years) or SAT Math score of 530+ or ACT Math score of 21+*
- At least 2 years of high school science (with a *B* or higher in either biology or chemistry)

*All freshmen students are required to take the ALEKS math placement assessment (or satisfy criteria 1-8 of GE Quantitative Literacy) before the start of classes to determine which math course to enroll in and whether the appropriate math prerequisites have been met for CHEM 151 and BIOL 151.

### Transfer Applicants

To qualify for a major in allied health, biological sciences (previously biology), biochemistry, or chemistry, transfer applicants must submit documentation of the following (or their equivalents) and indicate their choice for one of these majors to the Office of Undergraduate Admissions before the start of classes. After that date, the requirements in the Matriculated APU Students section (below) must be met.

- Community college/university GPA of 2.8+
- Completion of Intermediate Algebra or higher (*C*- or higher)*
- Completion of a one-semester science course (*C*- or higher, biology or chemistry course recommended)**

*Transfer students may be required to take the ALEKS math placement assessment before the start of classes to determine which math course to enroll in and whether the appropriate math prerequisites have been met for CHEM 151 and BIOL 151, as applicable.

**Transfer students who do not meet the transfer applicant requirements may submit their high school transcript to demonstrate satisfaction of the freshman applicant requirements.

## Matriculated APU Students

To qualify for a major in allied health, biological sciences (previously biology), biochemistry, or chemistry, matriculated APU students must submit evidence of all of the following:

- Completion of a BIOC, BIOL, or CHEM course required for the desired major (*C*- or higher)
- Completion of MATH 95, current ALEKS score of 45+, SAT Math score of 530+, or ACT Math score of 21+
- Completion of prospective major advising in the Department of Biology and Chemistry

Milestone Completion

In order to progress through the allied health, biological sciences (previously biology), biochemistry, or chemistry major, two milestones need to be completed. Completion of Milestone 1 allows the student to become a candidate for lower-division courses, and completion of Milestone 2 enables the student to become a candidate for upper-division courses. These milestones are as follows:

## Milestone 1

Allied Health/Biological Sciences (previously Biology): *C*- or higher in BIOL 151 (prerequisite: completion or waiver of MATH 95 or equivalent [for example, by a 45 ALEKS])

Biochemistry/Chemistry: *C*- or higher in CHEM 151 (prerequisite: *B*- or higher in MATH 110 or equivalent [for example, by a 65 ALEKS])

All students who have not satisfied prerequisites to begin Milestone 1 courses should instead take the appropriate prerequisite courses. In some cases, such students may require more than eight semesters to complete the requirements for the major.

## Milestone 2

Allied Health (BS, BA with Business Emphasis)/Biological Sciences (previously Biology): *C*- or higher in BIOL 280 (prerequisites: *C*- in BIOL 240 and CHEM 151)

Allied Health (BA): *C*- or higher in BIOL 251 (prerequisites: *C*- in BIOL 250 and *C*- in CHEM 151 or *B* in one year of high school chemistry)

Biochemistry: *C*- or higher in BIOL 280 (prerequisites: *C*- in BIOC 270 and CHEM 151) **and** CHEM 252 (prerequisite: *C*- in CHEM 251; corequisite: CHEM 262)

Chemistry: *C*- or higher in CHEM 300 (prerequisite: *C*- in CHEM 152)

## Department Policies

The following are policies that apply to all students in courses offered by the department:

- A student must complete all prerequisites for a BIOC, BIOL, or CHEM course with a *C*- or higher before taking the course (except as noted in the course description).
- Students with a total of three unsuccessful attempts (below *C*-) in any combination of BIOC, BIOL, and CHEM courses will be automatically dropped from subsequent enrollment in department courses.
- Any single BIOC, BIOL, or CHEM course may be taken only two times at APU.
- Students may not earn a chemistry minor if they are majoring in biochemistry, nor may they earn a biology minor if they are majoring in allied health or biochemistry.
- Students missing more than three labs in a course receive an automatic *F* in the course.
- Courses with labs in an online or correspondence format are not allowed to transfer as BIOC, BIOL, or CHEM courses.

## Additional Requirements for Allied Health, Biological Sciences (previously Biology), Biochemistry, and Chemistry Majors and Biology or Chemistry Minors

All of the following requirements must be met to continue as an allied health, biological sciences (previously biology), biochemistry, or chemistry major or as a biology or chemistry minor. Failure to maintain these requirements will result in a student being dropped from the major or minor. Reentry to the major or minor is by petition only.

- A minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major or minor must be maintained.
- A student must complete each course required for the major or minor with a *C-* or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single class within the major or minor can be taken only two times at APU; students must change to a major or minor outside the department after two unsuccessful (below *C-*) attempts in a single required course.
- Only two courses total within the major or minor can be repeated; students must change to a major or minor outside the department after unsuccessful (below *C-*) attempts in any three required courses.
- All majors are required to take BIOL 496 to meet their General Education Senior Seminar or Writing 3 requirement.
- While courses required of the major or minor may be taken at other accredited institutions, subject to approval via a transfer inquiry form, lecture and laboratory components must be taken at the same institution in the same semester.
- It is strongly recommended that freshmen in all biological sciences majors (including biochemistry) take General Chemistry I (CHEM 151) and General Biology I (BIOL 151) the first year, and that chemistry majors start with General Chemistry I (CHEM 151) and Calculus I (MATH 165) the first year. Should math placement assessment require algebra of the student, then that course should be taken the first year and a five-year program may be indicated.
- BIOL 151 should be taken by allied health, biochemistry, and biological sciences majors and biology or chemistry minors who receive AP biology credit, as many medical schools and graduate programs will not accept AP biology to meet requirements for admission.
- Students may take a maximum of 3 units total from the following courses for elective credit toward the BS in Allied Health, the BA in Allied Health, the BS in Biological Sciences, or the minor in biology:

| Code | Title | Units |
| --- | --- | --- |
| BIOL 390 | Pre-health Seminar | 1 |
| BIOL 391 | Medical Missions Practicum | 1 |
| BIOL 394 | Directed Research Internship | 1-3 |
| BIOL 395 | Biological Science Internship | 1-3 |
| BIOL 490 | Biology Seminar | 1 |
| BIOL 497 | Readings | 1-3 |

- The following courses may **not** be taken to meet upper-division elective requirements in any major or minor in the department: BIOL 325, BIOL 330, BIOL 400, and BIOL 470.

## Dismissal Policy

The department will audit student compliance with these policies each semester. Failure to maintain these requirements will result in the student being dropped from the major or minor. Reentry to the major or minor is by petition only.

## Science at the Secondary Level

Students planning a career in teaching science at the secondary level should prepare for the CSET examination. Students should major in biological sciences, chemistry, or physics to obtain subject-matter proficiency in one of these areas for the specialization test. In addition, to prepare for the breadth part of the test, students should take:

| Code | Title | Units |
| --- | --- | --- |
| BIOL 151 | General Biology I | 4 |
| BIOL 152 | General Biology II | 4 |
| CHEM 151 | General Chemistry I | 4 |
| CHEM 152 | General Chemistry II | 4 |
| PHYC 125 | Earth Science Concepts and Applications | 3 |
| Select one of the following: | | 8-10 |
| PHYC 155 & PHYC 156 | Physics for Life Sciences I and Physics for Life Sciences II | |

| PHYC 165 & PHYC 166 | Physics for Science and Engineering: Mechanics and Physics for Science and Engineering: Electricity and Magnetism | |
|---|---|---|
| PHYC 145 | Physics Laboratory I | 1 |
| PHYC 146 | Physics Laboratory II | 1 |

## Biology and Chemistry Fellowships

Each year, the Department of Biology and Chemistry offers a limited number of fellowships to selected undergraduates to participate in the Student-to-Scholar (S2S) Program (http://www.apu.edu/clas/biochem/fellowships/) involving laboratory research with a faculty-mentor.

## Programs

### Majors

### Minors

### Master's

## Courses

### BIOC 270, Biomolecular Chemistry, 4 Units

Students in this course undertake a systematic and theoretical study of the biochemical activities of living cells as they are introduced to the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. Emphasis is on the practical application of biochemical techniques in academic, government, and industrial laboratories today. Lecture, 3 hours; lab, 4 hours.
**Prerequisite:** C- or better in BIOL 151 and CHEM 152; C- or better in CHEM 251 (may be taken concurrently)

### BIOC 360, Principles of Biochemistry, 4 Units

Students in this course gain a systematic and theoretical understanding of the biochemical activities of living cells, including an introduction to the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. This course does not meet the requirements of the biochemistry major. Credit will not be given for both BIOC 270 and BIOC 360, nor for both BIOC 360 and BIOC 370. Lecture, 3 hours; lab, 4 hours.
**Prerequisite:** C- or higher in CHEM 252 (may be taken concurrently with department consent)

### BIOC 370, Biomolecular Metabolism, 4 Units

Students in this course gain an in-depth understanding of biomolecule metabolism, with emphasis on the mechanisms of energy transfer and chemical communication in living systems. Laboratory recitations foster the practical application of biochemical techniques and thorough understanding of current literature in the field. Lecture, 3 hours; lab, 4 hours.
**Prerequisite:** C- or better in BIOC 270 and CHEM 252.

### BIOC 390, Physical Biochemistry, 3 Units

Physical biochemistry is the study of the physical properties that govern how proteins, DNA, RNA, and other biological polymers assemble into life. These physical properties provide a description of their interactions, from the atomic level to large macromolecular assemblies. Methods for measuring interactions between biomolecules involving nuclear, electric, magnetic, and centrifugal fields illustrate the interrelatedness of physics and chemistry in our understanding of conventional biology.
**Prerequisite:** C- or better in BIOC 270 and CHEM 252.

## BIOL 90, Laboratory Safety, 0 Units

This course provides an introduction to federal, state, and local regulations, material safety data suggestions, chemical hygiene plan, labels, equipment, spill response, and proper handling and disposal of chemicals as related to an academic laboratory.

## BIOL 101, Biology and Society, 4 Units

This elementary course covers principles of cell structure and function, genetics, development, reproduction, and animal systems biology. Lecture, 3 hours; lab, 3 hours. Not intended for health or natural sciences majors. *Meets the General Education Requirement: Natural Science.*
Special Fee Applies

## BIOL 109, Introduction to Biological Sciences, 3 Units

Designed for high school students participating in the APU/Azusa USD Summer GATE Program, this course provides an introduction and overview of biology concentrating on cell biology, genetics, kingdoms, and ecology. The emphasis is on basic science principles, their application to real-world situations, and developing the basic skills needed in college.
**Prerequisite:** High School biology course

## BIOL 115, Anatomy and Physiology, 4 Units

Lecture, 3 hours; Lab, 3 hours: This is an introductory course in the principles of anatomy and physiology as they relate to the structure and function of the living human body. It is designed for physical education majors. Does not count toward biology major credit.
Special Fee Applies
**Prerequisite:** BIOL 101 or BIOL 151. (Nursing Majors: High School Biology and minimum SAT/ACT scores)

## BIOL 151, General Biology I, 4 Units

This foundational course for science majors is the first in a two-semester sequence covering principles of cell structure and function, genetics, development, reproduction, and animal systems biology. Lab emphasis is on the investigative approach and experimental techniques of biology. Lecture, 3 hours; lab, 4 hours. *Meets the General Education Requirement: Natural Science.*
**Prerequisite:** Completion or waiver of MATH 95 (for example, by a 45 ALEKS score). For allied health, biochemistry, biological sciences, chemistry, kinesiology, psychology, computer science, and physics majors only; all other majors by department consent.

## BIOL 152, General Biology II, 4 Units

Lecture, 3 hours; Lab, 4 hours: This second-semester course deals with behavior, evolution, plant and animal diversity of life, plant biology, and introduction to ecology. There is a laboratory emphasis on plant and animal biology.
Special Fee Applies
**Prerequisite:** C- in BIOL 151

## BIOL 200, Human Anatomy for Nursing, 4 Units

Students in this intensive course study human anatomy using the systemic approach, with lab exercises utilizing human cadaver prosections. Lecture, 3 hours; discussion, 1 hour; lab, 4 hours.
**Prerequisite:** Preadmitted nursing major status and a B in one year of high school biology or C- in BIOL 151.

## BIOL 210, Human Physiology for Nursing, 4 Units

Students in this course study how human organ systems function and maintain homeostasis. Laboratory exercises include biomedical instrumentation. Lecture, 3 hours; lab, 4 hours.
Special Fee Applies
**Prerequisite:** C- in BIOL 200 and C- in CHEM 123 (may be taken concurrently) or a B in one year of high school chemistry; for nursing majors only - all other majors by department consent.

## BIOL 220, General Microbiology, 4 Units

This course is for students majoring (or planning to major) in nursing or allied health (BA). The focus is on fundamental microbiological principles and laboratory techniques, with an emphasis on disease-causing microorganisms, new and old methods of disease treatment and prevention, and host immune responses. Lecture, 3 hours; lab, 4 hours.
Special Fee Applies
**Prerequisite:** C- in BIOL 151 or BIOL 230, and C- in CHEM 151 (may be taken concurrently) or CHEM 123. Nursing majors: C- in CHEM 123. Department consent required for non-nursing majors.

## BIOL 226, Intro to Neurobiology, 4 Units

Students in this course explore how scientists study the biological basis of human behavior, focusing on the specific aspects of neuroscience that are directly related to various behavioral and cognitive functions. This course takes a case-study and research-based approach, relying on textbook but also group discussion of current behavioral neuroscience research and techniques. Students develop the skills to interpret, critically analyze, and apply relevant research and theories in the field of behavioral neuroscience and its biological basis in psychopharmacology. Lecture, 3 hours; lab, 4 hours.
Special Fee Applies
**Prerequisite:** C- in BIOL 151

## BIOL 230, Human Anatomy and Physiology I, 4 Units

This is the first semester of a two-semester course that examines the anatomy and physiology of the human body from an integrated perspective. Topics include basic biological and chemical concepts, tissue types, integumentary, musculoskeletal and nervous systems, and special senses. The laboratory component includes model-based anatomical studies and the examination of physiological processes via the scientific method.
Special Fee Applies
**Prerequisite:** Kinesiology students only

## BIOL 231, Human Anatomy and Physiology II, 4 Units

This is a continuation of the Human Anatomy and Physiology I course. Topics include metabolism and the autonomic nervous, endocrine, cardiovascular, lymphatic, respiratory, urinary and reproductive systems. The laboratory component includes model-based anatomical studies and the examination of physiological processes via the scientific method. *Meets the General Education Requirement: Natural Science.*
Special Fee Applies
**Prerequisite:** C- or higher in BIOL 230. Kinesiology students only.

## BIOL 240, Biology of Microorganisms, 4 Units

This course covers the fundamental principles and techniques of microbiology, with emphasis on the role of microorganisms in disease, immunity, and food production. Lecture, 3 hours; lab, 4 hours.
Special Fee Applies
**Prerequisite:** C- in BIOL 151; and C- in BIOL 152, C- in BIOL 230, or C- in BIOL 250, as well as C- in CHEM 151 (may be taken concurrently). Department consent required for all majors outside of the Department of Biology and Chemistry.

## BIOL 250, Human Anatomy, 4 Units

This intensive course in human anatomy uses the systemic approach, with lab exercises utilizing human cadaver prosections. Lecture, 3 hours; discussion, 1 hour; lab, 4 hours.
Special Fee Applies
**Prerequisite:** C- in BIOL 151; for allied health and kinesiology (health professions concentration) majors only-all other majors by department consent.

## BIOL 251, Human Physiology, 4 Units

Students in this course study how human organ systems function and maintain homeostasis. Laboratory exercises include biomedical instrumentation. Lecture, 3 hours; lab, 4 hours.
Special Fee Applies
**Prerequisite:** C- in BIOL 151 and C- in BIOL 250; and C- in CHEM 151 or C- in CHEM 123; for allied health and kinesiology (health professions concentration) majors only-all other majors by department consent

## BIOL 280, Cell Biology, 4 Units

This course covers a theoretical approach to cellular and molecular biology, including ultrastructure, cytology, metabolism, and molecular genetics. Laboratory emphasis is given to electron microscopy, centrifugation, and DNA and protein electrophoresis. Lecture, 3 hours; lab, 4 hours; discussion/ quiz, 1 hour.
Special Fee Applies
**Prerequisite:** Allied health and biological sciences majors: C- in BIOL 240 and C- in CHEM 151; biochemistry majors: C- in BIOC 270.

## BIOL 300, Genetics, 4 Units

This course covers the principles of heredity, including Mendelism, cytogenetics, population theory, human medical genetics and gene regulation, classical laboratory experimentation, and modern molecular biology techniques. Lecture, 3 hours; Lab, 4 hours. *Meets the General Education Requirement: Integrative and Applied Learning.*
Special Fee Applies
**Prerequisite:** C- in BIOL 280

## BIOL 311, Teaching and Learning in STEM, 2 Units

Students in this course learn about the fundamentals of effective STEM teaching, including common challenges for STEM learners, active engagement strategies, assessment techniques, supporting diverse learners, designing assignments, and planning courses and lessons.
**Prerequisite:** BIOL 151, CHEM 151, CS 120, MATH 165, PHYC 155, PHYC 165, or equivalent

## BIOL 312, STEM Education Research Seminar, 1 Unit

Students identify challenges for effective STEM education that they observe during their experiences as STEM students and in STEM teaching support roles. Using readings drawn from the STEM education research literature, students identify and evaluate solutions to these challenges.
**Prerequisite:** BIOL 151, CHEM 151, CS 120, MATH 165, PHYC 155, PHYC 165, or instructor permission

## BIOL 313, STEM Teaching Practicum, 1 Unit

This course is intended for students serving in teaching support roles for STEM courses, including Learning Assistants, Teaching Assistants, and tutors. Students observe and reflect on effective STEM teaching practices and assist learners in engaging with and understanding course content.
**Prerequisite:** BIOL 151, CHEM 151, CS 120, MATH 165, PHYC 155, PHYC 165, or instructor permission

# BIOL 320, Ecology, 4 Units

This course provides an understanding of the relationship of plants and animals to their environment, with particular consideration given to distribution, communities, and population analysis. Lecture, 3 hours; Lab, 4 hours. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
Special Fee Applies
**Prerequisite:** C- in BIOL 152 and BIOL 280; Upper-division status.

# BIOL 325, Humans and the Environment, 4 Units

Through lecture and lab experience students study the historical, biblical, and scientific aspects of the environment with particular emphasis on the impact of humans on God's world. Students explore a variety of environmental aspects related to economics, global studies, and missiology in individual studies/papers. Does not count toward biology major credit. *Meets the General Education Requirement: Natural Science.*

# BIOL 325H, Humans and the Environment - Honors, 4 Units

Through lecture and lab experience students study the historical, biblical, and scientific aspects of the environment with particular emphasis on the impact of humans on God's world. Students explore a variety of environmental aspects related to economics, global studies, and missiology in individual studies/papers. Does not apply for biology major credit. *Meets the General Education Requirement: Natural Science.*
**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

# BIOL 326, Neurobiology, 4 Units

Students in this course undertake a detailed study of the structure and function of animal nervous systems. Special emphasis is given to the anatomy and neurophysiology of reflexes, motor pathways, senses, and neurological diagnosis. This course is designed for students oriented toward the health sciences. Lecture, 3 hours; lab, 4 hours. *Meets the General Education Requirement: Integrative and Applied Learning.*
Special Fee Applies
**Prerequisite:** C- or better in BIOL 280

# BIOL 330, Gender Differences, 3 Units

Lecture/Discussion, 3 hours: This course examines in detail differences in gender. Realizing gender differences are related to one's chronological age, these differences are studied from the biological, psychological, sociological, and theological perspectives and understood that each perspective influences the others. Does not count toward biology major credit.

# BIOL 336, Vertebrate Biology, 4 Units

Lecture, 3 hours; Lab, 4 hours: This course provides a comprehensive survey of the natural history, anatomy, and systematics of vertebrate animals - fish, amphibians, reptiles, birds, and mammals. Laboratory will include training in dissection skills and experience with a human cadaver.
Special Fee Applies
**Prerequisite:** C- in BIOL 152

# BIOL 340, Invertebrate Biology, 4 Units

Lecture, 3 hours; Lab, 4 hours: The classification, natural history, and functional morphology of invertebrate phyla are studied.
**Prerequisite:** C- in BIOL 152

# BIOL 342, Medical Microbiology, 3 Units

This lecture course emphasizes the importance of microbiology to medicine and applied areas of science. The spectrum of infectious agents, host response, current diagnostic methodologies, and recent advances/problems in diagnosis and treatment are covered.
**Prerequisite:** C- in BIOL 240 and BIOL 280

# BIOL 346, Regional Human Anatomy, 4 Units

This is a dissection-based course in human anatomy, utilizing cadavers and a regional approach to studying the human body. Upon completion, students are able to identify major skeletal, muscular, nervous, and vascular structures; organs; and the relationships of these structures to each other in each body area. Students also learn about the flow of blood from the heart through vascular structures to organs and limbs, as well as the structure and significance of the cervical, brachial, and lumbosacral plexuses, and are able to explain the actions of muscles based on origin and insertions. Students gain skills in dissection, collaborating with colleagues to perform dissections and present findings to the class. Finally, students gain an appreciation of the intricacy and detail of the human body, the importance of precision and accuracy in experimental work, and the value of collaborative learning. Lecture, 3 hours; discussion, 1 hour; lab, 4 hours.
Special Fee Applies
**Prerequisite:** C- in BIOL 151 and BIOL 280; allied health (B.A.) majors: C- in BIOL 151 and BIOL 251.

# BIOL 350, Mammalian Physiology, 4 Units

Lecture, 3 hours; Discussion, 1 hour; Lab, 3 hours: This course offers an analysis of physiological mechanisms in animals with emphasis on the function at the organ systems level. This course is appropriate for those preparing for medical school and related graduate study. Introductory experiences applying physiological principles to clinical medicine are covered.
Special Fee Applies
**Prerequisite:** C- in BIOL 280

## BIOL 365, Plant Biology, 4 Units

Lecture, 3 hours; Lab, 4 hours: This course introduces botanical research topics, including plant classification, genetics, structure and function, growth and development, and evolution and ecology. It integrates themes and processes of the California State Science framework.
**Prerequisite:** C- in BIOL 280

## BIOL 370, Prosection, 1 Unit

Students are introduced to the human body through gross dissection and demonstration of selected portions of a human cadaver. This course requires 30 hours of laboratory.

## BIOL 390, Pre-health Seminar, 1 Unit

This course provides a background to the Biblical, historical and philosophical aspects of healthcare as well as an understanding of the reasons to pursue a career in the field. The course also covers the key principles required for success in applying for and matriculation into graduate programs in healthcare fields such as writing effective personal statements and interviewing well.
**Prerequisite:** Junior standing

## BIOL 391, Medical Missions Practicum, 1 Unit

Lecture/Discussion, 1 hour: This course offers a practicum experience for students preparing for a career in the medical/health-related sciences. Didactic medical-clinical instruction in first aid, assessment, and medical history is emphasized. Students gain practical field experience as Team Luke members with Mexico Outreach.
**Prerequisite:** BIOL 101, BIOL 151, or BIOL 250

## BIOL 394, Directed Research Internship, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. May be repeated, subject to department policies.
**Prerequisite:** Department permission

## BIOL 395, Biological Science Internship, 1-3 Units

This course gives students an opportunity to apply classroom knowledge in real-world settings through paid or volunteer science-related internships with local businesses or organizations. Students gain a realistic view of their career goals, explore possible career choices, and gain valuable experience under the guidance of their job supervisor and academic supervisor. Internship committee approval is required for this course; applications must be submitted a minimum of three weeks prior to the start of the semester. Internship site requirements may vary; email biologyandchemistry@apu.edu for details.
**Prerequisite:** 3.0 GPA, dept consent, and a C- or higher in the following: allied health BA: BIOL 251; allied health BA business emphasis, allied health BS, and biological sciences majors: BIOL 280; biochemistry majors: BIOC 270 and CHEM 252; chemistry majors: CHEM 300

## BIOL 396, Topics in Biology and Christian Thought, 1 Unit

This course covers the basic ideas behind the Creation/evolution and Creation care discussions. Students are exposed to, and are asked to critically evaluate, the scientific, philosophical, and theological foundations of these two debates.
**Prerequisite:** C- or higher in BIOL 151 and CHEM 152; UBBL 100 or UBBL 230; and junior standing. For biology minors only: C- or higher in BIOL 151, BIOL 240, and CHEM 151; UBBL 100 or UBBL 230; and junior standing.

## BIOL 400, Science and Children, 4 Units

This course is for liberal studies majors interested in obtaining a multiple subject teaching credential, helping them develop knowledge and skills in science content, including how to teach science concepts and processes emphasized in the Next Generation Science Standards and California State Framework - Science K-8. Lecture, 3 hours; lab, 3 hours. Does not count toward biology major credit. This is a core liberal studies course, and the 38 units of core liberal studies coursework must be completed with a grade of C or higher and an overall GPA of 3.0 or higher.
Special Fee Applies
**Prerequisite:** Junior or senior standing; completion of EDLS 200 or EDLS 202; and a C or better in two of the following courses: BIOL 101, PHYC 115, PHYC 125.

## BIOL 410, Molecular Biology, 4 Units

This course covers the traditional molecular biology curriculum, which includes transcription, translation, and gene expression in prokaryotes and eukaryotes. Lecture includes theory on key molecular techniques. Laboratory exercises emphasize current techniques in molecular biology such as molecular cloning, blotting, PCR, and assays of gene expression. Lecture, 3 hours; lab, 4 hours.
**Prerequisite:** C- or better in BIOL 280

## BIOL 420, Cancer Biology, 3 Units

This course covers a broad range of topics in cancer biology, including cancer statistics, cell cycle, oncogenes, tumor suppressor genes, DNA tumor viruses, stem cells, metastasis, etiology, and treatments.
**Prerequisite:** C- or higher in BIOL 280

# BIOL 425, Immunology, 3 Units

This course introduces students to the molecular and cellular basis, and the main mechanisms of, the mammalian immune system, including innate and acquired immunity. Emphasis is on reading and understanding scientific papers; applying course material to solve immunological problems; viewing the immune system as an interconnected, interdependent system; and studying mechanisms of immune dysfunction, microbial evasion of the immune system, and transplantation. Students also consider theological and ethical implications of our understanding of the immune system, research practices, and applications of immunity.
**Prerequisite:** C- or higher in BIOL 280; junior or senior standing

# BIOL 430, Global Change Biology, 3 Units

This course is an introduction to the emerging field of global change biology, with emphasis on the impacts of global change factors on humans, organisms, and ecosystems, with particular reference to past and present climate change, biodiversity loss, and environmental pollution. Avenues for adaptation and mitigation are also explored and discussed.
**Prerequisite:** C- or higher in BIOL 280, or instructor consent.

# BIOL 435, Stewardship Ecology, 3 Units

The history of humankind's view of nature and the resulting treatment of nature that arise from such views are examined. The biblical approach known as stewardship ecology is developed and supported as a foundation for the student's approach to this field.
**Prerequisite:** C- in BIOL 320

# BIOL 440, Developmental Biology, 3 Units

This is a study of the origin, morphology, and chemical control of developing germ layers, tissues, and systems of the body.
**Prerequisite:** BIOL 280 (C- or higher)

# BIOL 450, Histology, 4 Units

Lecture, 3 hours; Lab, 4 hours: This course teaches the structure and function of animal tissues. Emphasis is on preparation and recognition techniques of cell and tissue structure.
**Prerequisite:** C- in BIOL 280

# BIOL 454, Electron Microscopy for Biological Sciences, 2 Units

This lecture course deals with theory and principles of various microscopy methods, with emphasis given to electron optics, specimen preparation, and operation of transmission and scanning electron microscopes and ultrastructure analysis.
**Prerequisite:** PHYC 155, PHYC 156 or instructor consent

# BIOL 455, Laboratory in Electron Microscopy, 2 Units

This companion course to BIOL 454 covers biological and medical specimen preparation techniques and basic photographic protocol. Current laboratory instrumentation, dealing with both scanning and transmission electron microscopy, is emphasized.
**Prerequisite:** BIOL 280 or BIOL 454 (may be taken concurrently)

# BIOL 465, Practicum and Topics in Allied Health, 4 Units

This course deals with diagnosis strategies, prevention, and rehabilitation programs integral to the field of allied health. An emphasis on research literature facilitates students' development of knowledge, aptitudes, and skills within the allied health field. The clinical laboratory component emphasizes current instrumentation and practice. Lecture/discussion, 3 hours; lab, 4 hours. *Meets the General Education Requirement: Integrative and Applied Learning.*
Special Fee Applies
**Prerequisite:** C- or higher in the following: BIOL 280 or KIN 490; BIOL 250 or BIOL 336 or BIOL 230; BIOL 251 or BIOL 350 or BIOL 231 (may be taken concurrently). For allied health (B.A.) majors, the only prerequisite is a C- or higher in BIOL 251.

# BIOL 470, Science for the MCAT, 1 Unit

This course builds on lower-division courses in general and organic chemistry, biology, and physics to prepare students for the basic science content contained in the Medical College Admission Test (MCAT). Additional topics in genetics, biochemistry, physiology, and physics are presented, and integrated with practical mathematical skills in an interactive problem-solving setting. Fall semester includes practice items in biology and general and organic chemistry, and a practice test in biological sciences. May be repeated for 2 units of credit, and may not be taken to meet upper-division elective requirements in any major in the Department of Biology and Chemistry.
**Prerequisite:** Only for upper-division students admitted to the premedical track; department consent required.

# BIOL 490, Biology Seminar, 1 Unit

This course consists of review and discussion of current periodical literature. Written and verbal presentations are required.
**Prerequisite:** Junior or Senior Standing

# BIOL 494, Advanced Topics in Biology, 4 Units

This course presents advanced coverage of topics in physiology or other biological sciences. The course may be repeated for credit when different topics are offered. Lecture plus laboratory.
**Prerequisite:** C- or higher in BIOL 280; Jr or Sr Standing

## BIOL 495, Advanced Topics in Biology, 3 Units

This course presents advanced coverage of topics in physiology or other biological sciences. The course may be repeated for credit when different topics are offered. Lecture only.
**Prerequisite:** C- or higher in BIOL 280; Jr or Sr Standing

## BIOL 496, Writing 3: Ethics and the Sciences, 3 Units

This course covers the basics of worldviews, science, and ethics while delving deeper into the details of various ethical perspectives and their implications for science. Specific areas of science are explored from a Christian ethics viewpoint through lectures, writing instruction, a thesis, and oral presentations. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2 and a C- or higher in one of the following: BIOL 280, CHEM 252, CHEM 240, or BIOL 465 (Allied Health B.A. only). Department consent required.

## BIOL 497, Readings, 1-3 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by, a university student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class. May be repeated subject to department policies.

## BIOL 498, Directed Research, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. May be repeated subject to department policies.
**Prerequisite:** Junior or senior standing and department permission.

## BIOT 500, Biotechnology Internship, 3 Units

The biotechnology internship is a mandatory component of the Masters of Science in Biotechnology program, and is reserved for students enrolled in that program. The internship requirement is 320 hours, and generally takes 10-12 weeks to complete. Internships may be paid or unpaid, and are carried out at the business sites of biomedical product companies. Internship projects are presented at a biotechnology internship symposium in the fall semester after completion of the internship.
**Prerequisite:** BIOT 511, BIOT 512, and BIOT 515;
**Corequisites:** BIOT 516 and BIOT 600A

## BIOT 510, Commercialization of Technology, 3 Units

This course serves as an introduction to issues related to new product development, formulating strategies, acquiring resources, setting up and managing operations, and creating technology-focused businesses, with an emphasis on ethics in the high-tech workforce environment. Assignments and project emphasize learning how to manage and commercialize technology.
**Prerequisite:** Must be admitted into the M.S. in Biotechnology program;
**Corequisites:** BIOT 513 and BIOT 514

## BIOT 511, Molecular Biology, Pharmacology, and Toxicology of Biopharmaceutics, 3 Units

This course is an overview of molecular biology, pharmacology, and toxicology concepts as applied to the development of biopharmaceutical products and biomedical devices. Students work collaboratively toward a final project to propose a new pharmaceutical product and/or biomedical device.
**Prerequisite:** BIOT 510, BIOT 513, and BIOT 514;
**Corequisites:** BIOT 512 and BIOT 515

## BIOT 512, Bioinformatics, 3 Units

This course introduces the strategies, approaches, and computer applications used in drug discovery, database design, and data mining. Case studies illustrate specific applications of the methods for measuring, visualizing, representing, inferring, clustering, classifying, and modeling biotechnological data. Class format involves didactic instruction and hands-on experience with various bioinformatics tools and databases.
**Prerequisite:** BIOT 510, BIOT 513, and BIOT 514;
**Corequisites:** BIOT 511 and BIOT 515

## BIOT 513, Regulatory Affairs for the Biotechnology Industry, 3 Units

This course is a detailed examination of the terminology, timelines, and practices followed by regulatory affairs professionals employed in the biotechnology industry. Case studies from the industry are examined to supplement certain topics and to illustrate interpretation of regulations.
**Prerequisite:** Must be admitted into the M.S. in Biotechnology program;
**Corequisites:** BIOT 510 and BIOT 514

## BIOT 514, Probability and Statistics for the Biotechnology Industry, 3 Units

Students in this course examine the statistical methods and computer applications used in drug manufacturing processes. Topics covered include data presentation, probability, hypothesis testing, univariate and multivariate analysis, linear regression, and confidence interval estimation.
**Prerequisite:** Must be admitted into the M.S. in Biotechnology program;
**Corequisites:** BIOT 510 and BIOT 513

## BIOT 515, Project Management for the Biotechnology Industry, 3 Units

This course is designed to prepare students in business, engineering, and technology for the task of managing projects, such as information technology projects, business process improvement projects, and product development projects.
**Prerequisite:** BIOT 510, BIOT 513, and BIOT 514;
**Corequisites:** BIOT 511 and BIOT 512

## BIOT 516, Ethics for Biomedical Products Industries, 3 Units

Biotechnology exists at a critical intersection of science and ethics, and the power and potential of biotechnology demands caution to ensure ethical progress. Students in this course examine the ethical roles and responsibilities of key participants in the biomedical development process, including industry, government, and healthcare authorities. Students examine ethical issues related to biomedical product advancement and use, and specific areas of science are also explored from a Christian ethics viewpoint through lectures, student oral presentations, team debate, and final written projects.
**Prerequisite:** BIOT 511, BIOT 512, and BIOT 515;
**Corequisites:** BIOT 500 and BIOT 600A

## BIOT 517, Clinical Trials, 3 Units

This course examines governmental laws, practices, and regulations associated with human clinical trials, and includes development and evaluation of a series of in-class assignments with class discussion and a capstone project for small student groups culminating with in-class presentations.
**Prerequisite:** BIOT 500, BIOT 516, and BIOT 600A;
**Corequisite:** BIOT 600B

## BIOT 530, Environmental Toxicology and Bioremediation, 3 Units

Students in this course survey pollutants released from various natural as well as anthropogenic sources and their toxicological effects on environments, humans, animals, and plants. Students also examine, evaluate, and present various bioremediation approaches for pollutant neutralization. Lecture and colloquium.
**Prerequisite:** Admission to the Master of Science in Biotechnology program, or instructor permission.

## BIOT 600A, Master's Degree Project I, 3 Units

This course comprises the first part of the capstone master's degree project (MDP) for the M.S. in Biotechnology program, and is to be taken in the fall semester of students' second year. In this course, students identify and begin work on their MDP, for which they must complete a minimum of 480 hours of in-person work at a project site approved by the program director-120 hours in BIOT 600A, and the balance of the hours in the 9-unit BIOT 600B in the spring semester of their second year.
**Prerequisite:** BIOT 511, BIOT 512, and BIOT 515, and good second-year standing in the M.S. in Biotechnology program;
**Corequisites:** BIOT 500 and BIOT 516

## BIOT 600B, Master's Degree Project II, 9 Units

This course comprises the second part of the capstone master's degree project (MDP) for the M.S. in Biotechnology program, and is to be taken in the spring semester of students' second year. In this course, students must complete the remaining 360 hours of in-person work at a project site approved by the program director, and must also give an oral presentation (defense) and a written report of the project to fulfill the degree requirement.
**Prerequisite:** BIOT 500, BIOT 516, and BIOT 600A, and good standing in the M.S. in Biotechnology program;
**Corequisite:** BIOT 517

## CHEM 90, Laboratory Safety, 0 Units

Students are introduced to federal, state, and local regulations, material safety data suggestions, chemical hygiene plans, labels, equipment, spill response, proper handling, and disposal of chemicals as related to an academic laboratory.

## CHEM 101, Chemistry and Society, 4 Units

This elementary course surveys contemporary and relevant topics in our society, and explores the basic laws and concepts of modern chemistry behind these topics. Lecture, 3 hours; Lab, 3 hours. *Meets the General Education Requirement: Natural Science. Not intended for health or natural science majors.*
Special Fee Applies

## CHEM 105, Citizen Chemistry, 4 Units

Lecture, 3 hours; Lab, 3 hours: This course is designed for nonscience majors and presents chemistry in its broad cultural, social, and economic context. The lectures and laboratories cover experiences that are of concern to students' everyday lives.

## CHEM 123, General, Organic, and Biological Chemistry for the Health Sciences, 4 Units

This course comprises an overview of general, organic, and biological chemistry topics, with an emphasis on health science applications. Topics include radioactivity, intermolecular forces, solution behavior, acids and bases, nomenclature, physical characteristics of organic compounds, and selected reactions, with focus on the simple organic functional groups and carbonyl chemistry. Biochemistry topics cover chemical reactions and physiological significance of cellular macromolecules including proteins, enzymes, and nucleic acids, as well as metabolism. Lecture, 3 hours; lab, 3 hours. *Meets the General Education Requirement: Natural Science.*
**Prerequisite:** Completion or waiver of MATH 95 (for example, by a 45 ALEKS score) and pre-admitted nursing status or department consent.

## CHEM 151, General Chemistry I, 4 Units

This foundational course for science majors is the first in a two-semester sequence covering the basic laws and concepts of modern chemistry. Topics include atomic structure, chemical bonding, thermochemistry, stoichiometry, chemical reactions, solution chemistry, nuclear chemistry, and the behavior of gases. Lecture, 3 hours; lab, 3 hours. *Meets the General Education Requirement: Natural Science.*
Special Fee Applies
**Prerequisite:** B- or higher in MATH 110 or equivalent (for example, an ALEKS score of 65). For allied health, biochemistry, biological sciences, chemistry, kinesiology, physics, engineering, and computer science majors only; all other majors by department consent.

## CHEM 152, General Chemistry II, 4 Units

This is a foundational course for science majors and the second part of a two-semester sequence covering the basic laws and concepts of modern chemistry. Topics covered include solution chemistry, chemical kinetics, equilibrium, acid-base theory, thermodynamics, and electrochemistry. Lecture, 3 hours; lab, 4 hours.
Special Fee Applies
**Prerequisite:** C- in CHEM 151

## CHEM 240, Introduction to Organic and Biochemistry, 4 Units

Lecture, 3 hours; Lab, 3 hours: Students are introduced to the names, properties, and reactions of organic functional groups with applications to biochemical monomers and macromolecules.
Special Fee Applies
**Prerequisite:** C- in CHEM 152

## CHEM 251, Organic Chemistry: Theory I, 3 Units

This general course covers bonding theory, structure analysis, isomers, nomenclature, physical properties, functional groups, fundamental reaction mechanisms, stereochemistry, spectroscopy, and synthesis of hydrocarbons.
**Prerequisite:** C or better in CHEM 152;
**Corequisite:** CHEM 261

## CHEM 252, Organic Chemistry: Theory II, 3 Units

This general course covers spectroscopy, physical properties, reaction mechanisms, thermodynamics, kinetics, aromaticity, and fundamental reaction mechanisms of hydrocarbons, carbonyl compounds, and biological macromolecules.
**Prerequisite:** C- in CHEM 251;
**Corequisite:** CHEM 262

## CHEM 261, Organic Chemistry - Lab, 1 Unit

Techniques of determining chemical and physical properties and synthesis of organic compounds are the focus of laboratory study. Must be taken concurrently with CHEM 251.
Special Fee Applies
**Corequisite:** CHEM 251

## CHEM 262, Organic Chemistry - Lab, 1 Unit

Students in this lab focus on techniques for determining chemical and physical properties and synthesis of organic compounds.
**Prerequisite:** C- in CHEM 261.
**Corequisite:** CHEM 252

## CHEM 300, Quantitative Chemical Analysis - Theory, 2 Units

The theoretical basis of gravimetric and volumetric analyses are covered in this course. Topics include multiequilibria, acid-base equilibria, and redox reactions as applied to quantitative analysis.
**Prerequisite:** C- in CHEM 152

## CHEM 310, Quantitative Chemical Analysis - Laboratory, 2 Units

This is a laboratory course in the analysis of materials by the methods studied in CHEM 300.
**Corequisite:** CHEM 300

## CHEM 311, Teaching and Learning in STEM, 2 Units

Students in this course learn about the fundamentals of effective STEM teaching, including common challenges for STEM learners, active engagement strategies, assessment techniques, supporting diverse learners, designing assignments, and planning courses and lessons.
**Prerequisite:** BIOL 151, CHEM 151, CS 120, MATH 165, PHYC 155, PHYC 165, or equivalent

## CHEM 312, STEM Education Research Seminar, 1 Unit

Students identify challenges for effective STEM education that they observe during their experiences as STEM students and in STEM teaching support roles. Using readings drawn from the STEM education research literature, students identify and evaluate solutions to these challenges.
**Prerequisite:** BIOL 151, CHEM 151, CS 120, MATH 165, PHYC 155, PHYC 165, or instructor permission

## CHEM 313, STEM Teaching Practicum, 1 Unit

This course is intended for students serving in teaching support roles for STEM courses, including Learning Assistants, Teaching Assistants, and tutors. Students observe and reflect on effective STEM teaching practices and assist learners in engaging with and understanding course content.
**Prerequisite:** BIOL 151, CHEM 151, CS 120, MATH 165, PHYC 155, PHYC 165, or instructor permission

## CHEM 320, Instrumental Analysis: Theory, 3 Units

This course covers the theory and operation of modern analytical equipment, including electrochemical methods; UV-visible, infrared, and flame emission spectrophotometry; chromatographic methods; and others. *Meets the General Education Requirement: Integ Applied Learning (CHEM 320 + CHEM 330).*
**Prerequisite:** C- or better in CHEM 300, C- or better in CHEM 310

## CHEM 330, Instrumental Analysis - Lab, 1 Unit

In this laboratory course, students analyze materials by the methods studied in CHEM 320. *Meets the General Education Requirement: Integ Applied Learning (CHEM 320 + CHEM 330).*
**Prerequisite:** CHEM 320

## CHEM 394, Directed Research Internship, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. May be repeated, subject to department policies.
**Prerequisite:** Department permission

## CHEM 395, Chemical Science Internship, 1-3 Units

This course gives students an opportunity to apply classroom knowledge in real-world settings through paid or volunteer science-related internships with local businesses or organizations. Students gain a realistic view of their career goals, explore possible career choices, and gain valuable experience under the guidance of their job supervisor and academic supervisor. Internship Committee approval is required for this course; applications must be submitted a minimum of three weeks prior to the start of the semester. Internship site requirements may vary; email biologyandchemistry@apu.edu for details.
**Prerequisite:** 3.0 GPA, dept consent, and a C- or higher in the following: allied health (BA) majors: BIOL 251; allied health (BA business emphasis and BS) and biological sciences majors: BIOL 280; biochemistry majors: BIOC 270 and CHEM 252; chemistry majors: CHEM 300

## CHEM 401, Physical Chemistry I, 3 Units

This is an advanced course covering the theoretical basis of thermodynamics, including the laws of thermodynamics and their applications. Topics include energy, enthalpy, entropy, gas laws, kinetic model of gases, phases, chemical potential, and the kinetics of chemical reactions.
**Prerequisite:** C in CHEM 152 and C- in MATH 165

## CHEM 402, Physical Chemistry II, 3 Units

This is an advanced course covering the Schrodinger equation and its applications to the particle in a box, the rigid rotor, and the harmonic oscillator. Once a firm foundation has been established in the underlying theories of quantum mechanics, they are applied to atomic and molecular structure, vibrational and electronic spectroscopy, and computational chemistry.
**Prerequisite:** C- or higher in CHEM 401 and C- or higher in MATH 268; recommended: PHYC 156 or PHYC 166.

## CHEM 411, Physical Chemistry I Lab, 1 Unit

This is an upper-level laboratory over one semester on thermodynamics and kinetics and their applications. Laboratories include experiments, theoretical calculations, and mathematical methods recitations on the topics of partial molar volume, calorimetry, phase diagrams, electrochemistry, kinetics, colligative properties, molecular dynamics, and partial derivatives.
Special Fee Applies
**Corequisite:** CHEM 401

## CHEM 412, Physical Chemistry II Lab, 1 Unit

This is an upper-level laboratory over one semester on quantum mechanics and its applications. Laboratories include experiments, theoretical calculations, and mathematical methods recitations on the topics of linear algebra, multivariable calculus, symmetry, probability, Planck temperature distribution, photoelectric effect, quantum dots, spectroscopy, particle in a box, and molecular orbitals.
Special Fee Applies
**Corequisite:** CHEM 402

## CHEM 451, Advanced Organic Chemistry, 4 Units

This course covers advanced physical organic chemistry, modern organic synthesis strategies, reaction mechanisms, and bonding theories.
**Prerequisite:** CHEM 252

### CHEM 461, Inorganic Chemistry, 3 Units

This course lays a foundation in the subjects of atomic structure, bonding theory, symmetry theory, and acid-base chemistry, which is then used to explore advanced topics involving crystalline compounds, coordination compounds, and organometallic compounds. Topics include bonding, spectroscopy, and kinetics.
**Prerequisite:** C- in CHEM 252

### CHEM 490, Chemistry Seminar, 1 Unit

The seminar consists of reviews, reports, and discussions on current scientific literature.
**Prerequisite:** Senior Standing

### CHEM 495, Advanced Topics in Chemistry, 3-4 Units

This course presents advance coverage of topics in chemistry. Course credit is 4 units when a laboratory component is included. The course may be repeated for credit when different topics are offered.
**Prerequisite:** Junior Standing

### CHEM 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a university student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class. May be repeated subject to department policies.

### CHEM 498, Directed Research, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. May be repeated subject to department policies.
**Prerequisite:** Junior or senior standing and department permission.

### PRBI 101, Biology and Society, 4 Units

This introductory course covers principles of cell structure and function, genetics, development, reproduction, and animal systems biology. Lecture, 3 hours; lab, 3 hours. Not intended for health or natural sciences majors. *Meets the General Education Requirement: Natural Science.*
Special Fee Applies

### PRCH 101, Chemistry and Society, 4 Units

This elementary course surveys contemporary and relevant topics in our society, and explores the basic laws and concepts of modern chemistry behind these topics. Lecture, 3 hours; Lab, 3 hours. *Meets the General Education Requirement: Natural Science. Not intended for health or natural science majors.*
Special Fee Applies

### PRCH 123, General, Organic, and Biological Chemistry for the Health Sciences, 4 Units

This course comprises an overview of general, organic, and biological chemistry topics, with an emphasis on health science applications. Topics include radioactivity, intermolecular forces, solution behavior, acids and bases, nomenclature, physical characteristics of organic compounds, and selected reactions, with focus on the simple organic functional groups and carbonyl chemistry. Biochemistry topics cover chemical reactions and physiological significance of cellular macromolecules including proteins, enzymes, and nucleic acids, as well as metabolism. Lecture, 3 hours; lab, 3 hours. *Meets the General Education Requirement: Natural Science.*
**Prerequisite:** Completion or waiver of MATH 95 (for example, by a 45 ALEKS score) and pre-admitted nursing status or department consent.

# BA in Allied Health

Allied health encompasses professions that provide technical, therapeutic, and support services within the healthcare field. The Bachelor of Arts in Allied Health program (https://www.apu.edu/clas/programs/allied-health-major/) comprises a rigorous curriculum that combines foundational biological, chemical, and physical knowledge with a variety of applied topics including psychology, statistics, and electives tailored to the student's career goals. This program also provides an environment where undergraduate students can develop a Christian worldview and learn to integrate their faith into their future careers as allied health professionals.

The BA in Allied Health program is excellent preparation for a variety of allied health professions and meets most of the prerequisites for careers or graduate work in cytotechnology, entry-level master's in nursing, nutrition and dietetics, occupational therapy, orthotics and prosthetics, physical therapy, physical therapy assistance, and radiation technology. Students interested in these careers may also consider APU's Pre-Physical Therapy/Occupational Therapy Track (p. 175).

*Note: Entry requirements differ among graduate schools and jobs. Students are responsible for researching the requirements of graduate programs and professions in which they are interested.*

# Traditional Allied Health

## Traditional BA in Allied Health

66 units

All of the following requirements must be met to continue as an allied health, biological sciences, biochemistry, or chemistry major. A student's failure to maintain these requirements will result in him or her being dropped from the major. Reentry to the major is by petition only.

- Must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Must complete each course required for the major with a *C-* or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below *C-*) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below *C-*) attempts in any three required courses.

| Code | Title | Units |
|---|---|---|
| **Biology** | | |
| BIOL 151 | General Biology I [1] | 4 |
| BIOL 220 | General Microbiology [2] | 4 |
| or BIOL 226 | Intro to Neurobiology | |
| BIOL 250 | Human Anatomy | 4 |
| BIOL 251 | Human Physiology | 4 |
| BIOL 396 | Topics in Biology and Christian Thought [3] | 1 |
| BIOL 465 | Practicum and Topics in Allied Health [4] | 4 |
| BIOL 496 | Writing 3: Ethics and the Sciences [5] | 3 |
| **Chemistry** | | |
| CHEM 151 | General Chemistry I [1,6] | 4 |
| CHEM 152 | General Chemistry II [6] | 4 |
| **Math** | | |
| MATH 130 | Introduction to Statistics [7,8] | 3 |
| **Physics** | | |
| PHYC 155 | Physics for Life Sciences I [1,6] | 3 |
| PHYC 145 | Physics Laboratory I [1,6] | 1 |
| PHYC 156 | Physics for Life Sciences II | 3 |
| PHYC 146 | Physics Laboratory II | 1 |
| **Psychology** | | |
| PSYC 110 | General Psychology [9] | 3 |
| PSYC 290 | Human Growth and Development [9] | 3 |
| **BA Electives, Group 1** | | |
| Select 8 units from the following: | | 8 |
| BIOL 346 | Regional Human Anatomy | |
| CHEM 240 | Introduction to Organic and Biochemistry [10,11] | |
| KIN 363 | Physiology of Exercise [12] | |
| KIN 364 | Kinesiology [12] | |
| **BA Electives, Group 2** | | |
| Select 9 units from the following (at least 3 units must be in PSYC): | | 9 |
| BIOL 311 | Teaching and Learning in STEM [13] | |
| BIOL 312 | STEM Education Research Seminar [13] | |
| BIOL 313 | STEM Teaching Practicum [13] | |
| BIOL 394 | Directed Research Internship [13] | |
| BIOL 390 | Pre-health Seminar [13] | |
| BIOL 395 | Biological Science Internship [13] | |
| PSYC 345 | Psychology of Child and Adolescent Development [9] | |

| | | |
|---|---|---|
| PSYC 355 | Psychology of Adult Development | |
| PSYC 360 | Abnormal Psychology | |
| PSYC 362 | Research Methods in Psychology | |
| PSYC 380 | Psychology of Personality | |
| PSYC 385 | Health Psychology | |
| PSYC 400 | Multicultural Psychology [14] | |
| PSYC 410 | Psychology of Exceptional Children | |
| PSYC 432 | Psychosocial Interventions in Pediatric Health Care | |
| PSYC 485 | Stress and Coping | |
| **Total Units** | | **66** |

[1]   Meets the General Education Natural Sciences requirement.
[2]   BIOL 220 is recommended for students interested in nursing careers. BIOL 226 is recommended for students interested in physical therapy careers.
[3]   BIOL 152 meets this requirement if taken at APU.
[4]   Meets the General Education Integrative and Applied Learning requirement.
[5]   Meets the General Education Writing 3 requirement.
[6]   This course may be waived with an appropriate Advanced Placement test score.
[7]   Meets the General Education Quantitative Literacy requirement.
[8]   MATH 130 does not meet the math prerequisite for BIOL 151 or CHEM 151. MATH 95, an ALEKS score of 45, or equivalent is the math prerequisite for BIOL 151; MATH 110 (with a *B-*), an ALEKS score of 65, or equivalent is the math prerequisite for CHEM 151.
[9]   Meets the General Education Social Sciences requirement.
[10]  Recommended for students interested in nursing careers.
[11]  CHEM 251, CHEM 261, CHEM 252, CHEM 262, and BIOC 360 taken together meet the requirements of BA elective CHEM 240 and an additional BA elective from either elective group.
[12]  Recommended for students interested in physical therapy careers.
[13]  Up to 3 units combined of BIOL 311, BIOL 312, BIOL 313, BIOL 390, BIOL 394, or BIOL 395 may count toward major elective units.
[14]  Meets the General Education Intercultural Competence requirement.

# Allied Health: Business Emphasis

## BA in Allied Health: Business Emphasis

Allied health encompasses professions that provide technical, therapeutic, and support services within the healthcare field. The Bachelor of Arts in Allied Health with Business Emphasis program (https://www.apu.edu/clas/programs/allied-health-major/#business-emphasis) comprises a rigorous curriculum that combines foundational biological, chemical, and physical knowledge with core business courses including accounting, marketing, and microeconomics. This program also provides an environment where undergraduate students can develop a Christian worldview and learn to integrate their faith into their future careers as allied health business professionals.

The BA in Allied Health with Business Emphasis program is excellent preparation for a variety of careers in industry, government, and health care that require a background in science and business, including but not limited to such fields as healthcare administration, pharmaceutical and biotechnology sales and service, and public health. Students in this major are required to collaborate with science and/or business faculty in a research project, or participate in an off-campus internship in a business setting.

*Note: Entry requirements differ among graduate schools and jobs. Students are responsible for researching the requirements of graduate programs and professions in which they are interested.*

All of the following requirements must be met to continue as an allied health, biological sciences, biochemistry, or chemistry major. A student's failure to maintain these requirements will result in him or her being dropped from the major. Reentry to the major is by petition only.

- Must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Must complete each course required for the major with a *C-* or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below *C-*) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below *C-*) attempts in any three required courses.

| Code | Title | Units |
|---|---|---|
| **Required Core Courses** | | |
| **Biology** | | |

| BIOL 151 | General Biology I [1] | 4 |
|---|---|---|
| BIOL 152 | General Biology II | 4 |
| BIOL 240 | Biology of Microorganisms | 4 |
| BIOL 280 | Cell Biology | 4 |
| BIOL 496 | Writing 3: Ethics and the Sciences [2] | 3 |
| **Chemistry** | | |
| CHEM 151 | General Chemistry I [1, 3] | 4 |
| CHEM 152 | General Chemistry II [3] | 4 |
| CHEM 240 | Introduction to Organic and Biochemistry | 4 |
| **Math** | | |
| MATH 130 | Introduction to Statistics [4] | 3 |
| **Physics** | | |
| PHYC 155 | Physics for Life Sciences I | 3 |
| PHYC 145 | Physics Laboratory I | 1 |
| PHYC 156 | Physics for Life Sciences II | 3 |
| PHYC 146 | Physics Laboratory II | 1 |
| **Business** | | |
| ACCT 120 | Principles of Accounting I | 3 |
| ECON 200 | Survey of Economics [5] | 3 |
| MGMT 210 | Principles of Management [6] | 3 |
| MKTG 260 | Principles of Marketing [7] | 3 |
| FIN 300 | Business Finance for Managers | 3 |
| **Required Internship Course** | | **3** |
| BUSI 350 | Business Internship [7] | |
| or BIOL 395 | Biological Science Internship | |
| **Upper-Division Electives** | | **6** |
| BIOC 360 | Principles of Biochemistry [8] | |
| BIOC 270 | Biomolecular Chemistry [8] | |
| BIOC 370 | Biomolecular Metabolism [8] | |
| BIOL 300 | Genetics [6] | |
| BIOL 320 | Ecology [9] | |
| BIOL 326 | Neurobiology [6] | |
| BIOL 336 | Vertebrate Biology | |
| BIOL 342 | Medical Microbiology | |
| BIOL 346 | Regional Human Anatomy | |
| BIOL 350 | Mammalian Physiology | |
| BIOL 365 | Plant Biology | |
| BIOL 410 | Molecular Biology | |
| BIOL 435 | Stewardship Ecology | |
| BIOL 440 | Developmental Biology | |
| BIOL 465 | Practicum and Topics in Allied Health [6] | |
| BIOL 495 | Advanced Topics in Biology | |
| **Total Units** | | **66** |

[1]    Meets the General Education Natural Sciences requirement.
[2]    Meets the General Education Writing 3 requirement.
[3]    This course may be waived with an appropriate Advanced Placement test score.
[4]    Meets the General Education Quantitative Literacy requirement.
[5]    Meets the General Education Social Sciences requirement.
[6]    Meets the General Education Integrative and Applied Learning requirement.
[7]    Meets the General Education Intercultural Competence requirement. (This applies to BUSI 350, not BIOL 395.)
[8]    Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370.

[9]     Meets the General Education Civic Knowledge and Engagement requirement.

# Physical Therapy Accelerated Pathway

## BA in Allied Health/Doctor of Physical Therapy Accelerated Pathway

The Bachelor of Arts in Allied Health/Doctor of Physical Therapy (DPT) Accelerated Pathway provides an opportunity for students pursuing a career in physical therapy to meet the requirements for entry into APU's DPT program after 3.5 years of undergraduate coursework. Students accepted into the DPT program begin DPT coursework in the spring semester of their fourth year, taking up to 18 units of required DPT courses that also count toward the BA in Allied Health and APU undergraduate graduation requirements. Upon completion of the spring-semester DPT courses, students are awarded the BA in Allied Health degree and continue in the DPT program.

*Participating in this accelerated pathway does not guarantee admission to APU's DPT program. Students must meet the* APU DPT program's admission requirements *(p. 586) prior to beginning DPT coursework in the spring semester of the fourth year of the accelerated pathway.*

## Requirements

Students must meet all of the following requirements to continue as an undergraduate student in the BA in Allied Health program, continue in the BA in Allied Health/DPT Accelerated Pathway, and earn a BA in Allied Health degree. A student's failure to maintain any of these requirements will result in the student being removed from the accelerated pathway.

- The minimum unit requirement to earn an undergraduate degree at Azusa Pacific University and the BA in Allied Health degree is 120 units.

- While in the accelerated pathway, students must earn a minimum cumulative grade-point average (GPA) of 3.0 in all university coursework attempted, including all required BA in Allied Health courses. For more information about APU's undergraduate graduation requirements, visit the Graduation Requirements and Commencement page in the catalog (p. 1026).

- The accelerated pathway curriculum is designed with a specific course sequence. To progress through the curriculum, courses must be taken in the assigned sequence based on course prerequisites.

- For students to progress through the accelerated pathway, they must earn a grade of *B-* or higher in each required course in the pathway.

- Up to one course required for the accelerated pathway major may be repeated for a grade of *B-* or higher. Students who do not earn a *B-* or higher in the course after one repeated attempt will be removed from the accelerated pathway.

- Students removed from the accelerated pathway, including the DPT courses during spring semester, may continue in the BA in Allied Health major to finish out all APU and BA in Allied Health undergraduate degree requirements (or students can choose another major).

See the course requirements for the BA in Allied Health/DPT accelerated pathway below. For more information about the BA in Allied Health program, visit the program website (https://www.apu.edu/clas/programs/allied-health-major/).

In addition to meeting the coursework and graduation requirements of the BA in Allied Health program, all undergraduate students are required to meet Azusa Pacific University's General Education requirements. Students should visit the General Education section of this catalog (p. 911) to become familiar with those requirements.

| Code | Title | Units |
|---|---|---|
| **Biology** | | |
| BIOL 151 | General Biology I [1] | 4 |
| BIOL 226 | Intro to Neurobiology | 4 |
| BIOL 250 | Human Anatomy | 4 |
| BIOL 251 | Human Physiology | 4 |
| BIOL 396 | Topics in Biology and Christian Thought [2] | 1 |
| BIOL 465 | Practicum and Topics in Allied Health [3] | 4 |
| BIOL 496 | Writing 3: Ethics and the Sciences [4] | 3 |
| **Chemistry** | | |
| CHEM 151 | General Chemistry I [5] | 4 |
| CHEM 152 | General Chemistry II [6] | 4 |
| **Math** | | |
| MATH 130 | Introduction to Statistics [7, 8] | 3 |
| **Physics** | | |
| PHYC 155 | Physics for Life Sciences I [5] | 3 |

| PHYC 145 | Physics Laboratory I [5] | 1 |
|---|---|---|
| PHYC 156 | Physics for Life Sciences II | 3 |
| PHYC 146 | Physics Laboratory II | 1 |
| **Kinesiology** | | |
| KIN 363 | Physiology of Exercise | 4 |
| KIN 364 | Kinesiology | 4 |
| **Psychology** | | |
| PSYC 110 | General Psychology [9] | 3 |
| PSYC 290 | Human Growth and Development [9] | 3 |
| **Doctor of Physical Therapy Courses (meet BA in Allied Health requirements)** | | |
| PT 701 | Human Anatomy | 8 |
| PT 702 | Clinical Skills I | 6 |
| PT 706 | Seminar I | 2 |
| PT 707 | Professional Relationships | 2 |
| **Total Units** | | **75** |

[1]    Meets the General Education Natural Sciences requirement.
[2]    BIOL 152 meets this requirement if taken at APU.
[3]    Meets the General Education Integrative and Applied Learning requirement.
[4]    Meets the General Education Writing 3 requirement.
[5]    Meets the General Education Natural Sciences requirement and may be waived with an appropriate Advanced Placement test score.
[6]    This course may be waived with an appropriate Advanced Placement test score.
[7]    Meets the General Education Quantitative Literacy requirement.
[8]    MATH 130 does not meet the math prerequisite for BIOL 151 or CHEM 151. MATH 95, an ALEKS score of 45, or equivalent is the math prerequisite for BIOL 151; MATH 110 (with a *B-*), an ALEKS score of 65, or equivalent is the math prerequisite for CHEM 151.
[9]    Meets the General Education Social Sciences requirement.

## Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in their chosen field.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Express a Christian worldview that integrates faith with their vocation.

# BA in Chemistry

52-54 units

Chemistry is the study of the properties and reactivity of all matter. An understanding of chemistry is fundamental to a variety of fields including but not limited to biology, astronomy, earth science, physics, environmental science, medicine, and pharmacology.

The Bachelor of Arts in Chemistry program (https://www.apu.edu/clas/programs/chemistry-major/) provides a strong foundation in general chemistry, organic chemistry, analytical chemistry, and physical chemistry. Additional course requirements provide a foundation in related fields (biology, physics, and mathematics) and opportunity to study other areas within chemistry in greater depth. This major is intended to be paired with a minor such as business management, computer information systems, computer science, mathematics, physics, or political science.

The BA in Chemistry program provides excellent preparation for entry-level positions as a researcher or laboratory technician, in governmental or industrial technical support, in management, or in teaching at the secondary level. Students in this major are strongly encouraged to collaborate with science faculty in a research project or participate in an off-campus internship in industry.

*Note: Entry requirements differ among graduate schools and jobs. Students are responsible to research the requirements of graduate programs and professions in which they are interested.*

# Requirements

All of the following requirements must be met to continue as an allied health, biological sciences, biochemistry, or chemistry major. Failure to maintain these requirements will result in a student being dropped from the major. Reentry to the major is by petition only.

- Maintain a minimum cumulative GPA of 2.0 in all biochemistry, biology, chemistry, math, and physics courses required for the major.
- Must complete each course required for the major with a *C-* or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below *C-*) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below *C-*) attempts in any three required courses.

| Code | Title | Units |
|---|---|---|
| **Biology** | | |
| BIOL 151 | General Biology I [1] | 4 |
| BIOL 496 | Writing 3: Ethics and the Sciences [2] | 3 |
| **Chemistry** | | |
| CHEM 151 | General Chemistry I [3] | 4 |
| CHEM 152 | General Chemistry II [4] | 4 |
| CHEM 251 & CHEM 261 | Organic Chemistry: Theory I and Organic Chemistry - Lab | 4 |
| CHEM 252 & CHEM 262 | Organic Chemistry: Theory II and Organic Chemistry - Lab | 4 |
| CHEM 300 & CHEM 310 | Quantitative Chemical Analysis - Theory and Quantitative Chemical Analysis - Laboratory | 4 |
| CHEM 401 | Physical Chemistry I | 3 |
| **Mathematics** | | |
| MATH 165 | Calculus I [4] | 3 |
| MATH 166 | Calculus II [4] | 3 |
| **Physics** | | |
| PHYC 145 | Physics Laboratory I [3] | 1 |
| PHYC 146 | Physics Laboratory II | 1 |
| Select one of the following course pairs: | | 6-8 |
| PHYC 155 & PHYC 156 | Physics for Life Sciences I and Physics for Life Sciences II [3] | |
| PHYC 165 & PHYC 166 | Physics for Science and Engineering: Mechanics and Physics for Science and Engineering: Electricity and Magnetism [3] | |
| **Electives** | | |
| Select at least 8 units from the following: | | 8 |
| BIOL 152 | General Biology II | |
| or BIOC 270 | Biomolecular Chemistry | |
| CHEM 311 | Teaching and Learning in STEM [5] | |
| CHEM 312 | STEM Education Research Seminar [5] | |
| CHEM 313 | STEM Teaching Practicum [5] | |
| CHEM 320 & CHEM 330 | Instrumental Analysis: Theory and Instrumental Analysis - Lab [6] | |
| CHEM 394 | Directed Research Internship [5] | |
| CHEM 395 | Chemical Science Internship [5] | |
| CHEM 411 | Physical Chemistry I Lab | |
| CHEM 402 | Physical Chemistry II | |
| CHEM 412 | Physical Chemistry II Lab | |
| CHEM 461 | Inorganic Chemistry | |
| CHEM 495 | Advanced Topics in Chemistry | |

| | | |
|---|---|---|
| MATH 268 | Multivariable Calculus | |
| **Total Units** | | **52-54** |

1    Meets the General Education Natural Sciences requirement.
2    Meets the General Education Writing 3 requirement.
3    CHEM 151, PHYC 145, PHYC 155, and PHYC 165 meet the General Education Natural Sciences requirement and may be waived with an appropriate Advanced Placement test score.
4    This course may be waived with an appropriate Advanced Placement test score.
5    Up to 3 units combined of CHEM 311, CHEM 312, CHEM 313, CHEM 394, and CHEM 395 may count toward major elective units.
6    CHEM 320 and CHEM 330 meet the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in the field of chemistry.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Demonstrate knowledge of relevant laboratory instrumentation.
7. Express a Christian worldview that integrates faith with their chemistry vocation.

# BS in Allied Health

64 units

Allied health encompasses professions that provide technical, therapeutic, and support services within the healthcare field. The Bachelor of Science in Allied Health program (https://www.apu.edu/clas/programs/allied-health-major/) comprises a rigorous curriculum that combines foundational biological, chemical, and physical knowledge with a variety of applied topics including psychology, statistics, and electives tailored to the student's postgraduate goals. This program also provides an environment where undergraduate students can develop a Christian worldview and learn to integrate their faith into their future careers as allied health professionals.

The BS in Allied Health program is excellent preparation for a variety of allied health professions and meets most of the prerequisites for careers or graduate work in chiropractic care, clinical laboratory science, and physician assistance.

*Note: Entry requirements differ among graduate schools and jobs. Students are responsible for researching the requirements of graduate programs and professions in which they are interested.*

## Requirements

All of the following requirements must be met to continue as an allied health, biological sciences, biochemistry, or chemistry major. A student's failure to maintain these requirements will result in him or her being dropped from the major. Reentry to the major is by petition only.

- Must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Must complete each course required for the major with a *C-* or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below *C-*) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below *C-*) attempts in any three required courses.

| Code | Title | Units |
|---|---|---|
| **Biology** | | |
| BIOL 151 | General Biology I [1] | 4 |
| BIOL 240 | Biology of Microorganisms | 4 |
| BIOL 250 | Human Anatomy | 4 |
| BIOL 251 | Human Physiology | 4 |

| BIOL 280 | Cell Biology | 4 |
|---|---|---|
| BIOL 300 | Genetics [2] | 4 |
| BIOL 396 | Topics in Biology and Christian Thought [3] | 1 |
| BIOL 496 | Writing 3: Ethics and the Sciences [4] | 3 |
| **Chemistry** | | |
| CHEM 151 | General Chemistry I [1, 5] | 4 |
| CHEM 152 | General Chemistry II [5] | 4 |
| CHEM 240 | Introduction to Organic and Biochemistry [6] | 4 |
| **Mathematics** | | |
| MATH 130 | Introduction to Statistics [7] | 3 |
| Note: MATH 130 does not meet the math prerequisite for BIOL 151 or CHEM 151. MATH 95, ALEKS 45 or equivalent is the math prerequisite for BIOL151. MATH 110 (B-), ALEKS 65 or equivalent is the math prerequisite for CHEM 151. | | |
| **Physics** | | |
| PHYC 155 | Physics for Life Sciences I [1, 5] | 3 |
| PHYC 145 | Physics Laboratory I [1, 5] | 1 |
| PHYC 156 | Physics for Life Sciences II | 3 |
| PHYC 146 | Physics Laboratory II | 1 |
| **Psychology** | | **3** |
| PSYC 110 | General Psychology [8] | |
| or PSYC 290 | Human Growth and Development | |
| **Sociology** | | |
| SOC 120 | Introduction to Sociology [8] | 3 |
| **Electives** | | |
| Select one of the following: | | 4 |
| BIOC 360 | Principles of Biochemistry [9] | |
| BIOC 270 | Biomolecular Chemistry [9] | |
| BIOC 370 | Biomolecular Metabolism [9] | |
| BIOL 320 | Ecology [10] | |
| BIOL 326 | Neurobiology [2] | |
| BIOL 336 | Vertebrate Biology | |
| BIOL 346 | Regional Human Anatomy | |
| BIOL 350 | Mammalian Physiology | |
| BIOL 365 | Plant Biology | |
| BIOL 410 | Molecular Biology | |
| BIOL 465 | Practicum and Topics in Allied Health [2] | |
| BIOL 494 | Advanced Topics in Biology | |
| Select at least 3 units from the following: [3] | | 3 |
| BIOL 311 | Teaching and Learning in STEM [11] | |
| BIOL 312 | STEM Education Research Seminar [11] | |
| BIOL 313 | STEM Teaching Practicum [11] | |
| BIOL 342 | Medical Microbiology | |
| BIOL 390 | Pre-health Seminar [11] | |
| BIOL 391 | Medical Missions Practicum [11] | |
| BIOL 394 | Directed Research Internship [11] | |
| BIOL 395 | Biological Science Internship [11] | |
| BIOL 435 | Stewardship Ecology | |
| BIOL 440 | Developmental Biology | |
| BIOL 490 | Biology Seminar [11] | |
| BIOL 495 | Advanced Topics in Biology | |
| BIOL 497 | Readings [11] | |
| or an additional 4-unit course from the previous electives list above | | |
| **Total Units** | | **64** |

[1]   Meets the General Education Natural Sciences requirement.
[2]   Meets the General Education Integrative and Applied Learning requirement.
[3]   BIOL 152 meets this requirement if taken at APU.
[4]   Meets the General Education Writing 3 requirement.
[5]   This course may be waived with an appropriate Advanced Placement test score.
[6]   CHEM 251, CHEM 261, CHEM 252, CHEM 262, and BIOC 360 taken together meet the requirements for CHEM 240 and a 4-unit BIOL upper-division lab course.
[7]   Meets the General Education Quantitative Literacy requirement.
[8]   Meets the General Education Social Sciences requirement.
[9]   Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370. BIOC 360 is an elective option only for students who have completed CHEM 252 and CHEM 262.
[10]  Meets the General Education Civic Knowledge and Engagement requirement.
[11]  Students may take a maximum of 3 units total from BIOL 311, BIOL 312, BIOL 313, BIOL 390, BIOL 391, BIOL 394, BIOL 395, BIOL 490, or BIOL 497 for elective credit.

## Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in their chosen field.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Express a Christian worldview that integrates faith with their vocation.

# BS in Allied Health with Integrated Single Subject (Science) Teaching Credential

96 units

This program is offered collaboratively by the Department of Biology and Chemistry in the College of Liberal Arts and Sciences and the Division of Teacher Education (p. 503) in the School of Education. Students earn a bachelor of science degree in allied health and a teaching credential in a total of four years. Full program details and requirements are available on the Integrated Bachelor's/Credential Program (p. 546) page of this catalog.

## BS in Allied Health Requirements

All of the following requirements must be met to continue as an allied health, biological sciences, biochemistry, or chemistry major. A student's failure to maintain these requirements will result in him or her being dropped from the major. Reentry to the major is by petition only.

- Must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Must complete each course required for the major with a *C-* or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below *C-*) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below *C-*) attempts in any three required courses.

| Code | Title | Units |
| --- | --- | --- |
| **Biology** | | |
| BIOL 151 | General Biology I [1] | 4 |
| BIOL 240 | Biology of Microorganisms | 4 |
| BIOL 250 | Human Anatomy | 4 |
| BIOL 251 | Human Physiology | 4 |

| | | |
|---|---|---|
| BIOL 280 | Cell Biology | 4 |
| BIOL 300 | Genetics [2] | 4 |
| BIOL 396 | Topics in Biology and Christian Thought [3] | 1 |
| BIOL 496 | Writing 3: Ethics and the Sciences [4] | 3 |
| **Chemistry** | | |
| CHEM 151 | General Chemistry I [1, 5] | 4 |
| CHEM 152 | General Chemistry II [5] | 4 |
| CHEM 240 | Introduction to Organic and Biochemistry [6] | 4 |
| **Mathematics** | | |
| MATH 130 | Introduction to Statistics [7] | 3 |
| Note: MATH 130 does not meet the math prerequisite for BIOL 151 or CHEM 151. MATH 95, ALEKS 45 or equivalent is the math prerequisite for BIOL151. MATH 110 (B-), ALEKS 65 or equivalent is the math prerequisite for CHEM 151. | | |
| **Physics** | | |
| PHYC 155 | Physics for Life Sciences I [1, 5] | 3 |
| PHYC 145 | Physics Laboratory I [1, 5] | 1 |
| PHYC 156 | Physics for Life Sciences II | 3 |
| PHYC 146 | Physics Laboratory II | 1 |
| **Psychology** | | **3** |
| PSYC 110 | General Psychology [8] | |
| or PSYC 290 | Human Growth and Development | |
| **Sociology** | | |
| SOC 120 | Introduction to Sociology [8] | 3 |
| **Electives** | | |
| Select one of the following: | | 4 |
| BIOC 360 | Principles of Biochemistry [9] | |
| BIOC 270 | Biomolecular Chemistry [9] | |
| BIOC 370 | Biomolecular Metabolism [9] | |
| BIOL 320 | Ecology [10] | |
| BIOL 326 | Neurobiology [2] | |
| BIOL 336 | Vertebrate Biology | |
| BIOL 346 | Regional Human Anatomy | |
| BIOL 350 | Mammalian Physiology | |
| BIOL 365 | Plant Biology | |
| BIOL 410 | Molecular Biology | |
| BIOL 465 | Practicum and Topics in Allied Health [2] | |
| BIOL 494 | Advanced Topics in Biology | |
| Select at least 3 units from the following: [3] | | 3 |
| BIOL 311 | Teaching and Learning in STEM [11] | |
| BIOL 312 | STEM Education Research Seminar [11] | |
| BIOL 313 | STEM Teaching Practicum [11] | |
| BIOL 342 | Medical Microbiology | |
| BIOL 390 | Pre-health Seminar [11] | |
| BIOL 391 | Medical Missions Practicum [11] | |
| BIOL 394 | Directed Research Internship [11] | |
| BIOL 395 | Biological Science Internship [11] | |
| BIOL 435 | Stewardship Ecology | |
| BIOL 440 | Developmental Biology | |
| BIOL 490 | Biology Seminar [11] | |
| BIOL 495 | Advanced Topics in Biology | |
| BIOL 497 | Readings [11] | |
| or an additional 4-unit course from the previous electives list above | | |
| **Total Units** | | **64** |

[1]    Meets the General Education Natural Sciences requirement.
[2]    Meets the General Education Integrative and Applied Learning requirement.
[3]    BIOL 152 meets this requirement if taken at APU.
[4]    Meets the General Education Writing 3 requirement.
[5]    This course may be waived with an appropriate Advanced Placement test score.
[6]    CHEM 251, CHEM 261, CHEM 252, CHEM 262, and BIOC 360 taken together meet the requirements for CHEM 240 and a 4-unit BIOL upper-division lab course.
[7]    Meets the General Education Quantitative Literacy requirement.
[8]    Meets the General Education Social Sciences requirement.
[9]    Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370. BIOC 360 is an elective option only for students who have completed CHEM 252 and CHEM 262.
[10]    Meets the General Education Civic Knowledge and Engagement requirement.
[11]    Students may take a maximum of 3 units total from BIOL 311, BIOL 312, BIOL 313, BIOL 390, BIOL 391, BIOL 394, BIOL 395, BIOL 490, or BIOL 497 for elective credit.

## Integrated Single Subject (Science) Teaching Credential Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| TEP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TEP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TEP 531 | Methods of Teaching Reading and Writing (7-12) | 3 |
| TEP 532 | Secondary Pedagogy I: Teaching in Secondary Schools (7-12) | 2 |
| TEP 533 | The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12) | 3 |
| TEP 534 | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12) | 2 |
| TEP 561 | Clinical Practice I: Single Subject Credential | 2 |
| TEP 562 | Clinical Practice II: Single Subject Credential | 2 |
| **Total Units** | | **32** |

[1]    Must be completed prior to beginning clinical practice.

The following courses meet the undergraduate General Education requirements within the Integrated Bachelor's/Credential Program:

- TESP 502 meets the General Education Social Sciences requirement.
- TESP 503 meets the General Education Intercultural Competence requirement.
- TESP 504 meets the General Education Civic Knowledge and Engagement requirement.
- TEP 551 and TEP 552 combined, and TEP 561 and TEP 562 combined, meet the General Education Integrative and Applied Learning requirement.

# Program Learning Outcomes

## BS in Allied Health

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in their chosen field.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.

5. Demonstrate laboratory skills and techniques.
6. Express a Christian worldview that integrates faith with their vocation.

## Integrated Single Subject (Science) Teaching Credential

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# BS in Biochemistry

70-75 units

Biochemistry is an interdisciplinary field of study that includes topics within chemistry and biology, with a focus on understanding chemical processes in living systems.

The Bachelor of Science in Biochemistry (https://www.apu.edu/clas/programs/biochemistry-major/) provides a rigorous curriculum and strong foundation in core chemistry and biology courses, with the option of the Pre-Health Professions Emphasis or the Research Emphasis. Additional course requirements provide a foundation in related fields (physics and mathematics), as well as breadth to the study of biochemistry.

The Pre-Health Professions Emphasis involves additional focus on genetics and physiology, with options to study anatomy, neurobiology, and advanced chemistry topics. This emphasis provides excellent preparation for graduate and professional studies in a variety of health fields, including but not limited to medicine, dentistry, optometry, chiropractic medicine, veterinary science, and pharmacy.

The Research Emphasis involves additional focus on physical chemistry and molecular biology, with options to study other advanced chemistry and biology topics. This emphasis provides excellent preparation for entry-level positions as a researcher or laboratory technician, and for graduate studies in fields such as, but not limited to, biochemistry, molecular biology, pharmacology, biotechnology, food science, forensic science, and environmental science. Students who attend graduate school and obtain a master's or doctoral degree may find employment at a university or in the private or government sectors.

Students in the BS in Biochemistry major are strongly encouraged to collaborate with science faculty in a research project or participate in an off-campus internship.

## BS in Biochemistry Requirements

All of the following requirements must be met to continue as an allied health, biological sciences, biochemistry, or chemistry major. A student's failure to maintain these requirements will result in him or her being dropped from the major. Reentry to the major is by petition only.

- Must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Must complete each course required for the major with a *C-* or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below *C-*) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below *C-*) attempts in any three required courses.

| Code | Title | Units |
|---|---|---|
| **Biochemistry** | | |
| BIOC 270 | Biomolecular Chemistry | 4 |
| BIOC 370 | Biomolecular Metabolism | 4 |
| **Biology** | | |
| BIOL 151 | General Biology I [1] | 4 |
| BIOL 280 | Cell Biology | 4 |
| BIOL 496 | Writing 3: Ethics and the Sciences [2] | 3 |

| | | |
|---|---|---|
| **Chemistry** | | |
| CHEM 151 | General Chemistry I [3] | 4 |
| CHEM 152 | General Chemistry II [4] | 4 |
| CHEM 251 | Organic Chemistry: Theory I | 3 |
| CHEM 261 | Organic Chemistry - Lab | 1 |
| CHEM 252 | Organic Chemistry: Theory II | 3 |
| CHEM 262 | Organic Chemistry - Lab | 1 |
| CHEM 300 | Quantitative Chemical Analysis - Theory | 2 |
| CHEM 310 | Quantitative Chemical Analysis - Laboratory | 2 |
| **Math** | | |
| MATH 165 | Calculus I [4] | 3 |
| MATH 166 | Calculus II [4] | 3 |
| **Physics** | | |
| PHYC 145 | Physics Laboratory I [3] | 1 |
| PHYC 146 | Physics Laboratory II | 1 |
| Select one of the following course pairs: | | 6-8 |
| PHYC 155 & PHYC 156 | Physics for Life Sciences I and Physics for Life Sciences II [3] | |
| PHYC 165 & PHYC 166 | Physics for Science and Engineering: Mechanics and Physics for Science and Engineering: Electricity and Magnetism [3] | |
| **Research Emphasis: Additional Required Courses** | | |
| BIOC 390 | Physical Biochemistry | 3 |
| or CHEM 401 | Physical Chemistry I | |
| BIOL 410 | Molecular Biology | 4 |
| **Pre-Health Professions Emphasis: Additional Required Courses** | | |
| BIOL 152 | General Biology II | 4 |
| BIOL 300 | Genetics [5] | 4 |
| BIOL 350 | Mammalian Physiology | 4 |
| BIOL 396 | Topics in Biology and Christian Thought [6] | 1 |
| **Required Elective Courses (see lists below)** | | **7-10** |
| **Total Units** | | **70-75** |

| Code | Title | Units |
|---|---|---|
| **Upper-Division Electives for the Biochemistry Major** | | |
| Research Emphasis: Select 10+ elective units from below (must include at least one 4-unit course and at least one CHEM course): | | |
| BIOL 300 | Genetics [5] | |
| CHEM 320 & CHEM 330 | Instrumental Analysis: Theory and Instrumental Analysis - Lab (Theory/Lab) [5] | |
| CHEM 402 & CHEM 412 | Physical Chemistry II and Physical Chemistry II Lab | |
| CHEM 411 | Physical Chemistry I Lab | |
| CHEM 451 | Advanced Organic Chemistry | |
| CHEM 461 | Inorganic Chemistry | |
| CHEM 495 | Advanced Topics in Chemistry | |
| Select no more than one of the following: | | |
| BIOL 326 | Neurobiology [5] | |
| BIOL 346 | Regional Human Anatomy | |
| BIOL 350 | Mammalian Physiology | |
| BIOL 420 | Cancer Biology | |
| BIOL 425 | Immunology | |
| Up to 3 units combined of BIOL 311, BIOL 312, BIOL 313, BIOL 394, BIOL 395, CHEM 311, CHEM 312, CHEM 313, CHEM 394, or CHEM 395 may count toward major elective units: | | |
| BIOL/CHEM 311 | Teaching and Learning in STEM | |

| BIOL/CHEM 312 | STEM Education Research Seminar |
| BIOL/CHEM 313 | STEM Teaching Practicum |
| BIOL 394 | Directed Research Internship |
| BIOL 395 | Biological Science Internship |
| CHEM 394 | Directed Research Internship |
| CHEM 395 | Chemical Science Internship |
| Pre-Health Professions Emphasis: Select 7+ elective units from below (must include at least one 4-unit course): | |
| BIOC 390 | Physical Biochemistry |
| or CHEM 401 | Physical Chemistry I |
| CHEM 320 & CHEM 330 | Instrumental Analysis: Theory and Instrumental Analysis - Lab [5] |
| CHEM 402 | Physical Chemistry II |
| CHEM 411 | Physical Chemistry I Lab |
| CHEM 451 | Advanced Organic Chemistry |
| CHEM 461 | Inorganic Chemistry |
| CHEM 495 | Advanced Topics in Chemistry |
| Only one of the following courses may count toward major elective units: | |
| BIOL 326 | Neurobiology [5] |
| BIOL 336 | Vertebrate Biology |
| BIOL 346 | Regional Human Anatomy |
| BIOL 410 | Molecular Biology |
| BIOL 420 | Cancer Biology |
| BIOL 425 | Immunology |
| Up to 3 units combined of either BIOL 311, BIOL 312, BIOL 313, BIOL 394, BIOL 395, CHEM 311, CHEM 312, CHEM 313, CHEM 394, or CHEM 395 may count toward major elective units: | |
| BIOL/CHEM 311 | Teaching and Learning in STEM |
| BIOL/CHEM 312 | STEM Education Research Seminar |
| BIOL/CHEM 313 | STEM Teaching Practicum |
| BIOL 394 | Directed Research Internship |
| BIOL 395 | Biological Science Internship |
| CHEM 394 | Directed Research Internship |
| CHEM 395 | Chemical Science Internship |

[1]    Meets the General Education Natural Sciences requirement.
[2]    Meets the General Education Writing 3 requirement.
[3]    CHEM 151, PHYC 145, PHYC 155, and PHYC 165 meet the General Education Natural Sciences requirement and may be waived with an appropriate Advanced Placement test score.
[4]    This course may be waived with an appropriate Advanced Placement test score.
[5]    Meets the General Education Integrative and Applied Learning requirement.
[6]    BIOL 152 meets this requirement if taken at APU.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in their chosen field.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Demonstrate knowledge of relevant laboratory instrumentation.
7. Express a Christian worldview that integrates faith with their vocation.

# BS in Biological Sciences

71-75 units

Biology is the study of life and living organisms, and is important to a variety of disciplines including medicine, pharmacology, ecology, botany, cytology, immunology, biochemistry, and biotechnology.

The Bachelor of Science in Biological Sciences (https://www.apu.edu/clas/programs/biological-sciences-major/) focuses on utilizing scientific knowledge to better understand living organisms and the wonders of God's world, providing a rigorous curriculum and strong foundation in core biology courses such as general biology, microbiology, and cell biology. Additional course requirements provide a foundation in related fields (chemistry, physics, and mathematics), and provide breadth to the study of biology. Students then use upper-division courses to specialize in ecological, biological systems, or cellular and molecular concentrations.

The BS in Biological Sciences degree provides excellent preparation for careers such as biomedical/pharmaceutical sales; elementary or secondary science teachers; technicians in conservation, agriculture, or food or health sciences; and university or hospital research. The program is also excellent preparation for graduate and professional degrees in medicine, dentistry, optometry, veterinary science, pharmacology, biotechnology, biomedical research, or university teaching positions. Students interested in a professional medical career may also consider APU's premedical/predental track (p. 175), and students desiring to matriculate into a physical therapy or physician assistant program should explore the BS in Allied Health (p. 53).

Students in the BS in Biological Sciences program are strongly encouraged to collaborate with science faculty in a research project or participate in an off-campus internship.

*Note: Entry requirements differ among graduate schools and jobs. Students are responsible for researching the requirements of graduate programs and professions in which they are interested.*

## Au Sable Institute of Environmental Studies

The Au Sable Institute (https://ausable.org/) serves evangelical Christian colleges by offering environmental studies in a natural environment at multiple sites in the United States and other countries. Azusa Pacific University students may attend the institute as part of APU's involvement with the Council for Christian Colleges & Universities (CCCU) (https://www.cccu.org) and receive credit for courses taken there with prior approval. Contact the Department of Biology and Chemistry for more information.

## Requirements

- Must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Must complete each course required for the major with a *C-* or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below *C-*) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below *C-*) attempts in any three required courses.

| Code | Title | Units |
|---|---|---|
| **Biology** | | |
| BIOL 151 | General Biology I [1] | 4 |
| BIOL 152 | General Biology II | 4 |
| BIOL 240 | Biology of Microorganisms | 4 |
| BIOL 280 | Cell Biology | 4 |
| BIOL 300 | Genetics [2] | 4 |
| BIOL 396 | Topics in Biology and Christian Thought [3] | 1 |
| BIOL 496 | Writing 3: Ethics and the Sciences [4] | 3 |
| **Chemistry** | | |
| CHEM 151 | General Chemistry I [5] | 4 |
| CHEM 152 | General Chemistry II [6] | 4 |
| CHEM 251 & CHEM 261 | Organic Chemistry: Theory I and Organic Chemistry - Lab | 4 |
| CHEM 252 & CHEM 262 | Organic Chemistry: Theory II and Organic Chemistry - Lab | 4 |
| **Mathematics** | | |
| MATH 165 | Calculus I [6] | 3 |

| MATH 166 | Calculus II [6] | 3 |
| **Physics** | | |
| PHYC 145 | Physics Laboratory I [5] | 1 |
| PHYC 146 | Physics Laboratory II | 1 |
| Select one of the following course pairs: | | 6-8 |
| PHYC 155 & PHYC 156 | Physics for Life Sciences I and Physics for Life Sciences II [5] | |
| PHYC 165 & PHYC 166 | Physics for Science and Engineering: Mechanics and Physics for Science and Engineering: Electricity and Magnetism [5] | |
| **Additional Upper-Division Courses (See Below)** | | **17-19** |
| **Total Units** | | **71-75** |

[1]   Meets the General Education Natural Sciences requirement.
[2]   Meets the General Education Integrative and Applied Learning requirement.
[3]   BIOL 152 meets this requirement if taken at APU.
[4]   Meets the General Education Writing 3 requirement.
[5]   CHEM 151, PHYC 145, PHYC 155, and PHYC 165 meet the General Education Natural Sciences requirement and may be waived with an appropriate Advanced Placement test score.
[6]   May be waived with an appropriate Advanced Placement test score.

Select 17-18 additional units of upper-division courses (at least three 4-unit courses must be included) from the following course list OR select one of the following concentrations to complete upper-division course units.

| Code | Title | Units |
| --- | --- | --- |
| BIOC 360 | Principles of Biochemistry [1] | |
| or BIOC 270 | Biomolecular Chemistry | |
| BIOC 370 | Biomolecular Metabolism [1] | |
| BIOL 311 | Teaching and Learning in STEM [2] | |
| BIOL 312 | STEM Education Research Seminar [2] | |
| BIOL 313 | STEM Teaching Practicum [2] | |
| BIOL 320 | Ecology [3] | |
| BIOL 326 | Neurobiology [4] | |
| BIOL 342 | Medical Microbiology | |
| BIOL 346 | Regional Human Anatomy | |
| BIOL 350 | Mammalian Physiology | |
| BIOL 365 | Plant Biology | |
| BIOL 390 | Pre-health Seminar [2] | |
| BIOL 394 | Directed Research Internship [2] | |
| BIOL 395 | Biological Science Internship [2] | |
| BIOL 410 | Molecular Biology | |
| BIOL 420 | Cancer Biology | |
| BIOL 425 | Immunology | |
| BIOL 430 | Global Change Biology | |
| BIOL 435 | Stewardship Ecology | |
| BIOL 440 | Developmental Biology | |
| BIOL 490 | Biology Seminar [2] | |
| BIOL 494 | Advanced Topics in Biology | |
| BIOL 495 | Advanced Topics in Biology | |

[1]   Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370.
[2]   Students may take a maximum of 3 units total from these courses for elective credit.
[3]   Meets the General Education Civic Knowledge and Engagement requirement.
[4]   Meets the General Education Integrative and Applied Learning requirement.

## Ecological Concentration (Additional Upper-Division Courses)

Select 17-18 additional units of 300- or 400-level courses, as follows:

| Code | Title | Units |
|---|---|---|
| BIOL 320 | Ecology [1] | 4 |
| PHIL 366 | Environmental Ethics | 3 |
| BIOL 430 | Global Change Biology | 3 |
| Units from field-study program [2] | | 4 |
| **Select 3-4 additional units from the following:** | | **3-4** |
| Additional units from field-study program [3] | | |
| BIOL 311 | Teaching and Learning in STEM [4] | |
| BIOL 312 | STEM Education Research Seminar [4] | |
| BIOL 313 | STEM Teaching Practicum [4] | |
| BIOL 350 | Mammalian Physiology | |
| BIOL 365 | Plant Biology | |
| BIOL 394 | Directed Research Internship [4] | |
| BIOL 395 | Biological Science Internship [4] | |
| BIOL 435 | Stewardship Ecology | |
| **Total Units** | | **17-18** |

[1]   Meets the General Education Civic Knowledge and Engagement requirement.
[2]   Four units from an approved, off-campus field-study program such as the Au Sable Institute. An approved internship experience could be petitioned for these units as needed.
[3]   Up to 4 additional units from an approved, off-campus field-study program.
[4]   Students may take a maximum of 3 units total from these courses for elective credit.

## Biological Systems Concentration (Additional Upper-Division Courses)

Select 18-19 additional units of 300- or 400-level BIOC and BIOL courses, as follows:

| Code | Title | Units |
|---|---|---|
| BIOL 326 | Neurobiology [1] | 4 |
| BIOL 346 | Regional Human Anatomy | 4 |
| BIOL 350 | Mammalian Physiology | 4 |
| **Select 6-7 additional units from the following: [2]** | | **6-7** |
| BIOC 360 | Principles of Biochemistry [3] | |
| BIOL 311 | Teaching and Learning in STEM [4] | |
| BIOL 312 | STEM Education Research Seminar [4] | |
| BIOL 313 | STEM Teaching Practicum [4] | |
| BIOL 342 | Medical Microbiology | |
| BIOL 390 | Pre-health Seminar [4] | |
| BIOL 394 | Directed Research Internship [4] | |
| BIOL 395 | Biological Science Internship [4] | |
| BIOL 420 | Cancer Biology | |
| BIOL 425 | Immunology | |
| BIOL 440 | Developmental Biology | |
| BIOL 490 | Biology Seminar [4] | |
| BIOL 494 | Advanced Topics in Biology | |
| BIOL 495 | Advanced Topics in Biology | |
| **Total Units** | | **18-19** |

[1]   Meets the General Education Integrative and Applied Learning requirement.
[2]   If a student takes a 4-unit course, an additional 3 units of upper-division elective must be taken.
[3]   Students interested in premed should take this course as one of their elective courses.

[4]     Students may take a maximum of 3 units total from these courses for elective credit.

## Cellular and Molecular Concentration (Additional Upper-Division Courses)

Select 18 additional units of 300- or 400-level BIOC and BIOL courses, as follows:

| Code | Title | Units |
| --- | --- | --- |
| BIOL 410 | Molecular Biology | 4 |
| Select one of the following: | | 4 |
| BIOC 270 | Biomolecular Chemistry [1] | |
| BIOC 360 | Principles of Biochemistry [1] | |
| **Select 10 additional units from the following (must include at least one additional 4-unit course):** | | **10** |
| BIOC 370 | Biomolecular Metabolism [1] | |
| BIOL 311 | Teaching and Learning in STEM [2] | |
| BIOL 312 | STEM Education Research Seminar [2] | |
| BIOL 313 | STEM Teaching Practicum [2] | |
| BIOL 326 | Neurobiology [3] | |
| BIOL 350 | Mammalian Physiology | |
| BIOL 390 | Pre-health Seminar [2] | |
| BIOL 394 | Directed Research Internship [2] | |
| BIOL 395 | Biological Science Internship [2] | |
| BIOL 420 | Cancer Biology | |
| BIOL 425 | Immunology | |
| BIOL 440 | Developmental Biology | |
| BIOL 490 | Biology Seminar [2] | |
| BIOL 494 | Advanced Topics in Biology | |
| BIOL 495 | Advanced Topics in Biology | |
| **Total Units** | | **18** |

[1]     Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370.

[2]     Students may take a maximum of 3 units total from these courses for elective credit.

[3]     Meets the General Education Integrative and Applied Learning requirement.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in the field of biology.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Demonstrate knowledge of relevant laboratory instrumentation.
7. Express a Christian worldview that integrates faith with their biology vocation.

# BS in Chemistry

69-71 units

Chemistry is the study of the properties and reactivity of all matter. An understanding of chemistry is fundamental to a variety of fields including but not limited to biology, astronomy, earth science, physics, environmental science, medicine, and pharmacology.

The Bachelor of Science in Chemistry program (https://www.apu.edu/clas/programs/chemistry-major/) provides a rigorous curriculum and strong foundation in the five major subfields of chemistry—analytical, organic, inorganic, physical, and biochemistry—as well as in related fields such as biology, physics, and mathematics, providing breadth to their study of chemistry.

This program provides excellent preparation for entry-level positions as a researcher or laboratory technician, in governmental or industrial technical support, in management, or in teaching at the secondary level. It is also excellent preparation for graduate studies in fields such as but not limited to chemistry, biochemistry, environmental studies, forensic science, pharmacology, and biotechnology. Students who attend graduate school and obtain a master's or doctoral degree may find employment at a university or in the private or government sectors.

BS in Chemistry students are strongly encouraged to collaborate with science faculty in a research project or participate in an off-campus internship in industry.

Note: Entry requirements differ among graduate schools and jobs. Students are responsible for researching the requirements of graduate programs and professions in which they are interested.

## Requirements

All of the following requirements must be met to continue as an allied health, biological sciences, biochemistry, or chemistry major. A student's failure to maintain these requirements will result in him or her being dropped from the major. Reentry to the major is by petition only.

- Must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Must complete each course required for the major with a *C-* or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below *C-*) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below *C-*) attempts in any three required courses.

| Code | Title | Units |
|---|---|---|
| **Chemistry** | | |
| BIOC 270 | Biomolecular Chemistry | 4 |
| BIOL 151 | General Biology I [1] | 4 |
| BIOL 496 | Writing 3: Ethics and the Sciences [2] | 3 |
| CHEM 151 | General Chemistry I [3] | 4 |
| CHEM 152 | General Chemistry II [4] | 4 |
| CHEM 251 & CHEM 261 | Organic Chemistry: Theory I and Organic Chemistry - Lab | 4 |
| CHEM 252 & CHEM 262 | Organic Chemistry: Theory II and Organic Chemistry - Lab | 4 |
| CHEM 300 & CHEM 310 | Quantitative Chemical Analysis - Theory and Quantitative Chemical Analysis - Laboratory | 4 |
| CHEM 320 & CHEM 330 | Instrumental Analysis: Theory and Instrumental Analysis - Lab [5] | 4 |
| CHEM 401 & CHEM 411 | Physical Chemistry I and Physical Chemistry I Lab | 4 |
| CHEM 402 & CHEM 412 | Physical Chemistry II and Physical Chemistry II Lab | 4 |
| CHEM 461 | Inorganic Chemistry | 3 |
| Select at least 6 units from the following: | | 6 |
| BIOC 370 | Biomolecular Metabolism | |
| BIOC 390 | Physical Biochemistry | |
| CHEM 311 | Teaching and Learning in STEM [6] | |
| CHEM 312 | STEM Education Research Seminar [6] | |
| CHEM 313 | STEM Teaching Practicum [6] | |
| CHEM 394 | Directed Research Internship [6] | |
| CHEM 395 | Chemical Science Internship [6] | |
| CHEM 451 | Advanced Organic Chemistry | |
| CHEM 495 | Advanced Topics in Chemistry | |

| | | |
|---|---|---:|
| MATH 270 | Ordinary Differential Equations | |
| **Mathematics** | | |
| MATH 165 | Calculus I [4] | 3 |
| MATH 166 | Calculus II [4] | 3 |
| MATH 268 | Multivariable Calculus | 3 |
| **Physics** | | |
| PHYC 145 | Physics Laboratory I [3] | 1 |
| PHYC 146 | Physics Laboratory II | 1 |
| Select one of the following course pairs: | | 6-8 |
| PHYC 155<br>& PHYC 156 | Physics for Life Sciences I<br>and Physics for Life Sciences II [3] | |
| PHYC 165<br>& PHYC 166 | Physics for Science and Engineering: Mechanics<br>and Physics for Science and Engineering: Electricity and Magnetism [3] | |
| **Total Units** | | **69-71** |

[1]    Meets the General Education Natural Sciences requirement.

[2]    Meets the General Education Writing 3 requirement.

[3]    CHEM 151, PHYC 145, PHYC 155, and PHYC 165 meet the General Education Natural Sciences requirement and may be waived with an appropriate Advanced Placement test score.

[4]    This course may be waived with an appropriate Advanced Placement test score.

[5]    CHEM 320 and CHEM 330 meet the General Education Integrative and Applied Learning requirement.

[6]    Up to 3 units combined of CHEM 311, CHEM 312, CHEM 313, CHEM 394, and CHEM 395 can be counted toward major elective units.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in the field of chemistry.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Demonstrate knowledge of relevant laboratory instrumentation.
7. Express a Christian worldview that integrates faith with their chemistry vocation.

# Minor in Biology

26 units

## Requirements

- The minimum prerequisites for the biology minor are a *C*- in BIOL 151 and a *B*- in MATH 110 or equivalent (for example, an ALEKS score of 65). Students may not earn a biology minor if they are majoring in allied health or biochemistry.
- Students must complete all prerequisites for a BIOC, BIOL, or CHEM course with a *C*- or better before taking the course (except as noted in the course description).
- Students must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the minor.
- Students must complete each course required for the minor with a *C*- or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the minor can be taken only two times at APU; students will be dismissed from the minor after two unsuccessful (below *C*-) attempts in a single required course.
- Only two courses total within the minor can be repeated; students will be dismissed from the minor after unsuccessful (below *C*-) attempts in any three required courses.

| Code | Title | Units |
|---|---|---|
| **Lower-Division Requirements** | | **20** |
| BIOL 151 | General Biology I [1] | |
| BIOL 152 | General Biology II | |
| CHEM 151 | General Chemistry I [1,2] | |
| BIOL 240 | Biology of Microorganisms | |
| BIOL 280 | Cell Biology | |
| BIOL 396 | Topics in Biology and Christian Thought [3] | |
| **Upper-Division Electives** | | **6** |
| Choose 6 units of electives from the following; these may not include units used to fulfill requirements of the student's major. | | |
| BIOL 300 | Genetics [4] | |
| BIOL 311 | Teaching and Learning in STEM [5] | |
| BIOL 312 | STEM Education Research Seminar [5] | |
| BIOL 313 | STEM Teaching Practicum [5] | |
| BIOL 320 | Ecology [6] | |
| BIOL 326 | Neurobiology [4] | |
| BIOL 336 | Vertebrate Biology | |
| BIOL 342 | Medical Microbiology | |
| BIOL 350 | Mammalian Physiology | |
| BIOL 365 | Plant Biology | |
| BIOL 394 | Directed Research Internship [5] | |
| BIOL 395 | Biological Science Internship [5] | |
| BIOL 410 | Molecular Biology | |
| BIOL 435 | Stewardship Ecology | |
| BIOL 440 | Developmental Biology | |
| BIOL 495 | Advanced Topics in Biology | |
| BIOL 497 | Readings | |
| **Total Units** | | **26** |

[1]     Meets the General Education Natural Sciences requirement.
[2]     This course may be waived with an appropriate Advanced Placement test score.
[3]     BIOL 152 (http://catalog.apu.edu/search/?P=BIOL%20152) meets this requirement if taken at APU.
[4]     Meets the General Education Integrative and Applied Learning requirement.
[5]     Up to 3 units combined of either BIOL 311, BIOL 312, BIOL 313, BIOL 394, or BIOL 395 may count toward minor elective units.
[6]     Meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in the field of biology.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Demonstrate knowledge of relevant laboratory instrumentation.
7. Express a Christian worldview that integrates faith with their biology vocation.

# Minor in Chemistry

23 units

# Requirements

- The minimum prerequisites for the chemistry minor are a *C*- in CHEM 151 and a *B*- in MATH 110 or equivalent (e.g., a score of 65 on ALEKS).
- Students must complete all prerequisites for a BIOC, BIOL, or CHEM course with a *C*- or better before taking the course (except as noted in the course description).
- Students must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the minor.
- Students must complete each course required for the minor with a *C*- or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the minor can be taken only two times at APU; students will be dismissed from the minor after two unsuccessful (below *C*-) attempts in a single required course.
- Only two courses total within the minor can be repeated; students will be dismissed from the minor after unsuccessful (below *C*-) attempts in any three required courses.

| Code | Title | Units |
|---|---|---|
| **Lower-Division Chemistry Requirements** | | |
| CHEM 151 & CHEM 152 | General Chemistry I and General Chemistry II [1,2] | 8 |
| CHEM 251 & CHEM 252 | Organic Chemistry: Theory I and Organic Chemistry: Theory II | 6 |
| CHEM 261 & CHEM 262 | Organic Chemistry - Lab and Organic Chemistry - Lab | 2 |
| **Upper-Division Chemistry Electives** | | **7** |
| Choose 7 elective units from the following; these may not include units used to fulfill requirements of the student's major. | | |
| BIOC 360 | Principles of Biochemistry | |
| or BIOC 270 | Biomolecular Chemistry | |
| or BIOC 370 | Biomolecular Metabolism | |
| BIOC 390 | Physical Biochemistry | |
| CHEM 300 & CHEM 310 | Quantitative Chemical Analysis - Theory and Quantitative Chemical Analysis - Laboratory | |
| CHEM 320 & CHEM 330 | Instrumental Analysis: Theory and Instrumental Analysis - Lab [3] | |
| CHEM 311 | Teaching and Learning in STEM [4] | |
| CHEM 312 | STEM Education Research Seminar [4] | |
| CHEM 313 | STEM Teaching Practicum [4] | |
| CHEM 394 | Directed Research Internship [4,5] | |
| CHEM 395 | Chemical Science Internship [4,6] | |
| CHEM 401 | Physical Chemistry I | |
| CHEM 402 | Physical Chemistry II | |
| CHEM 411 | Physical Chemistry I Lab | |
| CHEM 412 | Physical Chemistry II Lab | |
| CHEM 451 | Advanced Organic Chemistry | |
| CHEM 461 | Inorganic Chemistry | |
| CHEM 495 | Advanced Topics in Chemistry | |
| **Total Units** | | **23** |

[1]    CHEM 151 meets the General Education Natural Sciences requirement.
[2]    May be waived with the appropriate Advanced Placement test scores.
[3]    CHEM 320 meets the General Education Integrative and Applied Learning requirement.
[4]    Up to 3 units combined of CHEM 311, CHEM 312, CHEM 313, CHEM 394, and CHEM 395 may count toward minor elective units.
[5]    All research done within CHEM 394 must be done primarily with a member of the chemistry faculty.
[6]    CHEM 395 must be approved by the course instructor for credit toward the chemistry minor.

# MS in Biotechnology

Azusa Pacific's Master of Science in Biotechnology (https://www.apu.edu/clas/programs/masters-in-biotechnology/) prepares graduates for success in this rapidly growing field, providing training in key areas, including molecular and cellular biology, mathematical modeling, mining of biological databases, regulatory affairs, clinical trials, project management, and biomedical products manufacturing.

This 39-unit program merges interdisciplinary studies with practical application, giving you the opportunity to collaborate with industry professionals (https://www.apu.edu/articles/the-benefit-of-hands-on-experience-in-biotechnology-graduate-programs/).

APU's biotech degree program, an applied science master's degree, is designed for individuals (preprofessionals and industry professionals) with bachelor's degrees in molecular or cellular biology, biochemistry, applied mathematics, statistics, engineering, or computer science and an interest in working for companies immersed in these fields.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Course Requirements** | | |
| BIOT 500 | Biotechnology Internship | 3 |
| BIOT 510 | Commercialization of Technology | 3 |
| BIOT 511 | Molecular Biology, Pharmacology, and Toxicology of Biopharmaceutics | 3 |
| BIOT 512 | Bioinformatics | 3 |
| BIOT 513 | Regulatory Affairs for the Biotechnology Industry | 3 |
| BIOT 514 | Probability and Statistics for the Biotechnology Industry | 3 |
| BIOT 515 | Project Management for the Biotechnology Industry | 3 |
| BIOT 516 | Ethics for Biomedical Products Industries | 3 |
| BIOT 517 | Clinical Trials | 3 |
| **Project** | | |
| BIOT 600A | Master's Degree Project I [1] | 3 |
| BIOT 600B | Master's Degree Project II | 9 |
| **Total Units** | | **39** |

[1]   BIOT 600A is taken for 3 units in the fall semester of the student's second year, and BIOT 600B for 9 units in the spring semester of the second year.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge in the field of biopharmaceutics product development.
2. Appropriately discriminate and implement technical knowledge in professional settings.
3. Demonstrate the ability to coordinate and collaborate with multidisciplinary team professionals.
4. Effectively communicate key concepts in pharmaceutics development orally.
5. Effectively communicate key concepts in pharmaceutics development in writing.
6. Implement specialized skills in field based practice.
7. Evaluate normative biopharmaceutics business ethical challenges through a Christian worldview.

# Department of Computer Science, Engineering, Mathematics, Physics, and Statistics

## Mission Statement

The Department of Computer Science, Engineering, Mathematics, Physics, and Statistics (http://www.apu.edu/clas/mathphysics/) at Azusa Pacific University is a community of students and scholars dedicated to seeking truth. We foster academic and research excellence and equip undergraduate and graduate students with practical skills in data analysis, quantitative and computational thinking, and problem solving. We prepare students to use their technical skills to do good, serve others, and glorify God.

## Math, Physics, and Statistics Fellowships

Each year, the Department of Computer Science, Engineering, Mathematics, Physics, and Statistics awards fellowships (https://www.apu.edu/clas/mathphysics/opportunities/fellowships/) to a select number of incoming and returning students. For more information, contact the department at (626) 815-6470 or mathphysics@apu.edu.

## Department Resources

The department operates two computer science laboratories on the Azusa campus: the advanced technologies/multimedia laboratory and the computer science main laboratory. Lab technicians are available during lab hours for tutoring, free of charge to all students enrolled in computer science courses. There is also a new engineering lab.

Although the university provides extensive computer lab facilities for student use, each student in the computer science and engineering majors is required to purchase a personal computer, as students with their own computers have a definite advantage in using and applying engineering and computer science instruction.

## Programs

## Majors

- Applied Mathematics (BS) (p. 93)
- Computer Information Systems (BS) (p. 96)
- Computer Science (BS) (p. 98)
- Engineering (BS) (p. 100)
- Mathematics (BA) (p. 88)
- Mathematics (BA) with Integrated Single Subject (Math) Teaching Credential  (p. 90)
- Mathematics (BS) (p. 103)
- Physics (BS) (p. 105)

## Minors

- Computer Information Systems (p. 107)
- Computer Science (p. 108)
- Data Science (p. 109)
- Mathematics (p. 110)
- Physics (p. 111)
- Statistics (p. 112)

## Master's

- Master of Science in Applied Statistics and Data Science (p. 112)

## Math Placement

## Mathematics Placement

APU uses the ALEKS PPL (https://www.apu.edu/academic-success/services/testing/math/#about-aleks) system to determine the best initial math placement for most students who need to take a math course (whether to satisfy the General Education Quantitative Literacy requirement or a major or

minor requirement). Students who need to use ALEKS (https://www.apu.edu/academic-success/testing/math/#using-aleks) are encouraged to take an initial diagnostic assessment (https://www.apu.edu/academic-success/testing/math/#start-aleks) at home and then to work in their personalized Prep and Learning Module (https://www.apu.edu/academic-success/testing/math/prep-learning-module/) to review. They will then be able to take the assessment again (up to four times total) in order to achieve their best possible score.

## Math Course Prerequisites

Prerequisites for common math courses are as follows:

| Course(s) | Prerequisite(s) |
| --- | --- |
| MATH 90: Foundations of Mathematical Reasoning | ALEKS 15-29 |
| MATH 95: Intermediate Algebra | ALEKS 30-44 or MATH 90 |
| MATH 99: Self-Paced Mathematics Lab | ALEKS 0-29 |
| MATH 115: Mathematics in Society<br>MATH 130: Introduction to Statistics | ALEKS 30-100 or MATH 90 |
| MATH 110: College Algebra<br>UNRS 299: Statistics and Data Management for Nursing and Health Care | ALEKS 45-100 or MATH 95 |
| MATH 149: Fundamentals of Precalculus<br>MATH 150: Precalculus | ALEKS 60-100 or MATH 110 |
| MATH 151: Applied Calculus I | ALEKS 65-100 or B- or better in MATH 110 |
| MATH 165: Calculus I | ALEKS 75-100 or MATH 149 (which may be taken concurrently) or MATH 150 |

## Math Test Score Equivalents

The table below shows how various test scores translate into APU math placement and/or course credit:

| Scores | Results |
| --- | --- |
| • SAT Math (640 or higher on NEW version)<br>• SAT Math (620 or higher on OLD version)<br>• ACT Math (27 or higher)<br>• High School Calculus (at least one semester with a grade of B or higher)<br>• High School Precalculus (at least one semester with a grade of A- or higher) | Treated as if you have passed MATH 110 College Algebra at the level of B- or higher |
| • CLEP College Algebra, Precalculus, or Calculus (50)<br>• IB Mathematics (5, 6, or 7)<br>• AP Calculus AB or BC (3, 4, or 5) | Treated as if you have passed MATH 110 College Algebra at the level of B- or higher; credit granted |
| • AP Statistics (3, 4, or 5) | Credit granted for MATH 130 Introduction to Statistics |
| • ALEKS (65-100) | Treated as if you have passed MATH 110 College Algebra at the level of a B- or higher |
| • ALEKS (60-64) | Treated as if you have passed MATH 110 College Algebra at the level of C or higher (fails to meet the grade minimum of B- required as a prerequisite for CHEM 151 or to apply to any of the majors in the School of Business and Management other than the BA in Business Management) |

# Courses

## CS 100, Introduction to Programming, 3 Units

Students in this course are introduced to basic programming concepts using a suitable and modern programming language, with a strong emphasis on problem solving through programming fundamentals such as variables, expressions, data types, branching, loops, functions, lists, dictionaries, and file input/output. Although the course may use an object-oriented language, object-oriented principles are not covered, as the course is intended to provide non-computer-science majors the tools needed to be successful in carrying out common programming tasks in their fields, such as basic scripting, data analysis, and automation. In-class exercises and several programming projects are included.
**Corequisite:** MATH 110

## CS 110, STEM as Vocation, 3 Units

This course explores two topics. The first topic is methods to apply STEM skills to solve real world challenges that have positive social impact. During your college education you will learn technical skills that can be applied for positive impact on the lives of those around you (near and globally) and to further God's Kingdom here on Earth. The second topic in this course is the exploration of intercultural skills. This is important since you will be required to work with individuals of diverse ethnic backgrounds and you may have to work across cultures. In addition, we live in a multi-ethnic society so developing these types of capabilities is a valuable life skill. *Meets the General Education Requirement: Intercultural Competence.*

## CS 115, Impact of Social Media, 3 Units

Social Media has dramatically transformed human interaction in recent decades. The development of platforms such as TikTok, Instagram, Twitter, Facebook, LinkedIn, etc. has impacted humanity on a deeply personal level, facilitated social movement, and even fueled revolutions. Misinformation and counterintelligence have mushroomed. Mental health and self-esteem have degraded. Monitoring, control, and censorship of Social Media have become methods in which various entities have sought to gain information and influence. The platforms have continuously developed services designed to enlarge their user base, enhance engagement, and ultimately monetize information. This course provides a deep investigation of the impacts of Social Media on society. *Meets the General Education Requirement: Social Science.*

## CS 120, Introduction to Computer Science I, 4 Units

This course introduces students to object-oriented programming, with an emphasis on problem solving, design and analysis of algorithms, and programming principles. Course material also covers principles of object-oriented and structured programming, problem analysis, and documentation. Attendance at a weekly computer lab is required. Students complete a number of programming projects, and learn how to effectively communicate technical matters orally. *Meets the General Education Requirement: Oral Communication (CS 120+CS 290+CS 480), GE:Oral Communication (ENGR 120+ENGR 240+ENGR 480).*

## CS 125, Introduction to Computer Science II, 4 Units

This course is a continuation of object-oriented programming and other topics from ENGR 120/CS 120, and provides an introduction to arrays, inheritance, file I/O, and GUIs. Problem analysis, program design, development and implementation, and related topics are covered. Lab is required. Students complete a number of programming projects. Lecture, 3 hours; lab, 3 hours.
**Prerequisite:** CS 120/ENGR 120

## CS 150, Operating Systems, 3 Units

This course provides an introduction to the basic functions of modern operating systems, including multitasking, process synchronization, deadlocks, memory management, virtual memory, file systems, protection, and security. The course also includes a comparative analysis of several popular operating systems.
**Prerequisite:** CS 120/ENGR 120

## CS 160, Discrete Structures, 3 Units

Students in this course explore the mathematical elements of computer science, including propositional logic, predicate logic, sets, functions and relations, combinatorics, mathematical induction, recursion, algorithms, matrices, graphs, trees, and Boolean logic. Attention is given to the direct applications to computer science.
**Prerequisite:** MATH 110 or MATH 130

## CS 205, Microcomputer Software Tools, 3 Units

This PC-based course covers the basics of MS Windows and the use of applications software as problem-solving tools. In-depth coverage of popular word processing, database, and spreadsheet packages is included.

## CS 230, Systems Programming and Operating Systems, 3 Units

This course provides an in-depth study of systems programming using the C language and Linux operating system. Applications include programming projects in threads, signals, memory, and critical sections. It also provides an introduction to the basic functions of modern operating systems. These include multitasking, process synchronization, deadlocks, memory management, virtual memory, file systems, protection, and security.
**Prerequisite:** CS 125/ENGR 125

## CS 240, Assembly Language Programming, 3 Units

This programming class includes the architecture and organization of microcomputer systems, fundamentals of assemblers, assembly language programming, and advanced topics on the Intel 80X86 family of microprocessors. Students write several programs which are assembled and run on Intel 80X86-based microcomputers. Students become proficient at keyboard, screen, and disk I/O as well as character manipulation and screen graphics.
**Prerequisite:** CS 125/ENGR 125

## CS 242, Digital Logic Systems, 4 Units

This course covers Boolean algebra, Karnaugh maps, logic gates, combinational circuit design, sequential circuits analysis and design, Register, and counter and memory system analysis and design, as well as laboratory experiments with TTL logic gates, flip-flops, and counters. Students also learn how to effectively communicate technical matters orally. *Meets the General Education Requirement: GE:Oral Communication (ENGR 120+ENGR 240+ENGR 480).*
**Prerequisite:** CS 125/ENGR 125

## CS 260, Algorithms and Data Structures, 3 Units

This course provides a study of algorithms and their related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation. Applications are implemented using an appropriate computer language.
**Prerequisite:** CS 125/ENGR 125

## CS 290, Database Management Systems, 3 Units

This course covers database concepts; relational and nonrelational database systems; database environment, theory, and applications; and design, development, and implementation of database systems. Students develop a practical database project utilizing a popular database development system, and generate user interfaces and reports. Students also learn how to make persuasive technical arguments concerning common database tradeoffs that must be considered when choosing a database in a real-world project, and are instructed on how to effectively communicate technical matters orally.
*Meets the General Education Requirement: Oral Communication (CS 120+CS 290+CS 480).*
**Prerequisite:** CS 125/ENGR 125

## CS 315, Fundamentals of Network Administration, 3 Units

This course provides an introduction to the three key network management issues: cost analysis, security, and administration. Case studies and laboratory exercises supplement the lecture material.
**Prerequisite:** CS 125/ENGR 125

## CS 325, Telecommunications and Interfacing, 3 Units

The principles, protocols, methods, and standards of telecommunications, voice and data communication concepts, networking fundamentals, system configuration, and state-of-the-art practical technology are covered in this course, which includes some hands-on training.
**Prerequisite:** CS 125/ENGR 125

## CS 360, Computer Architecture and Organization, 3 Units

This course covers the architecture and organization of computer systems, including hardware/software design considerations, implementation, interrelationships, and performance. Fundamentals of assemblers and assembly language programming using the MIPS instruction set are included, as is the use of combinational and sequential logic in the components of CPUs, buses, and interfaces. Details include input/output, memory hierarchies, pipelining, ALU operations, and CPU control. Processors include CISC and RISC, as well as multiprocessor systems. Students also take part in several programming and modeling projects that model key computer architecture components.
**Prerequisite:** CS 260/ENGR 260 or ENGR 240

## CS 363, Web Programming, 3 Units

This course is a study of website development, emphasizing web-based programming using open-source software including Apache Server, PHP, Linux, XHTML, CSS, JavaScript and DHTML, MySQL, and others. The concepts, principles, procedures, methods, tools, and techniques used in the development and management of internet websites are covered, including the design, construction, implementation, testing, and maintenance of complex websites using cutting-edge tools. Sites are developed on the Linux platform. Each student makes assigned presentations, develops small internet projects, serves on a development team, and implements part of one major term project.
**Prerequisite:** CS 125/ENGR 125

## CS 370, Compiler Construction, 3 Units

This course covers some fundamental knowledge of languages and automata as well as algorithms and implementation of compiler construction. Regular languages, context-free languages, and context-sensitive languages are covered. Finite-state automata, push-down automata, and multistack push-down automata are covered. Lexical analyzer and parser techniques are covered in depth, as well as symbol table generation and optimization.
**Prerequisite:** CS 260/ENGR 260

## CS 430, Artificial Intelligence, 3 Units

Principles of artificial intelligence, study, design, and application of computer systems that model human intelligence are the focus of this course. Some of the specific topics included in this course are search (informed, uninformed, adversarial, etc.), constraint satisfaction problems (CSPs), knowledge representation, probabilistic modeling, and machine learning. Significant programming projects are assigned to enhance student's abilities to apply course algorithms and knowledge.
**Prerequisite:** CS 260/ENGR 260

## CS 432, Machine Learning, 3 Units

This course covers introductory machine learning topics, including supervised and unsupervised learning, linear and logistic regression, neural networks, support vector machines, recommender systems, and more. Coursework includes instruction and programming assignments in algorithmic implementations and high-level library usage. Students also apply machine learning techniques to a unique research project.
**Prerequisite:** CS 260/ENGR 260

## CS 435, Advanced Database Application Programming, 3 Units

PL/SQL, Oracle's programming language for stored procedures, delivers a world of possibilities for your database programs. PL/SQL supplements the standard relational database language, SQL, with a wide range of procedural features, including loops, IF-THEN statements, procedures, functions, packages, and database triggers-all closely integrated with the Oracle database server. The Oracle PL/SQL language is a flexible procedural extension to SQL and increases productivity, performance, scalability, portability, and security. In this course, students gain the practical knowledge to write PL/SQL programs, and learn to build stored procedures, design and execute modular applications, and increase the efficiency of data movement.
**Prerequisite:** CS 290

## CS 440, Mobile App Development, 3 Units

This course serves as an introduction to mobile app development, with students building several cross-platform apps using cutting-edge technologies that target the Android and iOS operating systems. Topics include authentication, component creation and layout, state management, HTTP/API requests, push notifications, navigation, datastore (or database) connection, and server-side programming using cloud-based server/serverless infrastructure.
**Prerequisite:** CS 125

## CS 452, Internet of Things, 3 Units

This course covers the fundamental aspects of the Internet of Things (IoT), including devices, protocols, security, and product development. Through hands-on labs and projects, students develop the ability to build IoT devices and systems, and a final project showcases their ability to plan, design, and execute their own IoT devices and systems. Students become proficient in embedded programming, cross-compilation, web servers and clients, basic digital electronics, communications protocols, and special programming techniques.
**Prerequisite:** ENGR 125/CS 125, and CS 230 or ENGR 240.

## CS 455, Numerical Analysis, 3 Units

This course covers numerical and approximation methods, including solutions of functions in single and multi-variables, interpolation, numerical differentiation and integration, and numerical methods for differential equations. Applications are programmed using an appropriate language.
**Prerequisite:** MATH 295 and CS 120

## CS 460, Software Project, 3 Units

Each student in this course completes an independent project in the development of a nontrivial software system for an application of the student's choice.
**Prerequisite:** CS 260/ENGR 260 and CS 290; or instructor permission

## CS 465, Team Software Project, 1-3 Units

The team of students in this course completes the development of a nontrivial software system for an application of their choosing.
**Prerequisite:** CS 125/ENGR 125 or instructor consent.

## CS 470, Software Engineering, 3 Units

This course includes a study of the concepts, principles, techniques, methods, procedures, and documents of software engineering. Emphasis is on systematic approaches to software engineering and the software life cycle. Each student participates in a major team project. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** CS 260/ENGR 260, CS 290, and at least 32 computer science units.

## CS 480, Senior Capstone Project, 3 Units

The primary goal for students in this course is to implement a major team-based software product based on their own software documentation and planning from the previous semester. As a secondary goal, students study and practice software engineering concepts, principles, and methodologies relevant to the implementation phase of software engineering. Students also learn how to prepare and present a technical demo aimed at "selling" their product. *Meets the General Education Requirement: Oral Communication (CS 120+CS 290+CS 480).*
**Prerequisite:** CS 470

## CS 484, Cyber Security, 3 Units

In this course, students systematically study the fundamental principles of computer system security, including authentication, access control, capability, security policies, sandbox, software vulnerabilities, and web security, with most of these principles studied within the scope of concrete systems such as Linux and Windows. The course emphasizes "learning by doing," requiring students to conduct a series of lab exercises through which students enhance their understanding of the principles and learn to apply them to solve real-world problems.
**Prerequisite:** CS 230, CS 260/ENGR 260

## CS 491, Computer Science Internship, 1-3 Units

This course gives students practical experience in computer science and computer information systems as they complete a computer science internship in a nonacademic facility, preferably off campus but under the joint supervision of a computer science faculty member and an outside mentor. A total of 3 units is required to satisfy the General Education Integrative and Applied Learning requirement. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Sophomore standing in computer science major and department approval.

## CS 495, Topics in Computer Science, 3 Units

This course presents timely and new topics in computer science, with different material covered each time the course is offered. Most topics require prerequisites, which vary according to the topic. The course may be repeated for credit.
**Prerequisite:** Department consent (note course description).

## CS 496, Writing 3: Ethics in Computing and Engineering, 3 Units

This course equips students with the skills to write in several genres that are relevant to Computing and Engineering, such as resumes, cover letters, professional memos, and research proposals. Students complete reading assignments on the topics of writing and ethics as applied to Computing and Engineering, then weekly writing assignments based upon the reading. The course culminates in a portfolio of the writing completed throughout the semester. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2 (or equivalent)

## CS 497, Readings, 1-4 Units

This course consists of assigned readings, discussions, and writing arranged between and designed by student and professor. An independent study fee is assessed for each enrollment in this course.
**Prerequisite:** Junior or senior standing and department permission.

## CS 498, Directed Research, 1-4 Units

Students in this course learn about research design and technique and gain experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this course.
**Prerequisite:** Junior or senior standing and department permission.

## CS 499, Thesis/Project, 1-4 Units

In this senior-level "capstone" type of independent study/research experience, students participate in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The project may result in a formal thesis, published article, electronic media, annotated recital, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this course.
**Prerequisite:** Junior or senior standing and department permission.

## CS 532, Machine Learning, 3 Units

This course covers machine learning topics including supervised and unsupervised learning, linear and logistic regression, neural networks, support vector machines, recommender systems, and more. Coursework includes instruction and programming assignments in algorithmic implementations and high-level library usage. Students also apply machine learning techniques to a unique research project.
**Prerequisite:** Instructor permission required

## ENGR 101, Introduction to Engineering and Computing, 3 Units

Students in this course get an overview of engineering and computing as creative and responsive professions, and learn about the qualifications of engineers and computer scientists and the ways in which they study, think, work, create, design, and communicate. Course material also covers the impact of engineering and computing solutions in global, economic, and societal contexts; case studies of effective civic, governmental, and social engagement; and engineering and computing ethics. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## ENGR 110, STEM as Vocation, 3 Units

This course explores two topics. The first topic is methods to apply STEM skills to solve real world challenges that have positive social impact. During your college education you will learn technical skills that can be applied for positive impact on the lives of those around you (near and globally) and to further God's Kingdom here on Earth. The second topic in this course is the exploration of intercultural skills. This is important since you will be required to work with individuals of diverse ethnic backgrounds and you may have to work across cultures. In addition, we live in a multi-ethnic society so developing these types of capabilities is a valuable life skill. *Meets the General Education Requirement: Intercultural Competence.*

## ENGR 120, Introduction to Computer Science I, 4 Units

This course introduces students to object-oriented programming, with an emphasis on problem solving, design and analysis of algorithms, and programming principles. Course material also covers principles of object-oriented and structured programming, problem analysis, and documentation. Attendance at a weekly computer lab is required. Students complete a number of programming projects, and learn how to effectively communicate technical matters orally. *Meets the General Education Requirement: Oral Communication (CS 120+CS 290+CS 480), GE:Oral Communication (ENGR 120+ENGR 240+ENGR 480).*
**Prerequisite:** MATH 110 (may be taken concurrently) or proven competence in college algebra.

## ENGR 125, Introduction to Computer Science II, 4 Units

This course is a continuation of object-oriented programming and other topics from ENGR 120/CS 120, and provides an introduction to arrays, inheritance, file I/O, and GUIs. Problem analysis, program design, development and implementation, and related topics are covered. Lab is required. Students complete a number of programming projects. Lecture, 3 hours; lab, 3 hours.
**Prerequisite:** ENGR 120/CS 120

## ENGR 150, Introduction to Mechanics, 3 Units

This course gives students an understanding of forces, moments, and the states and conditions of equilibrium of rigid bodies. It also provides useful and practical insights into internal forces and friction. Further, this course deals with the motion of bodies under the action of forces with two parts: 1) kinematics, the study of motion without reference to the forces that cause motion; and 2) kinetics, which relates the action of forces on bodies to their resulting motions.
**Prerequisite:** MATH 165, PHYC 165

## ENGR 160, Discrete Structures, 3 Units

Students in this course explore the mathematical elements of computer science, including propositional logic, predicate logic, sets, functions and relations, combinatorics, mathematical induction, recursion, algorithms, matrices, graphs, trees, and Boolean logic. Attention is given to the direct applications to computer science.
**Prerequisite:** MATH 150

## ENGR 210, Engineering Thermodynamics, 3 Units

Students in this course learn classical thermodynamics and its engineering applications. Topics include energy and its transfer, properties of pure substances, the first and second laws of thermodynamics, control volume, irreversibility and availability, gas power cycles, vapor and combined power cycles, and refrigeration.
**Prerequisite:** PHYC 165, MATH 165

## ENGR 215, Electrical Circuits and Systems, 4 Units

This course covers resistive circuits with dependent and independent sources, node and loop analyses, reactive elements and circuits, steady state solution for RLC circuits with sinusoidal inputs, resistive and reactive power, three-phase systems, motors and generators, time domain analysis of circuits, transient responses, Laplace transforms, and Fourier series. Laboratory exercises include steady state and transient circuits design and measurements.
**Prerequisite:** MATH 166

## ENGR 240, Digital Logic Systems, 4 Units

This course covers Boolean algebra, Karnaugh maps, logic gates, combinational circuit design, sequential circuits analysis and design, Register, and counter and memory system analysis and design, as well as laboratory experiments with TTL logic gates, flip-flops, and counters. Students also learn how to effectively communicate technical matters orally. *Meets the General Education Requirement: GE:Oral Communication (ENGR 120+ENGR 240+ENGR 480).*
**Prerequisite:** CS 125/ENGR 125

## ENGR 245, Electronics, 4 Units

This course covers amplifier basics; multistage, feedback, and operational amplifiers; wave-shaping and waveform generation; digital electronics; bipolar and CMOS logic; and switching circuits. Laboratory exercises include significant design experience.
**Prerequisite:** ENGR 215

## ENGR 260, Algorithms and Data Structures, 3 Units

This course provides a study of algorithms and their related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation. Applications are implemented using an appropriate computer language.
**Prerequisite:** ENGR 125/CS 125

## ENGR 271, Advanced Math for Engineers, 4 Units

This course is an introduction to topics in advanced mathematics necessary in most engineering fields. Beginning with key concepts in vector calculus and matrix algebra, the course also covers orthogonal functions, Fourier series, boundary-value problems in several coordinate systems, and the integral transform method. Additional topics may include partial differential equations and complex analysis.
**Prerequisite:** MATH 270

## ENGR 281, Statics, 3 Units

Statics is the branch of physical science that deals with the rest state of bodies under the action of forces. It also includes resultants of force systems and equilibrium on rigid bodies using vector algebra, friction, centroids and centers of gravity, and moments of inertia of areas and masses.
**Prerequisite:** PHYC 165

## ENGR 282, Dynamics, 3 Units

Dynamics is the branch of mechanics that deals with the motion of bodies under the action of forces. Dynamics has two distinct parts: kinematics, the study of motion without reference to the forces that cause motion; and kinetics, which relates the action of forces on bodies to the resulting motions of bodies.

**Prerequisite:** PHYC 165; ENGR 281 or ENGR 150; or instructor consent

## ENGR 310, Discrete Systems Modeling and Simulation, 3 Units

Discrete systems consist of processes in which discrete events occur at asynchronous times. In discrete systems, events in any component of the system may affect future events in other system components. Models of discrete systems account for the occurrences of events and the conditions necessary for events to occur. This course deals with construction of models for discrete systems, theory for the behavior of the discrete system and its components, and use of simulation software to examine the behavior of discrete systems. Topics include modeling techniques, introduction to queueing theory, random number generation, discrete event simulation, Monte Carlo simulation, simulated data analysis, and simulation variance reduction techniques.

**Prerequisite:** MATH 361 and CS 120/ENGR 120

## ENGR 325, Control Systems, 3 Units

This course introduces systems and their modeling and control, exploring open- and closed-loop control, feedback, transfer functions, signal flow graphs, stability, and root locus methods. Frequency response methods and Nyquist and Bode diagrams are used for system representation. PID compensators, state-space representation, and digital implementation of control systems are also studied.

**Prerequisite:** ENGR 215 and MATH 270.

## ENGR 335, Embedded Systems, 4 Units

Embedded systems are found in most computing systems outside of traditional desktop/laptop/server computers, such as in cars, household appliances, handheld electronics, video game consoles, and wearable technologies. This course provides an introduction to programming embedded systems, covering fundamental topics such as timing diagrams, basic coding operations and datatypes (e.g., binary, hexadecimal, bitwise/shift operators, etc.), state machines (synchronous and concurrent), I/O, and peripheral connections. Laboratory experience includes microprocessor-based design projects with real hardware and electronic components.

**Prerequisite:** ENGR 240 and CS 125/ENGR 125

## ENGR 340, Digital Signal Processing, 3 Units

Students in this course learn about discrete-time and sampled-data signals and systems, and their representations using z-transforms, as well as digital filters, FIR and IIR filters, stability, and round-off errors. They design different types of digital filters such as Butterworth, Chebychev, and others. The basics of discrete Fourier transforms and the fast Fourier transform (FFT) algorithm are introduced.

**Prerequisite:** CS 120 and MATH 165

## ENGR 345, Systems Engineering Principles, 3 Units

This course explores the foundations of systems engineering processes and practices, including basic systems engineering processes and the roles of systems engineering professionals in a global business environment, as well as a discussion of current systems issues. It also covers the principles of mechanical drawing and computer-aided design (CAD) for systems engineering applications.

**Prerequisite:** ENGR 215 or ENGR 240

## ENGR 350, Computer Networks, 3 Units

This course introduces the basics of computer networks, including the seven-layer ISO model for networks, with layers 2, 3, and 4 studied in detail. Medium access control protocols and TCP/IP are presented, as well as wireless LAN standards. An introduction to emerging wireless networks is also included.

**Prerequisite:** ENGR 215, MATH 361

## ENGR 355, Communications Systems, 3 Units

This course provides an introduction to the principles of communication systems, including signal representation in time and frequency domains, Fourier series and transforms, analog amplitude, frequency and phase modulation systems, noise effects, applications to radio transmission, digital modulation (ASK, FSK, and PSK [binary and M-ary variants]), noise effects and error probabilities, error detection and correction, block and convolutional codes, and elements of information theory, modulation, and coding applications in wireless, satellite, and optical transmission systems.

**Prerequisite:** CS 120 and MATH 165

## ENGR 360, Computer Architecture and Organization, 3 Units

This course covers the architecture and organization of computer systems, including hardware/software design considerations, implementation, interrelationships, and performance. Fundamentals of assemblers and assembly language programming using the MIPS instruction set are included, as is the use of combinational and sequential logic in the components of CPUs, buses, and interfaces. Details include input/output, memory hierarchies, pipelining, ALU operations, and CPU control. Processors include CISC and RISC, as well as multiprocessor systems. Students also take part in several programming and modeling projects that model key computer architecture components.

**Prerequisite:** CS 260/ENGR 260 or ENGR 240

## ENGR 370, Cyber Physical Systems Security [Proposed], 3 Units

In this course, students systematically study the fundamental principles of computer system security, including authentication, access control, capability, security policies, sandbox, software vulnerabilities, and web security, with most of these principles studied within the scope of concrete systems such as Linux and Windows. The course emphasizes "learning by doing," requiring students to conduct a series of lab exercises through which students enhance their understanding of the principles and learn to apply them to solve real-world problems.
**Prerequisite:** CS 260/ENGR 260

## ENGR 380, Systems Design, 3 Units

Students in this course examine the techniques for developing, analyzing, and portraying design and life cycle systems requirements. They also apply the principles of system design to real-world systems, and learn the use of tools and techniques including quality function deployment and enhanced block flow diagrams.
**Prerequisite:** ENGR 345

## ENGR 384, Mechanics of Materials, 3 Units

This course covers plane stress and strain, principal stresses and strains, Mohr's Circle, properties of materials, stress-strain diagrams, generalized Hooke's Law for isotopic materials, design loads, working stresses, factors of safety, statically indeterminate axially loaded members, torsional shearing stresses and displacements, combined axial and torsional loads, flexural and transverse shear stresses, shear and moment diagrams, and beams of two materials.
**Prerequisite:** PHYC 165; ENGR 281 or ENGR 150

## ENGR 390, Green Power Systems, 3 Units

It is being widely widely recognized that the generation of electric power must be performed in a way that is ecologically responsible. This course provides students with the knowledge to design electric power systems that use energy from natural sources such as sunlight, wind, rain, tides, plants, algae, and geothermal heat. The design approach is from the system level down to the components.
**Prerequisite:** ENGR 345

## ENGR 410, Engineering Management and Economics, 3 Units

Students in this course examine strategies for management during all phases of the lifecycle of an engineering project, including initial planning, implementation, assessment, and termination. Management strategies include resource allocation, budgeting, performance monitoring, and optimizing cost and time. Economic principles including time value of money and cash flows are applied to management topics. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** ENGR 380

## ENGR 420, Decision and Risk Analysis, 3 Units

This course addresses the various types of real-life assessment that must be conducted in order for a large-scale engineering project to be successful, including reliability, probability of risk, decision analysis, and cost-benefit analysis. The decision-making process that accompanies these assessments must be conducted in the presence of significant uncertainty, so course material reviews basic principles of probability theory and statistics. Finally, because large-scale engineering projects involve significant budgets, engineers must be conversant in the language of money, public policy, and economics, so the course concludes with a vital section on cost-benefit analysis.
**Prerequisite:** ENGR 345

## ENGR 452, Internet of Things, 3 Units

This course covers the fundamental aspects of the Internet of Things (IoT), including devices, protocols, security, and product development. Through hands-on labs and projects, students develop the ability to build IoT devices and systems, and a final project showcases their ability to plan, design, and execute their own IoT devices and systems. Students become proficient in embedded programming, cross-compilation, web servers and clients, basic digital electronics, communications protocols, and special programming techniques.
**Prerequisite:** ENGR 125/CS 125, and CS 230 or ENGR 240.

## ENGR 470, Senior Design Project I, 2 Units

In this first part of a two-semester engineering design project experience, students are encouraged to engage in group-based projects and industrial sponsorship, and must complete a fully documented design solution by the end of the course. Use of oral and written professional communication skills is emphasized.
**Prerequisite:** CS 125/ENGR 125, ENGR 150, ENGR 240, ENGR 245, and PHYC 166.

## ENGR 480, Senior Design Project II, 2 Units

This course involves the implementation of the design developed in ENGR 470, including prototyping and testing. Students are also instructed on how to prepare and present a technical demo aimed at "selling" their product. *Meets the General Education Requirement: GE:Oral Communication (ENGR 120+ENGR 240+ENGR 480).*
**Prerequisite:** ENGR 470

# ENGR 491, Engineering Internship, 1-3 Units

Students in this course gain practical experience in engineering as they complete a semester-long engineering project under the joint supervision of an engineering faculty member and an outside mentor. Through actual and practical working experience in an internship, students synthesize the statement of the problem and the solutions they face in the working environment, based on the application of learning from multiple courses from various fields. These include, but are not limited to, courses in engineering (mechanics, electronics, digital logic), computing (programming, database), writing (writing 1 and 2), oral communications, ethics, etc. A total of 3 units is required to satisfy the General Education: Integrative and Applied Learning requirement. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Sophomore standing in the engineering major, and department consent.

# ENGR 495, Topics in Engineering, 1-3 Units

This course presents timely and new topics in engineering. Different material is covered each time the course is offered. The course may be repeated for credit. Most topics require prerequisites, which vary according to the topic.
**Prerequisite:** Department consent

# ENGR 496, Writing 3: Engineering Management, Economics, and Ethics, 3 Units

This course covers engineering program management, economics, and ethics fundamentals; topics include program planning, control strategies, risk assessment, work breakdown structures, and costing options, including their economic and ethical implications. Assignments include instruction in professional writing for the field of engineering as students read about technical writing and complete multiple writing exercises on the topics of engineering management, economics, and ethics. Interaction with other students in the process of writing, revising, editing, and proofreading is an integral part of the course. Over the course of the semester, each student builds a portfolio through the various writing assignments. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Senior standing in the engineering major and a C- or better in Writing 2.

# MATH 90, Foundations of Mathematical Reasoning, 3 Units

This course prepares students for MATH 95 Intermediate Algebra, MATH 115 Mathematics in Society, or MATH 130 Introduction to Statistics. Topics include proportional reasoning; financial decision making; chance, risk, and probability; and algebraic modeling. Students practice reading, analyzing, and writing about quantitative texts; using spreadsheets to make efficient calculations; and solving algebraic equations to make predictions and decisions. This course does not meet the General Education Quantitative Literacy requirement and does not count toward total units needed for graduation.
**Prerequisite:** An appropriate score on the APU mathematics placement assessment.

# MATH 95, Intermediate Algebra, 3 Units

This course prepares students for the General Education Quantitative Literacy courses. Topics include linear graphs, mathematical models, systems of equations in two and three variables, multiplying and factoring polynomial functions, rational and radical expressions and functions, complex numbers, quadratic equations, and mathematical modeling with quadratic functions. This course does not meet the General Education Quantitative Literacy requirement and does not count toward total units needed for graduation.
**Prerequisite:** MATH 90 or an appropriate score on the APU mathematics placement assessment

# MATH 99, Self-paced Mathematics Lab, 1 Unit

This course is an alternative to MATH 90 for students who prefer an individualized developmental math experience. An adaptive online learning system enables students to skip topics they have already mastered and work at their own pace on the topics they need to learn, with support from a faculty member. The goal is to help students test out of MATH 90 in order to accelerate their path toward a General Education Quantitative Literacy course. This course does not meet the General Education Quantitative Literacy requirement and does not count toward total units needed for graduation.
**Prerequisite:** ALEKS math placement score of 0-29 (or no ALEKS score).

# MATH 110, College Algebra, 3 Units

This course offers a study of basic college algebra, including various elementary functions (linear, polynomial, rational, radical, exponential, and logarithmic), their properties and graphs, and equations and systems of equations. Emphasis is on using algebraic concepts to model and analyze real-world phenomena. *Meets the General Education Requirement: Quantitative Literacy (Math).*
**Prerequisite:** MATH 95 or an appropriate score on the APU mathematics placement assessment.

# MATH 115, Mathematics in Society, 3 Units

This course helps students make sense of quantitative information commonly encountered in everyday life in society. Students use mathematical methods and spreadsheets to analyze data from real newspaper articles in order to deepen their understanding of societal issues and personal financial management. Mathematical topics include estimation, unit conversions, percentages, indices, weighted averages, statistical summaries, linear and exponential models, and probabilities. These tools are used to analyze issues such as carbon footprints, crime rates, currency conversions, taxes, minimum wages, inflation, grade-point averages, salary distributions, electricity bills, climate change predictions, interest and depreciation, gambling, insurance, screening for diseases, and DNA evidence. *Meets the General Education Requirement: Quantitative Literacy (Math).*
**Prerequisite:** MATH 90 or an appropriate score on the APU mathematics placement assessment.

## MATH 130, Introduction to Statistics, 3 Units

This course is an introduction to the basic concepts and practices of statistics, including frequency distributions; graphs; central tendency; variation; probability; binomial, normal, t, and chi-square distributions; confidence intervals; hypothesis testing; correlation; regression; and ANOVA. *Meets the General Education Requirement: Quantitative Literacy (Math).*
**Prerequisite:** MATH 90 or an appropriate score on the APU mathematics placement assessment.

## MATH 149, Fundamentals of Precalculus, 1 Unit

This course is a condensed alternative to MATH 150 designed for biology, biochemistry, and chemistry majors. Topics include circle trigonometry and sinusoidal functions, right-triangle trigonometry, and trigonometric equations and identities, as well as a brief review of exponential and logarithmic equations.
**Prerequisite:** MATH 110 or an appropriate score on the APU mathematics placement assessment. Only students with a declared major or interest in biology, biochemistry, or chemistry are permitted to register for this class.

## MATH 150, Precalculus, 3 Units

This course prepares students for the calculus sequence. Topics include number systems, analytic geometry, elementary function theory (including logarithmic and trigonometric functions), and basic proof techniques.
**Prerequisite:** MATH 110 or an appropriate score on the APU mathematics placement assessment

## MATH 151, Applied Calculus I, 3 Units

This course is an introduction to the calculus of a single variable, with a focus on applications. Topics include elementary functions (linear, exponential, logarithmic, power, and periodic), differentiation, and optimization.
**Prerequisite:** B- or better in MATH 110, or an appropriate score on the APU mathematics placement assessment.

## MATH 165, Calculus I, 3 Units

Students in this course learn the theory and applications of the derivative, a mathematical tool used to calculate instantaneous rates of change. Topics include limits, continuity, interpretation and computation of derivatives, shapes of graphs, optimization, related rates, and parametric equations.
**Prerequisite:** MATH 150 or an appropriate score on the APU mathematics placement assessment or MATH 149 (May be taken concurrently)

## MATH 166, Calculus II, 3 Units

Students in this course learn the theory and applications of the integral, a mathematical tool used to calculate the net change in a quantity over time. Topics include the definite integral, antiderivatives, the Fundamental Theorem of Calculus, integration techniques and applications, area and volume, arc length and surface area, and polar coordinates. The course concludes with a brief introduction to differential equations.
**Prerequisite:** C- or better in MATH 165

## MATH 167, Sequences and Series, 1 Unit

This course introduces the powerful method of representing a function as a "polynomial of infinite degree." Topics include sequences and series, tests for convergence, power series, intervals of convergence, Taylor series, and applications.
**Prerequisite:** MATH 166 (May be taken concurrently)

## MATH 199, Calculus Fundamentals for Statistics, 1 Unit

This course introduces fundamental topics in calculus required for understanding statistical theory and methods, including the interpretation of derivatives and integrals, rules for single-variable differentiation and integration, applications to optimization, moments and areas, and basic multivariable differentiation and integration.
**Prerequisite:** Acceptance into M.S. in Applied Statistics and Analytics program.

## MATH 201, Mathematics Concepts for Elementary Teachers, 3 Units

The course provides the foundations of modern mathematics needed by the elementary school teacher. It is not a methods course, but a prerequisite to the Multiple-Subject Teaching Credential Program. This course does not count toward a mathematics major or minor.
**Prerequisite:** MATH 110 or equivalent

## MATH 250, Data Analysis, 3 Units

This course features hands-on experience using statistical tools to answer real-world questions. Emphasis is on analysis of actual data using statistical software. Statistical topics include numerical/graphical summaries, measures of association, and statistical techniques including chi-square tests, t-tests, ANOVA, and regression. Focus is on interpretation, not calculation.
**Prerequisite:** MATH 130 or MATH 361

## MATH 268, Multivariable Calculus, 3 Units

Students in this course learn about the calculus of functions of several variables. Topics include surfaces and contour diagrams, vectors, partial and directional derivatives, optimization and Lagrange multipliers, and multiple integration in rectangular, polar, cylindrical, and spherical coordinate systems.
**Prerequisite:** C- or better in MATH 166

## MATH 269, Vector Calculus, 2 Units

Students in this course learn about the calculus of vector fields, leading to several higher-dimensional versions of the Fundamental Theorem of Calculus. Topics include parametrized curves; vector fields and flow; line integrals, gradients, and path-independence; Green's Theorem; divergence, flux integrals, and the Divergence Theorem; curl and Stokes' Theorem; and parametrized surfaces and change of coordinates.
**Prerequisite:** C- or better in MATH 268

## MATH 270, Ordinary Differential Equations, 4 Units

This course is an introduction to ordinary differential equations and their applications. Topics include first- and second-order equations, Laplace transform, systems of differential equations, phase plane analysis, and introduction to numerical methods.
**Prerequisite:** MATH 268, or B- or better in MATH 166.

## MATH 280, Discrete Mathematics and Proof, 3 Units

This course is a rigorous introduction to discrete mathematics with an emphasis on problem solving and proof writing, preparing students to construct valid mathematical arguments in upper-division courses. Topics include mathematical logic and set theory; direct and indirect proof; proofs with conjunctions, disjunctions, and quantifiers; relations; equivalence relations and partitions; functions and invertibility; and mathematical induction. Lecture, 3 hours; Discussion, 1 hour.
**Prerequisite:** MATH 165

## MATH 290, Linear Algebra, 3 Units

An introduction to matrix algebra, vector spaces, and linear transformations. Topics include systems of linear equations, subspaces, linear independence, bases and dimension, abstract vector spaces, orthogonality, least-squares methods, inner product spaces, determinants, eigenvalues, and diagonalization.
**Prerequisite:** MATH 268 or MATH 280

## MATH 295, Applied Linear Algebra, 3 Units

This course is an introduction to the analysis of numerical computations in linear algebra, including solutions of linear systems, QR decomposition, computation of eigenvalues and eigenvectors, and singular value decomposition.
**Prerequisite:** MATH 166

## MATH 299, Linear Algebra Fundamentals for Statistics, 1 Unit

This course introduces fundamental topics in linear algebra required for statistical courses, including linear and generalized linear models, vectors and matrices, basic matrix operations, methods to solve linear systems, LU/QR decomposition, singular value decomposition, and computation of eigenvalues and eigenvectors.
**Prerequisite:** Acceptance into M.S. in Applied Statistics and Analytics program.

## MATH 301, Mathematics for Secondary Teachers, 3 Units

A survey of the foundations of mathematics essential to the secondary school teacher. This course integrates secondary mathematics concepts with problem-solving strategies and technology. Students expand on their understanding of core math concepts, evaluate lesson plans used in secondary school mathematics, discuss and reflect on effective mathematics pedagogy, analyze readings in the field, engage in collegial interactions with the instructor and fellow students, and develop a repertoire of classroom-tested lessons that can be used in a high school classroom.

## MATH 311, Teaching and Learning in STEM, 2 Units

Students in this course learn about the fundamentals of effective STEM teaching, including common challenges for STEM learners, active engagement strategies, assessment techniques, supporting diverse learners, designing assignments, and planning courses and lessons.
**Prerequisite:** BIOL 151, CHEM 151, CS 120, MATH 165, PHYC 155, PHYC 165, or equivalent

## MATH 312, STEM Education Research Seminar, 1 Unit

Students identify challenges for effective STEM education that they observe during their experiences as STEM students and in STEM teaching support roles. Using readings drawn from the STEM education research literature, students identify and evaluate solutions to these challenges.
**Prerequisite:** BIOL 151, CHEM 151, CS 120, MATH 165, PHYC 155, PHYC 165, or instructor permission

## MATH 313, STEM Teaching Practicum, 1 Unit

This course is intended for students serving in teaching support roles for STEM courses, including Learning Assistants, Teaching Assistants, and tutors. Students observe and reflect on effective STEM teaching practices and assist learners in engaging with and understanding course content.
**Prerequisite:** BIOL 151, CHEM 151, CS 120, MATH 165, PHYC 155, PHYC 165, or instructor permission

## MATH 340, Geometry, 3 Units

This course is a study of Euclidean and hyperbolic geometries and their transformations and models. Students learn to write proofs within an axiomatic system and to form conjectures using interactive geometry software.
**Prerequisite:** MATH 166

## MATH 350, Statistical Models, 3 Units

A study of investigative statistics emphasizing the process of data collection and data analysis relevant for science, social science, and mathematics students. The course incorporates case studies from current events and interdisciplinary research, taking a problem-based approach to learn how to determine which statistical techniques are appropriate. Topics include nonparametric tests, designing an experiment, multiple regression models, and Bayesian data analysis. Ethics in data analysis and reporting will be considered from a Christian perspective. Additionally, the course includes learning to program using a statistical software package.
**Prerequisite:** MATH 250

## MATH 361, Introduction to Modeling with Probability, 3 Units

This course is an introduction to probability models used in statistics and data analysis. Topics include basic axioms of probability, random variables, probability distributions, expected values, and probability distribution theory.
**Prerequisite:** MATH 166

## MATH 362, Mathematical Statistics, 3 Units

This course is an introduction to descriptive and inferential statistics used in data analysis. Topics include random sampling, parameter estimation, hypothesis testing and goodness of fit, summarizing data, and comparing samples.
**Prerequisite:** MATH 361 or STAT 501

## MATH 370, Partial Differential Equations, 3 Units

This course is an introduction to Fourier analysis and analytical techniques for solving partial differential equations, with application to physical phenomena.
**Prerequisite:** MATH 270

## MATH 375, Dynamical Systems, 3 Units

An introduction to phase plane analysis of first order differential equations and to bifurcations in continuous and discrete systems, with application to various branches of science.
**Prerequisite:** MATH 270

## MATH 390, Number Theory, 3 Units

A study of elementary number theory, with an overview of the history of mathematics. Number theory topics include primes, divisibility, factorization, Diophantine problems, residue systems, theorems of Fermat and Euler, and continued fractions.
**Prerequisite:** MATH 280

## MATH 400, Abstract Algebra, 3 Units

An introduction to groups and rings. Group theory topics include subgroups, cyclic groups, permutation groups, cosets and normal subgroups, factor groups, and homomorphisms. Ring theory topics include subrings and ideals, integral domains and fields, factor rings, and homomorphisms.
**Prerequisite:** MATH 280 with a C- or better

## MATH 450, Real Analysis, 3 Units

This course is an advanced study of the real number system. Topics include completeness, convergence of sequences and series, topology of the real line, continuity, the Intermediate Value Theorem, differentiation, and the Mean Value Theorem.
**Prerequisite:** MATH 167 and a C- or better in MATH 280

## MATH 451, Data Visualization, 3 Units

This course introduces students to the field of data visualization. Students learn basic visualization design and evaluation principles, and how to acquire, parse, and analyze data sets using various data visualization software tools. Data types covered include multivariate, temporal, text-based, geospatial, and network/graph-based.
**Prerequisite:** MATH 130 or MATH 361

## MATH 455, Numerical Analysis, 3 Units

This course covers numerical and approximation methods, including solutions of functions in single and multi-variables, interpolation, numerical differentiation and integration, and numerical methods for differential equations. Applications are programmed using an appropriate language.
**Prerequisite:** MATH 295 and CS 120

## MATH 460, Topology, 3 Units

An introduction to topological spaces and their applications. Topics include bases, interior closure, subspace, product, and quotient topologies, continuity and homeomorphisms, metric spaces, connectedness, and compactness, with application to genetics, geography, robotics, and error-correcting codes. Additional topics chosen from homotopy theory, knot theory, and compact surfaces.
**Prerequisite:** MATH 450

## MATH 470, Complex Analysis, 3 Units

This course is an introduction to the calculus of functions of one complex variable. Topics include elementary functions, limits, differentiability, series, contour integrals, Cauchy's theorem, conformal mapping, and selected applications.
**Prerequisite:** MATH 167 and MATH 268

## MATH 480, Writing 3: Mathematical Reading, Writing, and Presentation, 3 Units

In this seminar course, students critically analyze journal articles in the field, receive writing instruction, write research and argumentative papers, and prepare effective mathematical presentations. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Junior or senior standing, Writing 2.

## MATH 492, Ethics in Data Analytics, 2 Units

The availability and use of data has led to tremendous opportunities. Businesses mine data to gain a competitive advantage, and healthcare organizations use it to help improve medical decision making. The use of data, however, has led to potential abuses. This course explores ethical issues in big data analytics, including issues surrounding collection, use, and reporting of data, and considers them from a Christian worldview.

## MATH 495, Advanced Topics in Mathematics, 1-3 Units

This course engages students in focused study of an advanced topic which is not covered in the regular curriculum. The topic varies from semester to semester based on student interest. Possible topics include differential geometry, combinatorics, mathematical modeling, advanced linear algebra, game theory, cryptology, etc. This course may be taken more than once as the topic changes.
**Prerequisite:** Prerequisite(s) will vary depending upon the topic.

## MATH 496, Mathematics Senior Seminar, 3 Units

In this culminating mathematics seminar, students wrestle with an outward-focused question - "How can I apply what I have learned in order to make a difference in the world?" - as well as an inward-focused question - "How can I develop the strength of character that will sustain me in living a life of mission?" Through research and reflection, students develop personal vision for how they will deploy their mathematical skills to do God's work in the world. At the same time, students engage with readings, seminar discussions, and spiritual practices that support the long-term growth of character and virtue. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** MATH 250, MATH 480 (waived for Honors College students), and senior standing.

## MATH 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## MATH 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Junior or Senior Standing

## MATH 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

## PRMA 90, Foundations of Mathematical Reasoning, 3 Units

This course prepares students for Intermediate Algebra, Mathematics in Society, or Introduction to Statistics. Topics include proportional reasoning; experimental design; graphical, tabular, and numerical presentations of data; chance, risk, and probability; and algebraic modeling. Students practice displaying, summarizing, and analyzing data; computing and interpreting probabilities; and solving algebraic equations to make predictions and decisions. This course does not meet the General Education Quantitative Literacy requirement and does not count toward total units needed for graduation.

## PRMA 110, College Algebra, 3 Units

This course offers a study of basic college algebra, including various elementary functions (linear, polynomial, rational, radical, exponential, and logarithmic), their properties and graphs, and equations and systems of equations. Emphasis is on using algebraic concepts to model and analyze real-world phenomena. *Meets the General Education Requirement: Quantitative Literacy (Math).*
**Prerequisite:** MATH 95 or an appropriate score on the APU mathematics placement assessment.

## PRMA 130, Introduction to Statistics, 3 Units

This course is an introduction to the basic concepts and practices of statistics, including frequency distributions; graphs; central tendency; variation; probability; binomial, normal, t, and chi-square distributions; confidence intervals; hypothesis testing; correlation; regression; and ANOVA. *Meets the General Education Requirement: Quantitative Literacy (Math).*
**Prerequisite:** MATH 90 or an appropriate score on the APU mathematics placement assessment.

## PHYC 112, Science and Technology for Everyday Applications, 4 Units

This course is a nonmathematical introduction to everyday science and technologies that have drastically changed the world and impacted modern life. Despite their apparent complexity, these technologies can be understood from basic physical principles. Students in this course also examine topics of current interest such as climate change, environmental stewardship, and scientific methods. This course does not carry credit toward a science major or minor. *Meets the General Education Requirement: Natural Science, Civic Knowledge and Engagement.*
Special Fee Applies

## PHYC 115, Physical Science for Teachers, 3 Units

This course focuses on three fundamental concepts of physics: conservation of energy, Newton's laws, and waves. Students will engage in practices of science such as performing experiments, collecting and analyzing data, developing models, and writing and evaluating explanations. Students will also examine the nature of science and learning. Course content is aligned with content, practices, and cross-cutting concepts of the Next Generation Science Standards. This course is intended for Liberal Studies majors and does not meet the APU General Education requirement in Natural Science.

## PHYC 125, Earth Science Concepts and Applications, 3 Units

This course surveys Earth both inside and out. Topics investigated include Earth's solid surface and interior, the oceans, and Earth's atmosphere and weather patterns. Emphasis is placed on dynamic processes, including human activity that affects the nature of Earth's surface. Students also explore Earth's place in the solar system, the Sun, the stars, and exotic bodies beyond the solar system. Does not meet the APU General Education requirement in Nature.

## PHYC 145, Physics Laboratory I, 1 Unit

This lab course is a companion to PHYC 155 or PHYC 165. Students in this lab course are introduced to scientific thinking skills including designing experiments, analyzing data, comparing measurements, and testing theoretical models. Experimenters answer research questions using data they obtain. Experimental topics are drawn from mechanics. Completion of this course and PHYC 155 or PHYC 165 *meets the General Education Natural Sciences requirement.*
**Corequisite:** PHYC 155 or PHYC 165

## PHYC 146, Physics Laboratory II, 1 Unit

This lab course is a companion to PHYC 156 or PHYC 166. Students in this course are introduced to scientific thinking skills including designing experiments, analyzing data, comparing measurements, and testing theoretical models. Experimenters answer research questions using data they obtain. Experimental topics are drawn from electricity, magnetism, thermodynamics, and waves.
**Prerequisite:** PHYC 145. Concurrent enrollment in PHYC 156 or PHYC 166 is recommended.

## PHYC 147, Physics Laboratory III, 1 Unit

In this lab course, students develop scientific thinking skills by comprehensively developing an experiment on introductory physics topics, including proposing a research question, designing experiments, analyzing data, comparing measurements, and testing theoretical models. Experimenters answer research questions using data they obtain.
Special Fee Applies
**Prerequisite:** PHYC 146

## PHYC 155, Physics for Life Sciences I, 3 Units

Students in this noncalculus physics course study translational and rotational mechanics and begin to explore thermodynamics. *Meets the General Education Requirement: Natural Science.*
**Prerequisite:** MATH 110 or equivalent score on APU mathematics placement assessment; high school geometry and trigonometry highly recommended.

## PHYC 156, Physics for Life Sciences II, 3 Units

Students in this noncalculus physics course explore the topics of waves, sound, light, electricity and magnetism, quantum theory, and structure of matter.
**Prerequisite:** PHYC 155

## PHYC 165, Physics for Science and Engineering: Mechanics, 4 Units

Students in this course explore various areas of physics using basic differential and integral calculus. Topics include kinematics, Newton's laws, conservation of energy, conservation of momentum, and rotation. *Meets the General Education Requirement: Natural Science.*
**Corequisite:** MATH 165 or equivalent calculus background; high school physics or university-level conceptual physics strongly recommended.

## PHYC 166, Physics for Science and Engineering: Electricity and Magnetism, 4 Units

Students are introduced to the various areas of physics using basic differential and integral calculus. Topics include electricity, circuits, magnetism, and modern physics.
**Prerequisite:** PHYC 165 and MATH 166 (may be taken concurrently)

## PHYC 167, Physics for Science and Engineering: Relativity, 1 Unit

Students are introduced to the various areas of physics using basic differential and integral calculus. This course focuses on Einstein's theory of special relativity, including frames of reference, spacetime diagrams, Lorentz transformations, and mass-energy equivalence.
**Prerequisite:** MATH 110, MATH 150, or MATH 165

## PHYC 168, Physics for Science and Engineering: Waves and Thermodynamics, 3 Units

Students are introduced to the various areas of physics using basic differential and integral calculus. Topics covered include oscillations, waves, and thermodynamics.
**Prerequisite:** PHYC 155 or PHYC 165

## PHYC 300, Physics Research Seminar, 1 Unit

This course surveys the major fields of modern physics research in a seminar format, with special attention to how physicists identify research questions and plan for research. The course culminates in a research proposal for the student's thesis. *Meets the General Education Requirement: Integ Applied Learning (PHYC 300 + PHYC499).*
**Prerequisite:** PHYC 168

## PHYC 311, Teaching and Learning in STEM, 2 Units

Students in this course learn about the fundamentals of effective STEM teaching, including common challenges for STEM learners, active engagement strategies, assessment techniques, supporting diverse learners, designing assignments, and planning courses and lessons.
**Prerequisite:** BIOL 151, CHEM 151, CS 120, MATH 165, PHYC 155, PHYC 165, or equivalent

## PHYC 312, STEM Education Research Seminar, 1 Unit

Students identify challenges for effective STEM education that they observe during their experiences as STEM students and in STEM teaching support roles. Using readings drawn from the STEM education research literature, students identify and evaluate solutions to these challenges.
**Prerequisite:** BIOL 151, CHEM 151, CS 120, MATH 165, PHYC 155, PHYC 165, or instructor permission

## PHYC 313, STEM Teaching Practicum, 1 Unit

This course is intended for students serving in teaching support roles for STEM courses, including Learning Assistants, Teaching Assistants, and tutors. Students observe and reflect on effective STEM teaching practices and assist learners in engaging with and understanding course content.
**Prerequisite:** BIOL 151, CHEM 151, CS 120, MATH 165, PHYC 155, PHYC 165, or instructor permission

## PHYC 361, Electricity and Magnetism, 3 Units

Students in this course study the fundamental concepts of electricity and magnetism, electrostatic fields in a vacuum and dielectric materials, solutions of the Laplace and Poisson equations, and electromagnetic waves.
**Prerequisite:** PHYC 166, MATH 268, and MATH 269

## PHYC 370, Waves and Optics, 3 Units

Students in this course study mechanical and electromagnetic waves and explore topics such as geometric optics, wave propagation, interference, diffraction, polarization, coherence, and holography, as well as topics from nonlinear optics.
**Prerequisite:** PHYC 168, MATH 268, and MATH 270 (may be taken concurrently).

## PHYC 380, Classical Mechanics, 4 Units

Students in this course apply mathematical methods commonly used in physics modeling and analysis to the study of particles experiencing linear and quadratic drag, momentum, energy, driven oscillations, central force motion, rigid-body rotation, and Lagrangian dynamics. The mathematical methods used include infinite series, complex numbers, linear algebra, curvilinear coordinates, vector calculus, Fourier analysis, partial differential equations, variational calculus, and numerical methods.
**Prerequisite:** PHYC 165, MATH 167, MATH 268, and MATH 270

## PHYC 401, Thermodynamics, 3 Units

Students in this course learn the theoretical basis of classical thermodynamics and statistical mechanics including the zeroth, first, second, and third laws. These laws are applied to equilibrium systems such as ideal gases, heat engines, chemical reactions, and phase transitions.
**Prerequisite:** PHYC 168 and MATH 268 (may be taken concurrently)

## PHYC 431, Computational Methods for Physics, 3 Units

Students in this course develop numerical modeling skills to solve representative problems in mechanics, quantum mechanics, thermal physics, and electromagnetism. The problems solved include multibody dynamics under gravity, Laplace's equation, the wave equation, the Ising model, the time-independent Schrodinger equation, and molecular dynamics.
**Prerequisite:** CS 120, MATH 268, MATH 270

## PHYC 440, Quantum Mechanics, 3 Units

Students are introduced to the time-dependent and time-independent Schrodinger equations. The Schrodinger equation is solved for examples including potential wells and barriers, harmonic oscillators, and hydrogen atoms. These examples illustrate the concepts of quantization of energy and angular momentum, tunneling, wave properties of particles, and the uncertainty principle.
**Prerequisite:** MATH 270 and PHYC 370, or instructor consent

## PHYC 470, Writing 3: Advanced Laboratory, 3 Units

This course prepares students for writing scientific journal articles and presenting scientific results to a technical audience. This course also acquaints students with advanced laboratory and analysis techniques. Activities include instruction and practice in scientific writing and presenting scientific information orally. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
Special Fee Applies
**Prerequisite:** PHYC 168, Writing 2, and junior or senior standing or instructor's consent.

## PHYC 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## PHYC 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Junior or Senior Standing

## PHYC 499, Physics Thesis, 1-4 Units

Students engage in original research projects in collaboration with a faculty member. Projects may be experimental, theoretical, or computational in nature, and projects expand upon learning from previous courses in the major and apply that learning to make a novel contribution to the field. Successful completion of the course results in completion of a journal-style article and/or professional-level poster presentation. *Meets the General Education Requirement: Integ Applied Learning (PHYC 300 + PHYC499).*
**Prerequisite:** PHYC 300

## PRPY 112, Science and Technology for Everyday Applications, 4 Units

This course is a nonmathematical introduction to everyday science and technologies that have drastically changed the world and impacted modern life. Despite their apparent complexity, these technologies can be understood from basic physical principles. Students in this course also examine topics of current interest such as climate change, environmental stewardship, and scientific methods. This course does not carry credit toward a science major or minor. *Meets the General Education Requirement: Natural Science, Civic Knowledge and Engagement.*
Special Fee Applies

## PRPY 125, Earth Science Concepts and Applications, 3 Units

This course surveys Earth both inside and out. Topics investigated include Earth's solid surface and interior, the oceans, and Earth's atmosphere and weather patterns. Emphasis is placed on dynamic processes, including human activity that affects the nature of Earth's surface. Students also explore Earth's place in the solar system, the Sun, the stars, and exotic bodies beyond the solar system. Does not meet the APU General Education requirement in Nature.

## STAT 501, Introduction to Modeling with Probability, 3 Units

This course is an introduction to probability models used in statistics and data analysis. Topics include basic axioms of probability, random variables, probability distributions, expected values, and probability distribution theory.
**Prerequisite:** Calculus (multivariable preferred) and linear algebra; students who are lacking in one area or the other may satisfy the prerequisite by passing MATH 199 and/or MATH 299.

## STAT 502, Mathematical Statistics, 3 Units

This course offers an introduction to descriptive and inferential statistics used in data analysis. Topics include random sampling, parameter estimation, hypothesis testing and goodness of fit, summarizing data, and comparing samples.
**Prerequisite:** STAT 501

## STAT 511, Applied Regression Analysis, 3 Units

This course is an introduction to simple and multiple linear regression models. Topics include parameter estimation, diagnostics, model selection, prediction, and models with categorical predictors.
**Prerequisite:** STAT 501;
**Corequisite:** STAT 502

## STAT 512, Analysis of Variance and Design of Experiments, 3 Units

This course offers an introduction to designing and analyzing data using experiments. Basic experimental designs are covered, including block, factorial, and fractional factorial. Analysis of Variance (ANOVA) models and their assumptions, estimation, and interpretation are introduced. Statistical software is used for all analysis.
**Prerequisite:** STAT 501;
**Corequisites:** STAT 502, STAT 511

## STAT 521, Statistical Computing and Programming, 3 Units

Students in this course gain basic familiarity with SAS and R programming for data management and analysis. The course takes place in a computer lab, enabling students to implement the lecture material as it is presented. Assignments require using SAS and R to perform data management techniques, generate descriptive statistics and graphical representations of data, and apply statistical methods available in software.
**Prerequisite:** MATH 361 or equivalent

## STAT 541, Epidemiology Research Methods, 3 Units

The purpose of this course is to equip students with the basic concepts and principles of epidemiology, a discipline that identifies the determinants of disease in human populations and assesses the magnitude of public health problems and the success of interventions designed to control them. Students learn about various epidemiologic study designs and their strengths and limitations, the basic mathematical tools needed in epidemiology, the collection of epidemiologic data, and the criteria of causality. Also, the course addresses the biases that may invalidate epidemiologic studies, and considers ethical concerns in epidemiology from a Christian faith perspective.

## STAT 542, Applied Logistic Regression and Survival Analysis, 3 Units

This course offers an introduction to methods for analyzing binary outcome and time-to-event data, with the primary focus on how to analyze such data using methods available in standard statistical software packages. Topics include logistic regression estimation, interpretation, and assessment. For time-to-event data, summary statistics for censored data, nonparametric methods (specifically Kaplan-Meier), and semiparametric regression methods centered on the Cox model are introduced.
**Prerequisite:** STAT 511 and STAT 521 or equivalent

## STAT 543, Advanced Modeling for Data Science, 3 Units

This course introduces advanced modeling approaches in data science, focused on classical and modern approaches to analyzing continuous and discrete longitudinal data. Topics include exploratory analysis of correlated data, data visualization, generalized linear models, random effects models, Generalized Estimating Equations (GEE), analysis of discrete longitudinal data, and statistical analysis with missing data. Emphasis is on estimation using statistical software and model interpretation.
**Prerequisite:** STAT 511 and STAT 521 or equivalent

## STAT 551, Data Visualization, 3 Units

This course introduces students to the field of data visualization. Students learn basic visualization design and evaluation principles, and also how to acquire, parse, and analyze data sets using various data visualization software tools. Data types included in the course include multivariate, temporal, text-based, geospatial, and network/graph-based.
**Prerequisite:** B- or better in MATH 295 and MATH 361, or admission to graduate school.

## STAT 552, Time Series Analysis and Forecasting, 3 Units

In this course, students develop a working knowledge of time series analysis and forecasting methods, with a focus on applications. Topics include descriptive analysis, probability models for time series, fitting and forecasting for time series models, bootstrapping, models for nonstationary series, and an introduction to spectral analysis.
**Prerequisite:** STAT 502 and STAT 521

## STAT 553, Data Mining, 3 Units

Data mining focuses on algorithms and computational paradigms that allow computers to find patterns and regularities in data in order to perform prediction or find structure and relationships to help improve decision making. This course covers basic methodology, major software tools, and applications in data mining. Students learn conceptual underpinnings of methods in data mining while focusing more on usage of existing software packages than developing the algorithms. In particular, the course covers the methodology, motivation, assumptions, strengths, and weaknesses of the most widely applicable methods in the field.
**Prerequisite:** STAT 511 or STAT 521 or STAT 551 or PSYC 518

## STAT 571, Applied Multivariate Analysis, 3 Units

This course introduces a variety of standard statistical methods used to analyze multivariate data, emphasizing the implementation and interpretations of the methods. Topics covered include matrix computation of summary statistics, graphical techniques, the geometry of sample data, the multivariate normal distribution, principal components analysis, factor analysis, classification and discrimination, and cluster analysis.
**Prerequisite:** STAT 511 and STAT 521

## STAT 572, Applied Bayesian Analysis, 3 Units

This course provides a practical introduction to Bayesian data analysis. Students are exposed to a variety of Bayesian models, including the Bayesian linear model and Bayesian hierarchical modeling as a strategy for modeling complex processes and as a means of assimilating a variety of sources of data. Models are fit for various types of data using modern simulation techniques in statistical software. The focus of the course is modeling, assessing model appropriateness, and interpretation.
**Prerequisite:** STAT 511 and STAT 521

### STAT 573, Applied Nonparametric Statistics, 3 Units

This course provides an overview of nonparametric statistics, helping students learn the difference between parametric and nonparametric statistics and when each is appropriate. This course includes the basic theory and computing tools to perform traditional rank-based nonparametric tests, and advanced topics include nonparametric density estimation, nonparametric regression, and the bootstrap.
**Prerequisite:** STAT 511 and STAT 521

### STAT 574, Discrete Data Analysis, 3 Units

This course covers basic methods for analysis of discrete data, including methods for analyzing and describing discrete data in contingency tables, and statistical models for discrete outcomes that are binary, counts, nominal, and ordinal. Emphasis is on using statistical software to fit models to data, assessing the appropriateness, and interpreting the results in context.
**Prerequisite:** STAT 511 and STAT 521

### STAT 575, Applied Survey Sampling, 3 Units

This course covers sampling design and analysis methods useful for research and management in many fields. Students learn about the basic methods of sampling and estimation and then explore selected designs and recent developments. Topics include simple random sampling with associated estimation and confidence interval methods, selecting sample sizes, estimating proportions, unequal probability sampling, ratio and regression estimation, stratified sampling, cluster, systematic sampling, multistage designs, and double sampling.
**Prerequisite:** STAT 502 and STAT 521

### STAT 592, Ethics in Data Analytics, 2 Units

The availability and use of data has led to tremendous opportunities. Businesses mine data to gain a competitive advantage, and healthcare organizations use it to help improve medical decision making. The use of data, however, has led to potential abuses. This course explores ethical issues in big data analytics, including issues surrounding collection, use, and reporting of data, and considers them from a Christian worldview.

### STAT 595, Special Topics in Applied Statistics, 3 Units

This course presents coverage of topics in applied statistics.
**Prerequisite:** Based upon the topic offered.

### STAT 596, Practicum, 0-1 Units

In this course - the practicum course of the Master of Science in Applied Statistics and Analytics program - students collaborate with professionals in academic or industry organizations to develop professional experience.
**Prerequisite:** Instructor permission required

### STAT 597, Statistical Consulting Practicum, 4 Units

Students in this course investigate the role of the statistician as consultant and collaborator. Topics include problem solving and communication skills (oral and written), structuring working engagements with nonstatisticians and collaborators, and skills specific to statistical consulting. Case studies or ongoing projects are used to provide hands-on consulting experience. Students identify, and produce their proposal for, their culminating project during this course.
**Prerequisite:** STAT 511 and STAT 521

### STAT 598, Culminating Project, 4 Units

This is the capstone course of the Master of Science in Applied Statistics and Analytics program. It is open to second-year students in good standing. Students provide an oral presentation and a written report of the project.
**Prerequisite:** STAT 597

### STAT 599, Independent Study, 1-3 Units

# BA in Mathematics

58-60 units

The BA in Mathematics (https://www.apu.edu/clas/programs/math-major/) at Azusa Pacific University provides students with a strong foundation in the mathematics of continuous change (calculus and analysis), of pattern and symmetry (linear and abstract algebra), of space (geometry and topology), of chance (probability), and of data (statistics). The major focuses on depth of conceptual understanding, rigorous mathematical proof, and problem-solving strategies. While this major does treat applications of mathematics and includes courses in physics and computer science, the emphasis is on theory. Students who prefer a focus on applications are encouraged to choose the applied mathematics major.

A student who majors in mathematics has the option of obtaining a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree. Both degrees have the same mathematics requirements, but the BS degree requires a minor in physics (p. 111), chemistry (p. 67), or computer science (p. 108) (see these subject areas for requirements and course descriptions).

# Career Opportunities

The BA in Mathematics prepares students to be quantitative experts in a variety of fields: secondary or university teaching, mathematical research (for business, government, or the academy), cryptography, finance and economics, statistics and data analysis, or operations research and management consulting. Mathematics is also an excellent major for quantitatively minded students who want to go into business (see the finance minor (p. 883)), medicine (see the premedical program (p. 175)) or law (see the prelaw minor (p. 142)). Math majors have some of the highest rates of acceptance to graduate schools in all three of these fields.

APU mathematics graduates have advanced to prestigious graduate schools, have accepted choice offers to teach at secondary schools, have been selected for Teach for America and Math for America, and have moved into attractive industry positions.

Students preparing for a career in actuarial science, industrial mathematics, mathematical physics, or computer science are encouraged to consider the applied mathematics major.

There is a strong demand for mathematics teachers. Students desiring a junior or senior high school teaching credential should note the requirements of the single-subject waiver program for mathematics. Completion of the Secondary Math Education Track (see below) waives the CSET exam for entrance into a credentialing program.

# Requirements

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| MATH 165 | Calculus I | 3 |
| MATH 166 | Calculus II | 3 |
| MATH 167 | Sequences and Series [F] | 1 |
| MATH 250 | Data Analysis [F] | 3 |
| MATH 268 | Multivariable Calculus | 3 |
| MATH 270 | Ordinary Differential Equations [S] | 4 |
| MATH 280 | Discrete Mathematics and Proof [F] | 3 |
| MATH 290 | Linear Algebra [S] | 3 |
| MATH 400 | Abstract Algebra [ES] | 3 |
| MATH 450 | Real Analysis [EF] | 3 |
| MATH 480 | Writing 3: Mathematical Reading, Writing, and Presentation [1, F] | 3 |
| MATH 496 | Mathematics Senior Seminar [2, S] | 3 |
| CS 120 | Introduction to Computer Science I [3] | 4 |
| PHYC 165 & PHYC 145 | Physics for Science and Engineering: Mechanics and Physics Laboratory I [4,F] | 5 |
| **Total Units** | | **44** |

In addition to the required courses above, complete one of the tracks below.

| Code | Title | Units |
|---|---|---|
| **General Mathematics Track** | | |
| Complete at least 14 units from the courses below. You must complete MATH 361 and at least one of MATH 460 and MATH 470. You cannot count both PHYC 166 and CS 125. | | 14 |
| MATH 269 | Vector Calculus [OF] | |
| MATH 340 | Geometry [S] | |
| MATH 361 | Introduction to Modeling with Probability | |
| MATH 390 | Number Theory [OF] | |
| MATH 460 | Topology [OS] | |
| MATH 470 | Complex Analysis [ES] | |
| MATH 495 | Advanced Topics in Mathematics | |
| CS 125 | Introduction to Computer Science II | |
| PHYC 166 & PHYC 146 | Physics for Science and Engineering: Electricity and Magnetism and Physics Laboratory II [S] | |
| **Total Units** | | **14** |

| Code | Title | Units |
|------|-------|-------|
| **Secondary Math Education Track** | | |
| Complete all 16 units below. This track meets the requirements of the CTC-approved Single Subject Waiver program. | | |
| MATH 130 | Introduction to Statistics [5] | 3 |
| MATH 301 | Mathematics for Secondary Teachers [OF] | 3 |
| MATH 340 | Geometry [S] | 3 |
| MATH 390 | Number Theory [OF] | 3 |
| EDLS 202 | Introduction to Teaching as a Profession (7-12) [6] | 4 |
| **Total Units** | | **16** |

[1]   Meets the General Education Writing 3 requirement.
[2]   Meets the General Education Integrative and Applied Learning requirement.
[3]   Meets the General Education Oral Communication requirement if taken with CS 290 and CS 480, or ENGR 240 and ENGR 480.
[4]   Meets the General Education Natural Sciences requirement. Students must complete both PHYC 165 and PHYC 145 to fulfill the GE Natural Sciences requirement.
[5]   Meets the General Education Quantitative Literacy requirement.
[6]   Meets the General Education Civic Knowledge and Engagement requirement.

| | |
|---|---|
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes
### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Employ logical reasoning and standard proof techniques to construct rigorous mathematical arguments.
3. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
4. Use mathematical models to analyze cross-disciplinary problems.
5. Employ appropriate technology and computational techniques.
6. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

# BA in Mathematics with Integrated Single Subject (Math) Teaching Credential

90-92 units

This degree program is offered collaboratively by the Department of Mathematics, Physics, and Statistics in the College of Liberal Arts and Sciences and the Division of Teacher Education in the School of Education. Students earn a bachelor of arts degree in mathematics and a single-subject teaching credential in a total of four years. Full program details and requirements are available on the Integrated Bachelor's/Credential Program (p. 546) page of this catalog.

## Major Requirements

| Code | Title | Units |
|------|-------|-------|
| **Required Courses** | | |
| MATH 165 | Calculus I | 3 |
| MATH 166 | Calculus II | 3 |
| MATH 167 | Sequences and Series [F] | 1 |

| | | |
|---|---|---|
| MATH 250 | Data Analysis [F] | 3 |
| MATH 268 | Multivariable Calculus | 3 |
| MATH 270 | Ordinary Differential Equations [S] | 4 |
| MATH 280 | Discrete Mathematics and Proof [F] | 3 |
| MATH 290 | Linear Algebra [S] | 3 |
| MATH 400 | Abstract Algebra [ES] | 3 |
| MATH 450 | Real Analysis [EF] | 3 |
| MATH 480 | Writing 3: Mathematical Reading, Writing, and Presentation [1, F] | 3 |
| MATH 496 | Mathematics Senior Seminar [2, S] | 3 |
| CS 120 | Introduction to Computer Science I [3] | 4 |
| PHYC 165 & PHYC 145 | Physics for Science and Engineering: Mechanics and Physics Laboratory I [4,F] | 5 |
| **Total Units** | | **44** |

In addition to the required courses above, complete one of the tracks below.

| Code | Title | Units |
|---|---|---|
| **General Mathematics Track** | | |
| Complete at least 14 units from the courses below. You must complete MATH 361 and at least one of MATH 460 and MATH 470. You cannot count both PHYC 166 and CS 125. | | 14 |
| MATH 269 | Vector Calculus [OF] | |
| MATH 340 | Geometry [S] | |
| MATH 361 | Introduction to Modeling with Probability | |
| MATH 390 | Number Theory [OF] | |
| MATH 460 | Topology [OS] | |
| MATH 470 | Complex Analysis [ES] | |
| MATH 495 | Advanced Topics in Mathematics | |
| CS 125 | Introduction to Computer Science II | |
| PHYC 166 & PHYC 146 | Physics for Science and Engineering: Electricity and Magnetism and Physics Laboratory II [S] | |
| **Total Units** | | **14** |

| Code | Title | Units |
|---|---|---|
| **Secondary Math Education Track** | | |
| Complete all 16 units below. This track meets the requirements of the CTC-approved Single Subject Waiver program. | | |
| MATH 130 | Introduction to Statistics [5] | 3 |
| MATH 301 | Mathematics for Secondary Teachers [OF] | 3 |
| MATH 340 | Geometry [S] | 3 |
| MATH 390 | Number Theory [OF] | 3 |
| EDLS 202 | Introduction to Teaching as a Profession (7-12) [6] | 4 |
| **Total Units** | | **16** |

[1] Meets the General Education Writing 3 requirement.
[2] Meets the General Education Integrative and Applied Learning requirement.
[3] Meets the General Education Oral Communication requirement if taken with CS 290 and CS 480, or ENGR 240 and ENGR 480.
[4] Meets the General Education Natural Sciences requirement. Students must complete both PHYC 165 and PHYC 145 to fulfill the GE Natural Sciences requirement.
[5] Meets the General Education Quantitative Literacy requirement.
[6] Meets the General Education Civic Knowledge and Engagement requirement.

| | |
|---|---|
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |

| | |
|---|---|
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Single Subject (Math) Teaching Credential Requirements

| Code | Title | Units |
|---|---|---|
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| TEP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TEP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TEP 531 | Methods of Teaching Reading and Writing (7-12) | 3 |
| TEP 532 | Secondary Pedagogy I: Teaching in Secondary Schools (7-12) | 2 |
| TEP 533 | The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12) | 3 |
| TEP 534 | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12) | 2 |
| TEP 561 | Clinical Practice I: Single Subject Credential | 2 |
| TEP 562 | Clinical Practice II: Single Subject Credential | 2 |
| **Total Units** | | **32** |

[1]     Must be completed prior to beginning clinical practice.

The following courses meet the undergraduate General Education requirements within the Integrated Bachelor's/Credential Program:

- TESP 502 meets the General Education Social Sciences requirement.
- TESP 503 meets the General Education Intercultural Competence requirement.
- TESP 504 meets the General Education Civic Knowledge and Engagement requirement.
- TEP 551 and TEP 552 combined, and TEP 561 and TEP 562 combined, meet the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

## BA in Mathematics

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Employ logical reasoning and standard proof techniques to construct rigorous mathematical arguments.
3. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
4. Use mathematical models to analyze cross-disciplinary problems.
5. Employ appropriate technology and computational techniques.
6. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

## Integrated Single Subject (Math) Teaching Credential

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# BS in Applied Mathematics

59-63 units

Students in the applied mathematics major (https://www.apu.edu/clas/programs/applied-math-major/) learn to solve problems from a variety of disciplines by developing mathematical models, applying computational algorithms, and analyzing results. The applied mathematics major allows students to choose either the standard track or one of four concentrations:

- Actuarial Science Concentration
- Computer Science Concentration
- Physics Concentration
- Statistics and Data Science Concentration

Students majoring in applied mathematics are encouraged to consider a minor in statistics. For qualified students, an advising pathway is available to pursue a BS in Applied Mathematics with computer science concentration and an MS in Applied Statistics and Data Science in a total of 5 years. Ask your academic advisor for details.

## Career Opportunities

This major prepares students to be quantitative experts in a variety of fields: actuarial science, computer science, physics, university teaching, mathematical research (for business, government, or the academy), cryptography, finance and economics, statistics and data analysis, or operations research and management consulting. APU mathematics graduates have advanced to prestigious graduate schools and have moved into attractive industry positions.

Students preparing to teach mathematics at the secondary level or to pursue graduate studies in pure mathematics are encouraged to consider the mathematics major instead of the applied mathematics major.

## Requirements

| Code | Title | Units |
|---|---|---|
| MATH 165 | Calculus I | 3 |
| MATH 166 | Calculus II | 3 |
| MATH 167 | Sequences and Series [F] | 1 |
| MATH 250 | Data Analysis [F] | 3 |
| MATH 268 | Multivariable Calculus | 3 |
| MATH 270 | Ordinary Differential Equations [S] | 4 |
| MATH 295 | Applied Linear Algebra [F] | 3 |
| MATH 361 | Introduction to Modeling with Probability | 3 |
| MATH 455 | Numerical Analysis [ES] | 3 |
| MATH 480 | Writing 3: Mathematical Reading, Writing, and Presentation [1, F] | 3 |
| MATH 496 | Mathematics Senior Seminar [2, S] | 3 |
| CS 120 | Introduction to Computer Science I [3] | 4 |
| **Choose the standard track or one of the concentrations below** | | **23-27** |
| **Total Units** | | **59-63** |

### Standard Applied Mathematics Track

| Code | Title | Units |
|---|---|---|
| **Standard Applied Mathematics Track Requirements** | | |
| MATH 269 | Vector Calculus [OF] | 2 |
| MATH 370 | Partial Differential Equations [OS] | 3 |
| MATH 375 | Dynamical Systems [OF] | 3 |
| MATH 470 | Complex Analysis [ES] | 3 |
| CS 125 | Introduction to Computer Science II | 4 |
| PHYC 165 | Physics for Science and Engineering: Mechanics [4, F] | 4 |
| PHYC 145 | Physics Laboratory I | 1 |
| Select at least 3 units from the following: | | 3-5 |
| MATH 362 | Mathematical Statistics [EF] | |

| MATH 495 | Advanced Topics in Mathematics | |
| PHYC 166 & PHYC 146 | Physics for Science and Engineering: Electricity and Magnetism and Physics Laboratory II [S] | |
| PHYC 431 | Computational Methods for Physics [EF] | |
| **Total Units** | | **23-25** |

## Actuarial Science Concentration

| Code | Title | Units |
| --- | --- | --- |
| **Actuarial Science Concentration Requirements** | | |
| MATH 362 | Mathematical Statistics [EF] | 3 |
| ACCT 120 | Principles of Accounting I | 3 |
| ACCT 121 | Principles of Accounting II | 3 |
| ECON 200 | Survey of Economics [5] | 3 |
| FIN 300 | Business Finance for Managers | 3 |
| FIN 330 | Financial Analysis [F] | 3 |
| FIN 432 | Investment Analysis [S] | 3 |
| FIN 436 | Financial Risk Management [F] | 3 |
| **Total Units** | | **24** |

## Computer Science Concentration

| Code | Title | Units |
| --- | --- | --- |
| **Computer Science Concentration Requirements** | | |
| MATH 269 | Vector Calculus [OF] | 2 |
| CS 125 | Introduction to Computer Science II | 4 |
| CS 160 | Discrete Structures | 3 |
| CS 260 | Algorithms and Data Structures | 3 |
| PHYC 165 & PHYC 145 | Physics for Science and Engineering: Mechanics and Physics Laboratory I [4, F] | 5 |
| Select 6 units from the following: | | 6 |
| MATH 495 | Advanced Topics in Mathematics | |
| CS 290 | Database Management Systems [6] | |
| CS 360 | Computer Architecture and Organization | |
| CS 430 | Artificial Intelligence | |
| CS 432 | Machine Learning | |
| CS 435 | Advanced Database Application Programming | |
| **Total Units** | | **23** |

## Physics Concentration

| Code | Title | Units |
| --- | --- | --- |
| **Physics Concentration Requirements** | | |
| MATH 269 | Vector Calculus [OF] | 2 |
| MATH 370 | Partial Differential Equations [OS] | 3 |
| PHYC 165 | Physics for Science and Engineering: Mechanics [4, F] | 4 |
| PHYC 166 | Physics for Science and Engineering: Electricity and Magnetism [S] | 4 |
| PHYC 167 | Physics for Science and Engineering: Relativity | 1 |
| PHYC 168 | Physics for Science and Engineering: Waves and Thermodynamics | 3 |
| PHYC 145 | Physics Laboratory I | 1 |
| PHYC 146 | Physics Laboratory II | 1 |
| PHYC 147 | Physics Laboratory III | 1 |
| PHYC 380 | Classical Mechanics [OF] | 4 |
| Select 3 units from the following: | | 3 |
| MATH 375 | Dynamical Systems [OF] | |

| Code | Title | Units |
|---|---|---|
| MATH 470 | Complex Analysis | |
| MATH 495 | Advanced Topics in Mathematics | |
| PHYC 361 | Electricity and Magnetism [ES] | |
| PHYC 401 | Thermodynamics [ES] | |
| PHYC 431 | Computational Methods for Physics [EF] | |
| **Total Units** | | **27** |

## Statistics and Data Science Concentration

| Code | Title | Units |
|---|---|---|
| **Statistics and Data Science Concentration Requirements** | | |
| MATH 350 | Statistical Models [ES] | 3 |
| MATH 362 | Mathematical Statistics | 3 |
| MATH 492 | Ethics in Data Analytics [S] | 2 |
| CS 125 | Introduction to Computer Science II | 4 |
| Select one of: | | 3 |
| MATH 280 | Discrete Mathematics and Proof [F] | |
| CS 160 | Discrete Structures | |
| Select 9 units from the following: | | 9 |
| CS 260 | Algorithms and Data Structures | |
| CS 432 | Machine Learning | |
| ECON 452 | Econometrics [EF] | |
| ENGR 310 | Discrete Systems Modeling and Simulation | |
| MATH 450 | Real Analysis [EF] | |
| MATH 451 | Data Visualization [F] | |
| MATH 495 | Advanced Topics in Mathematics | |
| STAT 511 | Applied Regression Analysis [S] | |
| STAT 512 | Analysis of Variance and Design of Experiments | |
| STAT 553 | Data Mining [S] | |
| **Total Units** | | **24** |

[1]    Meets the General Education Writing 3 requirement.
[2]    Meets the General Education Integrative and Applied Learning requirement.
[3]    Meets the General Education Oral Communication requirement if taken with CS 290 and CS 480, or ENGR 240 and ENGR 480.
[4]    Meets the General Education Natural Sciences requirement. Students must complete both PHYC 165 and PHYC 145 to fulfill the GE Natural Sciences requirement.
[5]    Meets the General Education Social Sciences requirement.
[6]    Meets the General Education Oral Communication requirement if taken with CS 120 and CS 480.

| | |
|---|---|
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
3. Use mathematical models to analyze cross-disciplinary problems.

4. Employ appropriate technology and computational techniques.
5. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

# BS in Computer Information Systems

50 units

The BS in Computer Information Systems (CIS) (https://www.apu.edu/clas/programs/computer-information-systems-major/) program provides an integrated educational and practical foundation for students planning a career in the analysis, design, and implementation of information systems. Students are prepared for careers as systems analysts, application software developers, and information technology specialists. Students who have a strong interest in technology and its application, but are not primarily interested in the scientific and mathematical aspects of computer science, should find this program a good fit.

Computer information systems (CIS) is the study of the application of computer technology in organizations. It is founded on two major reference disciplines: computer science and information environment. CIS undergraduates must complete information environment coursework; CIS involves **no** coursework in engineering or scientific computing, and only introduction to statistics is required. APU's CIS program emphasizes the application of computer technology to information systems.

Knowledge of network administration, telecommunication, operating systems, and database applications is emphasized in this major.

## Career Opportunities

The Bachelor of Science in Computer Information Systems prepares students for advanced studies in fields such as computer information systems, computer engineering, computer security, and telecommunications.

The CIS program offers internship opportunities to prepare students for careers following graduation. Students gain hands-on experience at several local and national businesses and organizations, and these organizations regularly request APU students for internships and employment. Employment opportunities in the areas of system networking, database management, telecommunication, and web programming are in abundance.

## Requirements

Academic advising is required each semester; consult with the department for each semester's offerings, since they are not necessarily the same every semester.

Computer information systems students are required to have a laptop for classroom work.

| Code | Title | Units |
|---|---|---|
| **Computer Information Systems Core Courses** [1,2] | | |
| CS/ENGR 120 | Introduction to Computer Science I [3] | 4 |
| CS/ENGR 125 | Introduction to Computer Science II | 4 |
| CS/ENGR 160 | Discrete Structures | 3 |
| CS 230 | Systems Programming and Operating Systems | 3 |
| CS/ENGR 260 | Algorithms and Data Structures | 3 |
| CS 290 | Database Management Systems [3] | 3 |
| CS 315 | Fundamentals of Network Administration | 3 |
| CS 325 | Telecommunications and Interfacing | 3 |
| Select at least one of the following (if both are selected, one will count as an elective) | | 3 |
| CS 363 | Web Programming | |
| CS 440 | Mobile App Development | |
| Select one elective course (see list below) | | 3 |
| **Computer Information Systems Environment Courses** | | |
| CS 115 | Impact of Social Media [1] | 3 |
| ENGR 101 | Introduction to Engineering and Computing [2] | 3 |
| ENGR 110 | STEM as Vocation [4] | 3 |
| WRIT 242 | Writing 2: Entrepreneurial Tech Start-ups [5] | 3 |
| CS 491 | Computer Science Internship [6] | 3 |
| **Quantitative Analysis Course** | | |

| | | |
|---|---|---|
| MATH 130 | Introduction to Statistics [7] | 3 |
| **Total Units** | | **50** |

## Computer Information Systems Elective Courses

| Code | Title | Units |
|---|---|---|
| CS 242/ENGR 240 | Digital Logic Systems | 4 |
| CS 360 | Computer Architecture and Organization | 3 |
| CS 363 | Web Programming | 3 |
| CS 370 | Compiler Construction | 3 |
| CS 430 | Artificial Intelligence | 3 |
| CS 432 | Machine Learning | 3 |
| CS 435 | Advanced Database Application Programming | 3 |
| CS 440 | Mobile App Development | 3 |
| CS/ENGR 452 | Internet of Things | 3 |
| CS 460 | Software Project | 3 |
| CS 465 | Team Software Project | 1-3 |
| CS 484 | Cyber Security | 3 |
| CS 495 | Topics in Computer Science | 3 |
| CS 496 | Writing 3: Ethics in Computing and Engineering [8] | 3 |
| CS 497 | Readings | 1-4 |
| CS 498 | Directed Research | 1-4 |
| CS 499 | Thesis/Project | 1-4 |
| ENGR 215 | Electrical Circuits and Systems | 4 |
| ENGR 335 | Embedded Systems | 4 |
| ENGR 340 | Digital Signal Processing | 3 |
| ENGR 350 | Computer Networks | 3 |

[1]  The General Education Social Sciences course recommended by the Department of Engineering and Computer Science is CS 115.
[2]  The General Education Civic Knowledge and Engagement course recommended by the Department of Engineering and Computer Science is ENGR 101.
[3]  Meets 1 unit of the General Education Oral Communication requirement (taking CS 120, CS 290, and CS 480—or CS 120, ENGR 240, and ENGR 480—satisfies the General Education Oral Communication requirement).
[4]  Meets the General Education Intercultural Competence requirement.
[5]  Meets the General Education Writing 2 requirement.
[6]  Meets the General Education Integrative and Applied Learning requirement.
[7]  Meets the General Education Quantitative Literacy requirement.
[8]  Meets the General Education Writing 3 requirement.

Students should enroll in CS 120 in their first semester of attendance in the department. It is also imperative that students determine which math course they qualify for and enroll in that course during their first semester, continuing with all math courses until they have completed math requirements for the CIS program. If students do not know which math course they qualify for, they should contact the Academic Success Center (https://www.apu.edu/academic-success/services/testing/math/) at (626) 815-3849 to make an appointment for placement testing.

**Contact the Student Services Center (https://www.apu.edu/student-services/) and/or the Academic Success Center for all General Education advising.**

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.
7. Demonstrate scientific knowledge of computation comprising computer architecture, algorithm analysis, programming principles, and software design.

# BS in Computer Science

79-81 units

Computer science, like engineering disciplines, is an "applied science" that deals with how things ought to be. This is different from mathematics and other natural sciences that are concerned with how things are. Computer science is concerned with design and synthesis more than analysis and deduction (as with physics, chemistry, mathematics, and biology).

The BS in Computer Science (https://www.apu.edu/clas/programs/computer-science-major/) equips students to:

- Understand the computational process and the design of software systems.
- Analyze and design data structures and algorithms.
- Understand programming concepts in order to acquire computer language proficiency independently.
- Program computers with knowledge of at least two programming languages.
- Understand and apply software development principles.

With dedicated faculty, small classes, excellent computer labs, and up-to-date software, computer science at Azusa Pacific University is challenging, professional, intellectually stimulating, and directly applicable to current problems in society and industry.

The computer science major covers the following topics:

1. Artificial Intelligence
2. Machine Learning
3. Cybersecurity
4. Social Media
5. Mobile Apps
6. All functional levels of computing, from applications to microcode
7. Programming theory and practice (in multiple languages)
8. Software engineering: principles, procedures, techniques, and applications

Upper-level electives are available in advanced topics such as artificial intelligence and machine learning, software engineering, Internet of Things (IoT), and computer security. Students who plan to pursue an advanced degree in computer science should review their program of studies with their advisor as early as possible.

## Career Opportunities

The BS in Computer Science prepares graduates for advanced studies and careers in fields such as computer science, computer engineering, software engineering, telecommunications, and systems analysis.

The computer science program requires an internship. Students gain hands-on experience at several local and national businesses and organizations that continue to turn to APU to seek our students for internships and employment. Employment opportunities include careers as systems programmers, software engineers, scientific programmers, high school computer science and mathematics teachers, and other computing fields. Missionary and other Christian organizations need computer science graduates for their increasingly complex applications, such as Bible translation work, as well as administrative, financial, fundraising, and technical support activities. Job opportunities are available globally.

## Requirements

Academic advising is required each semester; consult with the department for each semester's offerings, since they are not necessarily the same every semester.

BS in Computer Science students are required to have a laptop for classroom work.

| Code | Title | Units |
|---|---|---|
| **Computer Science Core Courses** [1] | | |
| CS 115 | Impact of Social Media [2] | 3 |
| CS/ENGR 120 | Introduction to Computer Science I [3] | 4 |

| CS/ENGR 125 | Introduction to Computer Science II | 4 |
|---|---|---|
| CS 230 | Systems Programming and Operating Systems | 3 |
| CS/ENGR 260 | Algorithms and Data Structures | 3 |
| CS 290 | Database Management Systems [3] | 3 |
| CS 360 | Computer Architecture and Organization | 3 |
| CS 470 | Software Engineering [4] | 3 |
| CS 480 | Senior Capstone Project [3] | 3 |
| CS 491 | Computer Science Internship [4] | 3 |
| ENGR 101 | Introduction to Engineering and Computing [5] | 3 |
| ENGR 110 | STEM as Vocation [6] | 3 |
| WRIT 242 | Writing 2: Entrepreneurial Tech Start-ups [7] | 3 |
| Select at least one of the following (if both are selected, one will count as an elective): | | 3 |
| CS 363 | Web Programming | |
| CS 440 | Mobile App Development | |
| **Math Courses** | | **15** |
| MATH 165 | Calculus I | |
| MATH 166 | Calculus II | |
| CS/ENGR 160 | Discrete Structures | |
| MATH 361 | Introduction to Modeling with Probability | |
| Choose one of the following: | | |
| MATH 268 | Multivariable Calculus | |
| MATH 290 | Linear Algebra | |
| MATH 295 | Applied Linear Algebra | |
| MATH 455 | Numerical Analysis | |
| **Natural Sciences Courses** | | **8-10** |
| Choose two of the following: | | |
| PHYC 165 & PHYC 145 | Physics for Science and Engineering: Mechanics and Physics Laboratory I [8] | |
| PHYC 166 & PHYC 146 | Physics for Science and Engineering: Electricity and Magnetism and Physics Laboratory II | |
| CHEM 151 | General Chemistry I [8] | |
| CHEM 152 | General Chemistry II | |
| BIOL 151 | General Biology I [8] | |
| BIOL 152 | General Biology II | |
| Select 12 units from the list of electives below. | | 12 |
| **Total Units** | | **79-81** |

## Computer Science Elective Courses

| Code | Title | Units |
|---|---|---|
| CS 242/ENGR 240 | Digital Logic Systems [3] | 4 |
| CS 315 | Fundamentals of Network Administration | 3 |
| CS 325 | Telecommunications and Interfacing | 3 |
| CS 363 | Web Programming | 3 |
| CS 370 | Compiler Construction | 3 |
| CS 430 | Artificial Intelligence | 3 |
| CS 432 | Machine Learning | 3 |
| CS 435 | Advanced Database Application Programming | 3 |
| CS 440 | Mobile App Development | 3 |
| CS/ENGR 452 | Internet of Things | 3 |
| CS 460 | Software Project | 3 |
| CS 465 | Team Software Project | 1-3 |
| CS 484 | Cyber Security | 3 |

| CS 495 | Topics in Computer Science | 3 |
|---|---|---|
| CS 496 | Writing 3: Ethics in Computing and Engineering [1] | 3 |
| CS 497 | Readings | 1-4 |
| CS 498 | Directed Research | 1-4 |
| CS 499 | Thesis/Project | 1-4 |
| ENGR 335 | Embedded Systems | 4 |
| ENGR 340 | Digital Signal Processing | 3 |
| ENGR 350 | Computer Networks | 3 |

[1]  The Writing 3 course recommended by the Department of Engineering and Computer Science is CS 496.

[2]  Meets the General Education Social Sciences requirement.

[3]  Meets 1 unit of the General Education Oral Communication requirement (taking CS 120, CS 290, and CS 480—or CS 120, ENGR 240, and ENGR 480—satisfies the General Education Oral Communication requirement).

[4]  Meets the General Education Integrative and Applied Learning requirement.

[5]  Meets the General Education Civic Knowledge and Engagement Requirement.

[6]  Meets the General Education Intercultural Competence requirement.

[7]  Meets the General Education Writing 2 requirement.

[8]  Meets the General Education Natural Sciences requirement.

Students must start with CS 120 Introduction to Computer Science I during their first semester at Azusa Pacific University. Math is also extremely important for students within our major. It is imperative that students determine which math course they qualify for and enroll in that course their first semester, continuing with all math courses until they have completed math requirements for the computer science major. If the student does not know which math course they qualify for, they should contact the Academic Success Center (https://www.apu.edu/academic-success/services/testing/math/) at (626) 815-3849 to make an appointment for placement testing.

**See the Student Services Center (https://www.apu.edu/student-services/) and/or the Academic Success Center for all General Education advising.**

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.
7. Apply scientific knowledge of computation comprising computer architecture, algorithm analysis, programming principles, and software design.

# BS in Engineering

85 units

Azusa Pacific's BS in Engineering (https://www.apu.edu/clas/programs/engineering-major/) equips students with an excellent foundation in principles that prepare them for careers in a variety of engineering fields, including aerospace, agriculture, automotive, business, computer science, defense, energy, and health care. The engineering curriculum includes courses in mechanics, electrical circuits, electronics, digital systems, and control systems, and all courses are strongly anchored on foundational coursework in mathematics and physics including calculus, differential equations, and probability theory. Four concentration areas are available: mechanical engineering, electrical engineering, systems engineering, and computer engineering.

A two-semester design project in the senior year challenges students to work in teams and design, build, and test a major engineering product as the culmination of all coursework completed. These projects usually involve external sponsors and mentors. An engineering internship that provides hands-on experience also is part of the curriculum requirements.

Job opportunities for engineering graduates are plentiful in Southern California, nationwide, and globally—a multitude of aerospace, entertainment, construction, and electronics companies need mechanical, electrical, systems, and computer engineers.

## Requirements

Academic advising is required each semester; consult with the department for each semester's offerings, since courses are not necessarily offered every semester.

Engineering students are required to have a laptop for classroom work. In addition to General Education requirements, a minimum of 51 computer science/engineering units, and 30 mathematics and physics units (for a total of 81 units), are required for the Bachelor of Science in Engineering.

| Code | Title | Units |
| --- | --- | --- |
| **Engineering Major Requirements** [1, 2, 3, 4] | | |
| ENGR 101 | Introduction to Engineering and Computing [1] | 3 |
| ENGR 110 | STEM as Vocation [2] | 3 |
| CS 115 | Impact of Social Media [5] | 3 |
| CS/ENGR 120 | Introduction to Computer Science I [6] | 4 |
| CS/ENGR 125 | Introduction to Computer Science II | 4 |
| ENGR 215 | Electrical Circuits and Systems | 4 |
| ENGR 240 | Digital Logic Systems [6] | 4 |
| ENGR 245 | Electronics | 4 |
| ENGR 325 | Control Systems | 3 |
| ENGR 470 | Senior Design Project I | 2 |
| ENGR 480 | Senior Design Project II [6] | 2 |
| ENGR 491 | Engineering Internship (3 units needed for graduation) [7] | 3 |
| WRIT 242 | Writing 2: Entrepreneurial Tech Start-ups [3] | 3 |
| Choose one of the following: | | 3 |
| ENGR 150 | Introduction to Mechanics | |
| ENGR 281 | Statics | |
| **Math and Physics Requirements** | | |
| MATH 165 | Calculus I | 3 |
| MATH 166 | Calculus II | 3 |
| CS/ENGR 160 | Discrete Structures | 3 |
| MATH 268 | Multivariable Calculus | 3 |
| MATH 270 | Ordinary Differential Equations | 4 |
| ENGR 271 | Advanced Math for Engineers | 4 |
| MATH 361 | Introduction to Modeling with Probability | 3 |
| PHYC 165 & PHYC 145 | Physics for Science and Engineering: Mechanics and Physics Laboratory I [8] | 5 |
| **Concentration/Electives** [9] | | **12** |
| Choose one of the following concentrations, or general engineering (no concentration) below: | | |
| **Mechanical Engineering** | | |
| ENGR 384 | Mechanics of Materials | |
| PHYC 168 & PHYC 146 | Physics for Science and Engineering: Waves and Thermodynamics and Physics Laboratory II | |
| Choose one of the following: | | |
| ENGR 210 | Engineering Thermodynamics | |
| ENGR 282 | Dynamics | |
| Choose two additional electives | | |
| **Electrical Engineering** | | |
| ENGR 340 | Digital Signal Processing | |
| ENGR 355 | Communications Systems | |
| PHYC 166 & PHYC 146 | Physics for Science and Engineering: Electricity and Magnetism and Physics Laboratory II | |
| Choose two additional electives | | |

**Computer Engineering**

| | |
|---|---|
| ENGR 260 | Algorithms and Data Structures |
| ENGR 360 | Computer Architecture and Organization |
| Choose one of the following: | |
| PHYC 166<br>& PHYC 146 | Physics for Science and Engineering: Electricity and Magnetism<br>and Physics Laboratory II |
| PHYC 168<br>& PHYC 146 | Physics for Science and Engineering: Waves and Thermodynamics<br>and Physics Laboratory II |
| Choose two additional electives | |
| **Systems Engineering** | |
| ENGR 345 | Systems Engineering Principles |
| Choose one of the following: | |
| ENGR 340 | Digital Signal Processing |
| ENGR 420 | Decision and Risk Analysis |
| Choose one of the following: | |
| PHYC 166<br>& PHYC 146 | Physics for Science and Engineering: Electricity and Magnetism<br>and Physics Laboratory II |
| PHYC 168<br>& PHYC 146 | Physics for Science and Engineering: Waves and Thermodynamics<br>and Physics Laboratory II |
| Choose two additional electives | |
| **General Engineering (no concentration)** | |
| Choose one of the following: | |
| PHYC 166<br>& PHYC 146 | Physics for Science and Engineering: Electricity and Magnetism<br>and Physics Laboratory II |
| PHYC 168<br>& PHYC 146 | Physics for Science and Engineering: Waves and Thermodynamics<br>and Physics Laboratory II |
| Choose four additional electives | |
| **Engineering Electives** | |
| ENGR 210 | Engineering Thermodynamics |
| ENGR 260 | Algorithms and Data Structures |
| ENGR 282 | Dynamics |
| ENGR 310 | Discrete Systems Modeling and Simulation |
| ENGR 335 | Embedded Systems |
| ENGR 340 | Digital Signal Processing |
| ENGR 350 | Computer Networks |
| ENGR 345 | Systems Engineering Principles |
| ENGR 355 | Communications Systems |
| ENGR/CS 360 | Computer Architecture and Organization |
| ENGR 380 | Systems Design |
| ENGR 384 | Mechanics of Materials |
| ENGR 390 | Green Power Systems |
| ENGR 420 | Decision and Risk Analysis |
| ENGR 495 | Topics in Engineering |
| CS 363 | Web Programming |
| CS 430 | Artificial Intelligence |
| CS 432 | Machine Learning |
| CS 440 | Mobile App Development |
| CS/ENGR 452 | Internet of Things |
| CS 484 | Cyber Security |
| CS 495 | Topics in Computer Science |
| CS 496 | Writing 3: Ethics in Computing and Engineering [4] |

**Total Units**                                                                                         **85**

[1]    The General Education Civic Knowledge and Engagement course recommended by the Department of Engineering and Computer Science is ENGR 101.

[2]    The General Education Intercultural Competence course recommended by the Department of Engineering and Computer Science is ENGR 110.

[3]    The General Education Writing 2 course recommended by the Department of Engineering and Computer Science is WRIT 242.

[4]    The General Education Writing 3 course recommended by the Department of Engineering and Computer Science is CS 496.

[5]    Meets the General Education Social Sciences requirement.

[6]    Meets 1 unit of the General Education Oral Communication requirement (taking CS 120 or ENGR 120, CS 290, and CS 480; OR CS 120 or ENGR 120, ENGR 240, and ENGR 480 satisfies the General Education Oral Communication requirement).

[7]    Meets the General Education Integrative and Applied Learning requirement.

[8]    Meets the General Education Natural Sciences requirement.

[10]   To receive credit for a concentration, students must take 12 units from a single concentration. Students may choose any 4 electives to meet the 12-unit major requirement, but they will not earn a concentration.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. Communicate effectively with a range of audiences.
4. Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. Acquire and apply new knowledge as needed, using appropriate learning strategies.
8. Use relevant software systems and tools pertinent to modern engineering practice.

# BS in Mathematics

58-60 units

The BS in Mathematics (https://www.apu.edu/clas/programs/math-major/) at Azusa Pacific University provides students with a strong foundation in the mathematics of continuous change (calculus and analysis), of pattern and symmetry (linear and abstract algebra), of space (geometry and topology), of chance (probability), and of data (statistics). The major focuses on depth of conceptual understanding, rigorous mathematical proof, and problem-solving strategies. While this major does treat applications of mathematics and includes courses in physics and computer science, the emphasis is on theory. Students who prefer a focus on applications are encouraged to choose the applied mathematics major.

A student who majors in mathematics has the option of obtaining a Bachelor of Arts (BA) or a Bachelor of Science (BS) degree. Both degrees have the same mathematics requirements, but the BS degree requires a minor in physics (p. 111), chemistry (p. 67), or computer science (p. 108) (see these subject areas for requirements and course descriptions).

## Career Opportunities

The BS in Mathematics degree program prepares graduates to be quantitative experts in a variety of fields: secondary or university teaching, mathematical research (for business, government, or the academy), cryptography, finance and economics, statistics and data analysis, or operations research and management consulting. Mathematics is also an excellent major for quantitatively minded students who want to go into business (see the finance minor (p. 883)), medicine (see the premedical program (p. 175)) or law (see the prelaw minor (p. 142)). Math majors have some of the highest rates of acceptance to graduate schools in all three of these fields.

APU mathematics graduates have advanced to prestigious graduate schools, have accepted choice offers to teach at various secondary schools, have been selected for Teach for America and Math for America, and have moved into attractive industry positions.

Students preparing for a career in actuarial science, industrial mathematics, mathematical physics, or computer science are encouraged to consider the applied mathematics major.

There is a strong demand for mathematics teachers. Students desiring a junior or senior high school teaching credential should note the requirements of the single-subject waiver program for mathematics. Completion of the Secondary Math Education Track (see below) waives the CSET exam requirement for entrance into a credentialing program.

# Requirements

| Code | Title | Units |
|------|-------|-------|
| **Required Courses** | | |
| MATH 165 | Calculus I | 3 |
| MATH 166 | Calculus II | 3 |
| MATH 167 | Sequences and Series [F] | 1 |
| MATH 250 | Data Analysis [F] | 3 |
| MATH 268 | Multivariable Calculus | 3 |
| MATH 270 | Ordinary Differential Equations [S] | 4 |
| MATH 280 | Discrete Mathematics and Proof [F] | 3 |
| MATH 290 | Linear Algebra [S] | 3 |
| MATH 400 | Abstract Algebra [ES] | 3 |
| MATH 450 | Real Analysis [EF] | 3 |
| MATH 480 | Writing 3: Mathematical Reading, Writing, and Presentation [F, 1] | 3 |
| MATH 496 | Mathematics Senior Seminar [S, 2] | 3 |
| CS 120 | Introduction to Computer Science I [3] | 4 |
| PHYC 165 & PHYC 145 | Physics for Science and Engineering: Mechanics and Physics Laboratory I [4,F] | 5 |
| **Total Units** | | **44** |

In addition to the required courses above, complete one of the tracks below. You must also complete a minor in physics, chemistry, computer science, or statistics.

| Code | Title | Units |
|------|-------|-------|
| **General Mathematics Track** | | |
| Complete at least 14 units from the courses below. You must complete MATH 361 and at least one of MATH 460 and MATH 470. You cannot count both PHYC 166 and CS 125. | | 14 |
| MATH 269 | Vector Calculus [OF] | |
| MATH 340 | Geometry [S] | |
| MATH 361 | Introduction to Modeling with Probability | |
| MATH 390 | Number Theory [OF] | |
| MATH 460 | Topology [OS] | |
| MATH 470 | Complex Analysis [ES] | |
| MATH 495 | Advanced Topics in Mathematics | |
| CS 125 | Introduction to Computer Science II | |
| PHYC 166 & PHYC 146 | Physics for Science and Engineering: Electricity and Magnetism and Physics Laboratory II [S] | |
| **Total Units** | | **14** |

| Code | Title | Units |
|------|-------|-------|
| **Secondary Math Education Track** | | |
| Complete all 16 units below. This track meets the requirements of the CTC-approved Single Subject Waiver program. | | |
| MATH 130 | Introduction to Statistics [5] | 3 |
| MATH 301 | Mathematics for Secondary Teachers [OF] | 3 |
| MATH 340 | Geometry [S] | 3 |
| MATH 390 | Number Theory [OF] | 3 |
| EDLS 202 | Introduction to Teaching as a Profession (7-12) [6] | 4 |
| **Total Units** | | **16** |

[1] Meets the General Education Writing 3 requirement.
[2] Meets the General Education Integrative and Applied Learning requirement.

| | |
|---|---|
| [3] | Meets the General Education Oral Communication requirement if taken with CS 290 and CS 480, or ENGR 240 and ENGR 480. |
| [4] | Meets the General Education Natural Sciences requirement. Students must complete both PHYC 165 and PHYC 145 to fulfill the GE Natural Sciences requirement. |
| [5] | Meets the General Education Quantitative Literacy requirement. |
| [6] | Meets the General Education Civic Knowledge and Engagement requirement. |

| | |
|---|---|
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Employ logical reasoning and standard proof techniques to construct rigorous mathematical arguments.
3. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
4. Use mathematical models to analyze cross-disciplinary problems.
5. Employ appropriate technology and computational techniques.
6. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

# BS in Physics

61-68 units

Physics is the foundation for most science and engineering disciplines. The study of physics focuses on broad topics such as matter, energy, gravitation, electricity and magnetism, atomic and nuclear structures, the theory of relativity, and quantum mechanics. By understanding the behavior of matter and energy at a fundamental level, physicists are equipped to further our knowledge of the universe through research and to apply knowledge to new technologies and engineering.

## Career Opportunities

The BS in Physics (https://www.apu.edu/clas/programs/physics-major/) equips graduates to teach physics, work in industrial or government engineering or research, or pursue graduate studies in physics or in a variety of related disciplines. Some specific career options include work in materials science, space exploration, aerospace, technical instrumentation, fundamental research, and the computer industry. A physics major is also an excellent foundation for further studies in a wide range of interdisciplinary fields such as medical physics, engineering, meteorology, hydrology, geophysics, or economics.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Physics Core (Required)** | | |
| PHYC 145 | Physics Laboratory I [1] | 1 |
| PHYC 146 | Physics Laboratory II | 1 |
| PHYC 147 | Physics Laboratory III | 1 |
| PHYC 165 | Physics for Science and Engineering: Mechanics [1] | 4 |
| PHYC 166 | Physics for Science and Engineering: Electricity and Magnetism | 4 |
| PHYC 167 | Physics for Science and Engineering: Relativity | 1 |
| PHYC 168 | Physics for Science and Engineering: Waves and Thermodynamics | 3 |
| PHYC 470 | Writing 3: Advanced Laboratory [2, OS] | 3 |
| CHEM 151 | General Chemistry I [1] | 4 |
| MATH 165 | Calculus I | 3 |

| MATH 166 | Calculus II | 3 |
|---|---|---|
| MATH 268 | Multivariable Calculus | 3 |
| MATH 270 | Ordinary Differential Equations [S] | 4 |
| **Total Units** | | **35** |

In addition to the required courses above, complete one of the tracks below:

## General Physics Track

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| PHYC 300 | Physics Research Seminar [3,S] | 1 |
| PHYC 361 | Electricity and Magnetism [ES] | 3 |
| PHYC 370 | Waves and Optics [EF] | 3 |
| PHYC 380 | Classical Mechanics [OF] | 4 |
| PHYC 401 | Thermodynamics [ES] | 3 |
| PHYC 431 | Computational Methods for Physics [EF] | 3 |
| PHYC 440 | Quantum Mechanics [OS] | 3 |
| PHYC 499 | Physics Thesis [3,F] | 2 |
| MATH 167 | Sequences and Series [F] | 1 |
| MATH 269 | Vector Calculus [OF] | 2 |
| CS 120 | Introduction to Computer Science I | 4 |
| Choose one of the following: | | 4 |
| BIOL 151 | General Biology I [1] | |
| CHEM 152 | General Chemistry II | |
| ENGR 215 | Electrical Circuits and Systems | |
| **Physics Core** | | **35** |
| **Total Units** | | **68** |

## Physics Secondary Education Track

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| BIOL 151 | General Biology I [1] | 4 |
| PHYC 125 | Earth Science Concepts and Applications | 3 |
| PHYC 311 | Teaching and Learning in STEM [4] | 2 |
| PHYC 312 | STEM Education Research Seminar [4,5] | 2 |
| PHYC 313 | STEM Teaching Practicum [4,6] | 3 |
| **Upper-division Electives** | | **12-13** |
| Choose four of the following: | | |
| PHYC 361 | Electricity and Magnetism [ES] | |
| PHYC 370 | Waves and Optics [EF] | |
| PHYC 380 | Classical Mechanics [OF] | |
| PHYC 401 | Thermodynamics [ES] | |
| PHYC 431 | Computational Methods for Physics [EF] | |
| PHYC 440 | Quantum Mechanics [OS] | |
| **Physics Core** | | **35** |
| **Total Units** | | **61-62** |

[1]    Meets the General Education Natural Sciences requirement.
[2]    Meets the General Education Writing 3 requirement.
[3]    1 unit of PHYC 300 and 2 units of PHYC 499 meet the General Education Integrative and Applied Learning requirement.
[4]    These courses are cross-listed as follows: MATH 311/PHYC 311; MATH 312/PHYC 312; and MATH 313/PHYC 313.
[5]    1-unit course taken twice.

[6] 1-unit course taken three times.

| | |
|---|---|
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Use mathematical methods to solve quantitative physics problems.
2. Use qualitative reasoning to explain physics phenomena.
3. Draw conclusions from experimental data with measurement uncertainty.
4. Use laboratory apparatus to conduct experiments and collect data.
5. Analyze features of physical models (e.g., by approximation methods, computational methods, etc.).
6. Reconcile scientific and biblical worldviews.

# Minor in Computer Information Systems

23-25 units

A computer information systems minor meets the needs of business-minded students specializing in information technology at the professional level. It provides graduates with a variety of technological skills needed by organizations and businesses today. The program comprises a fundamental understanding of the use, knowledge, function, installation, and maintenance of computers. Topics include database systems, computer information systems, web programming, accounting, and principles of management.

## Requirements

Consult with the department for each semester's course offerings, since they are not necessarily the same every semester.

Computer information systems students are required to have a laptop for classroom work.

| Code | Title | Units |
|---|---|---|
| **CIS Core Courses** [1] | | |
| CS/ENGR 120 | Introduction to Computer Science I [2] | 4 |
| CS 125 | Introduction to Computer Science II | 4 |
| CS 315 | Fundamentals of Network Administration | 3 |
| CS 325 | Telecommunications and Interfacing | 3 |
| Select one of the following: | | 3 |
|   CS 115 | Impact of Social Media [3] | |
|   WRIT 242 | Writing 2: Entrepreneurial Tech Start-ups [4] | |
| Select two of any CS or ENGR course numbered 200 or above. | | 6-8 |
| **Total Units** | | **23-25** |

[1] Students earning the computer science major are not eligible to earn the CIS minor.
[2] Meets 1 unit of the General Education Oral Communication requirement (taking CS 120, CS 290, and CS 480—or CS 120, ENGR 240, and ENGR 480—satisfies the General Education Oral Communication requirement).
[3] Meets the General Education Social Science requirement.
[4] Meets the General Education Writing 2 requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Apply computer science theory and software development fundamentals to produce computing-based solutions.

# Minor in Computer Science

23 units

A minor in computer science equips mathematically minded students specializing in computer programming. The minor comprises a fundamental understanding of the use, knowledge, function, installation, programming, and maintenance of computers, and provides graduates with a variety of technological skills needed in today's workplace. There are a number of benefits to adding a minor in computer science to related fields such as mathematics. Students should consult their department advisor or an advisor in computer science to determine how adding a computer science minor might further their educational or professional goals.

## Requirements

Consult with the department for each semester's course offerings, since they are not necessarily the same every semester.

Computer Science students are required to have a laptop for classroom work.

| Code | Title | Units |
|---|---|---|
| CS/ENGR 120 | Introduction to Computer Science I [1] | 4 |
| CS/ENGR 125 | Introduction to Computer Science II | 4 |
| CS/ENGR 160 | Discrete Structures [2] | 3 |
| CS/ENGR 260 | Algorithms and Data Structures | 3 |
| MATH 165 | Calculus I | 3 |
| Computer Science Minor Electives | | 6 |
| Select two of the following: | | |
| CS 230 | Systems Programming and Operating Systems | |
| CS 290 | Database Management Systems [1] | |
| CS 315 | Fundamentals of Network Administration | |
| CS 325 | Telecommunications and Interfacing | |
| CS 360 | Computer Architecture and Organization | |
| CS 363 | Web Programming | |
| CS 430 | Artificial Intelligence | |
| CS 440 | Mobile App Development | |
| CS/ENGR 452 | Internet of Things | |
| CS 495 | Topics in Computer Science | |
| **Total Units** | | **23** |

[1]  Meets 1 unit of the General Education Oral Communication requirement (taking CS 120, CS 290, and CS 480—or CS 120, ENGR 240, and ENGR 480—satisfies the General Education Oral Communication requirement).

[2]  MATH 280 may be substituted for CS 160.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Apply computer science theory and software development fundamentals to produce computing-based solutions.

# Minor in Data Science

21-23 units

The minor in data science comprises a core introductory sequence in statistics, computer science, data ethics, and data visualization, plus three elective courses to be chosen from other data-centric and computational courses across departments.

| Code | Title | Units |
| --- | --- | --- |
| **Core Requirements** | | |
| MATH 130 | Introduction to Statistics [1] | 3 |
| or MATH 361 | Introduction to Modeling with Probability | |
| CS 120 | Introduction to Computer Science I [2] | 4 |
| MATH 492 | Ethics in Data Analytics | 2 |
| Select one of the following: | | 3 |
| MATH 451 | Data Visualization | |
| BUSI 244 | Data Analytics, Spreadsheets, and Data Visualization | |
| Select three of the following: [3] | | 9-11 |
| MATH 250 | Data Analysis | |
| MATH 350 | Statistical Models | |
| CS 260 | Algorithms and Data Structures | |
| CS 430 | Artificial Intelligence | |
| CS 432 | Machine Learning | |
| BUSI 246 | Foundations of Business Analytics | |
| BUSI 314 | Big Data Analytics for Business | |
| PSYC 511 | Experimental Research Methods | |
| PSYC 512 | Non-Experimental Research Methods | |
| PSYC 518 & 518L | Analysis of Variance and Analysis of Variance Lab | |
| PSYC 519 & 519L | Regression and Regression Lab | |
| **Total Units** | | **21-23** |

[1] MATH 130 meets the General Education Quantitative Literacy requirement.
[2] Meets a portion of the General Education Oral Communication requirement. Does not fulfill the requirement in total unless taken with CS 290 and CS 480, or ENGR 240 and ENGR 480.
[3] At least one course must be outside the student's home department, and at least one course must be 300-level or higher.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize fundamentals of statistical analysis to glean insight from data.
2. Utilize fundamentals of computer programming to manage and analyze data.
3. Communicate data effectively via visualizations and reproducible reports.
4. Engage critically with issues of data ethics from a Christian worldview.

# Minor in Mathematics

19 units

Students interested in the mathematics minor may also wish to consider the statistics minor (p. 112)—students are permitted to earn both.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Requirements** [1] | | |
| MATH 165 | Calculus I | 3 |
| MATH 166 | Calculus II | 3 |
| MATH 167 | Sequences and Series [F] | 1 |
| **Electives** | | **12** |
| Select at least 12 units from below; at least two courses must be at the 200 level. | | |
| MATH 268 | Multivariable Calculus | |
| MATH 270 | Ordinary Differential Equations [S] | |
| MATH 280 | Discrete Mathematics and Proof [F] | |
| MATH 290 | Linear Algebra [2, S] | |
| MATH 295 | Applied Linear Algebra [2, F] | |
| MATH 340 | Geometry [S] | |
| MATH 361 | Introduction to Modeling with Probability | |
| MATH 370 | Partial Differential Equations [OS] | |
| MATH 375 | Dynamical Systems [OF] | |
| MATH 390 | Number Theory [OF] | |
| MATH 400 | Abstract Algebra [ES] | |
| MATH 450 | Real Analysis [EF] | |
| MATH 455 | Numerical Analysis [ES] | |
| MATH 460 | Topology [OS] | |
| MATH 470 | Complex Analysis [ES] | |
| MATH 495 | Advanced Topics in Mathematics | |
| **Total Units** | | **19** |

[1]    Students earning the mathematics major or applied mathematics major are not eligible to earn the mathematics minor.
[2]    It is not permitted to count MATH 290 **and** MATH 295 toward the mathematics minor.

| | |
|---|---|
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Employ logical reasoning and standard proof techniques to construct rigorous mathematical arguments.
3. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
4. Use mathematical models to analyze cross-disciplinary problems.

5. Employ appropriate technology and computational techniques.
6. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

# Minor in Physics

24 units

The physics minor is ideal for students majoring in mathematics, engineering, computer science, chemistry, or biology.

## Requirements

| Code | Title | Units |
|------|-------|-------|
| **Core Courses** | | |
| PHYC 145 | Physics Laboratory I [1] | 1 |
| PHYC 146 | Physics Laboratory II | 1 |
| PHYC 147 | Physics Laboratory III | 1 |
| PHYC 165 | Physics for Science and Engineering: Mechanics [1] | 4 |
| PHYC 166 | Physics for Science and Engineering: Electricity and Magnetism | 4 |
| PHYC 167 | Physics for Science and Engineering: Relativity | 1 |
| PHYC 168 | Physics for Science and Engineering: Waves and Thermodynamics | 3 |
| MATH 268 | Multivariable Calculus | 3 |
| Select three of the following: | | 6 |
| PHYC 361 | Electricity and Magnetism [ES] | |
| PHYC 370 | Waves and Optics [EF] | |
| PHYC 380 | Classical Mechanics [OF] | |
| PHYC 401 | Thermodynamics [ES] | |
| PHYC 431 | Computational Methods for Physics [EF] | |
| PHYC 440 | Quantum Mechanics [OS] | |
| **Total Units** | | **24** |

[1]  Meets the General Education Natural Sciences requirement.

| F | Offered in Fall only |
|---|---|
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Use mathematical methods of solve quantitative physics probems
2. Use qualitative reasoning to explain physics phenomena
3. Draw conclusions from experimental data with measurement uncertainty
4. Use laboratory apparatus to conduct experiments and collect data
5. Analyze features of physical models (e.g. by approximation methods, computational methods, etc.)
6. Reconcile scientific and biblical worldviews

# Minor in Statistics

21 units

Students with any major or minor are eligible to earn the statistics minor. In particular, a student is permitted to earn the statistics minor and the mathematics minor.

## Requirements

| Code | Title | Units |
|---|---|---|
| MATH 165 | Calculus I | 3 |
| MATH 166 | Calculus II | 3 |
| MATH 250 | Data Analysis [F] | 3 |
| MATH 350 | Statistical Models [ES] | 3 |
| MATH 361 | Introduction to Modeling with Probability | 3 |
| MATH 362 | Mathematical Statistics [EF] | 3 |
| Choose one of the following: | | 3 |
| MATH 290 | Linear Algebra [S] | |
| MATH 295 | Applied Linear Algebra [F] | |
| **Total Units** | | **21** |

| | |
|---|---|
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes
### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
3. Use mathematical models to analyze cross-disciplinary problems.
4. Employ appropriate technology and computational techniques.

# MS in Applied Statistics and Data Science

The MS in Applied Statistics and Data Science (https://www.apu.edu/clas/programs/applied-statistics-masters/) program provides professional preparation for careers involving the use of data analysis to inform decisions. The program includes required courses providing a foundation in statistical methods and theory, and electives that allow students to emphasize biostatistics or business analytics and explore a variety of statistical models and techniques for analyzing data. Expertise in the use of statistical software packages is developed. In keeping with the mission of Azusa Pacific University, this program encourages an active conversation about the role of a Christian perspective in the field of applied statistics, particularly in terms of ethical issues prevalent in data science.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| STAT 501 | Introduction to Modeling with Probability | 3 |
| STAT 511 | Applied Regression Analysis | 3 |
| STAT 521 | Statistical Computing and Programming | 3 |
| STAT 542 | Applied Logistic Regression and Survival Analysis | 3 |

| | | |
|---|---|---|
| STAT 592 | Ethics in Data Analytics | 2 |
| **Culminating Experience** | | |
| STAT 596 | Practicum | 1 |
| STAT 597 | Statistical Consulting Practicum | 4 |
| STAT 598 | Culminating Project | 4 |
| **Elective Courses** | | **9** |
| MATH 199 | Calculus Fundamentals for Statistics [1] | |
| MATH 299 | Linear Algebra Fundamentals for Statistics [1] | |
| STAT 502 | Mathematical Statistics | |
| STAT 512 | Analysis of Variance and Design of Experiments | |
| STAT 541 | Epidemiology Research Methods | |
| STAT 543 | Advanced Modeling for Data Science | |
| STAT 551 | Data Visualization | |
| STAT 552 | Time Series Analysis and Forecasting | |
| STAT 553 | Data Mining | |
| STAT 571 | Applied Multivariate Analysis | |
| STAT 572 | Applied Bayesian Analysis | |
| STAT 573 | Applied Nonparametric Statistics | |
| STAT 574 | Discrete Data Analysis | |
| STAT 575 | Applied Survey Sampling | |
| STAT 595 | Special Topics in Applied Statistics | |
| CS 532 | Machine Learning | |
| **Total Units** | | **32** |

[1] Does not count toward elective credit; required if not taken previously.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental probability models and the statistical theory and methodology required to draw appropriate inferences from data.
2. Demonstrate the ability to analyze data by appropriately fitting, assessing, and interpreting a variety of statistical models in real-world interdisciplinary problems.
3. Employ appropriate statistical software for the management and analysis of data.
4. Communicate the results of statistical analyses effectively both orally and in writing to a broad audience.
5. Critically assess the appropriateness and validity of the statistical applications and methodology involved in published studies.
6. Effectively function in an interdisciplinary collaborative environment using the skills of a professional statistician to support decision making.
7. Articulate ethical issues in data analysis and how Christian perspectives relate to the profession of statistics.

# Department of English

## Mission

The Department of English (https://www.apu.edu/clas/english/) introduces students to significant works of the literary imagination, guides their development in language and composition, and encourages them to read attentively, reflect deeply, write cogently, and express themselves creatively, all to glorify God and serve others.

## Programs

The department offers an English major, English minor, and creative writing minor, as well as an English Education concentration within the major for students interested in becoming English teachers. For more information about this program, contact the department at (626) 812-3079.

## Career Opportunities

Teaching is still a strong interest of many English and language majors, but equally valid are career goals in ministry, law, business, medicine, and government services. Communication areas such as advertising, technical writing, editing, publishing, and library science, or any field that requires clarity of written expression and the ability to analyze and organize effective responses, are also appealing career opportunities. English majors are encouraged to double major or at least minor in a complementary field such as business, religion, psychology, or communication, so that their language skills can be applied to a different professional field.

## Programs

### Majors

### Minors

## Courses

### ENGL 111, Studies in Literature, 3 Units

This course is topically driven according to the most engaging themes, ideas, or bodies of literature, helping students develop skills in literary analysis, genre recognition, and creative expression. Students learn to read, think about, and enjoy great literary works of the past and present. *Meets the General Education Requirement: Humanities: Literature.*

### ENGL 212, Literary Critical Strategies, 3 Units

This course introduces majors to specialties within the discipline of English, as well as to literary theory and criticism, including but not limited to major approaches and theories such as Feminist Literary Theory, New Historicism, Marxist Literary Theory, Christian or Theological Approaches, and Postcolonial Theory. Special emphasis will be given to practice in close reading and the application of traditional and electronic research skills in the humanities.

### ENGL 215, Introduction to Creative Writing, 3 Units

This course introduces students to poetry, fiction, nonfiction, and script writing, and what it takes to write successfully today in each of these genres. Wide reading introduces students to what is being done in each genre and facilitates writing in them. By the end of the semester, students complete a portfolio of several drafts of their work in each creative writing genre.
**Prerequisite:** C or above in WRIT 110

### ENGL 222, English Literature to 1789, 3 Units

A chronological study of English literature from the beginning through the Neoclassical period is provided in this course. *Meets the General Education Requirement: Humanities: Literature.*

### ENGL 224, World Literature to the Renaissance, 3 Units

In this course, students review world literature in order to broaden students' literary horizons and expand their understanding of the forms, content, and cultural contexts in which literature is written. Students discover new literatures to further explore and enjoy, and this new enjoyment sheds light on their own literary traditions. *Meets the General Education Requirement: Humanities: Literature.*
**Prerequisite:** WRIT 110

### ENGL 232, English Literature Since 1789, 3 Units

English Literature Since 1789 is a 3-unit, lower-division General Education English course that provides a chronological survey of Romantic, Victorian, and Modern literature in multiple genres (poetry, fiction, drama, non-fiction), seeking to place each work in its historical and cultural context. Priority will be given to questions about the literary imagination and human culture. How does literature inspire, nourish, and sustain our search for truth, goodness, and beauty, and what difference does it make to read such literature from a thoughtful Christian perspective? This course is recommended especially for students who intend to study abroad at Oxford University. *Meets the General Education Requirement: Humanities: Literature.*

## ENGL 234, World Literature Since the Renaissance, 3 Units

The goal of this class is to familiarize students with some major authors of literature outside of England and America, between 1500 and the present. The term World Literature is not meant to imply that there is a unitary literature of the world, but that literature is a product of all languages and cultures and therefore is worldwide phenomenon. *Meets the General Education Requirement: Humanities: Literature.*
**Prerequisite:** WRIT 110

## ENGL 244, American Literature to 1865, 3 Units

This course is a survey of American literature from its beginnings to 1865. Students examine major writers and literary movements in America through the Civil War. Topics may include colonialism, Puritanism, religious dissent, captivity narratives, slavery, abolitionism, deism, national identity, race, gender, realism, romance, self-reliance, transcendentalism, and so on. The course also examines the role of religion in American literature and literary history, as well as minority literature that has vastly expanded the literary canon. *Meets the General Education Requirement: Humanities: Literature.*
**Prerequisite:** WRIT 110

## ENGL 254, American Literature Since 1865, 3 Units

This course will be a survey of American literature from the Civil War period to the present. Topics to be discussed include the Civil War; slavery and emancipation; literary movements including realism, regionalism, naturalism, modernism, and postmodernism; race and ethnicity; immigration and assimilation; gender and sexuality; the Great Migration; lynching; consumerism and suburbanization; globalization and transnationalism; and so on. Students will read and analyze American literature in historical context, asking whether and to what extent literary texts perform cultural work in the real world. We will also consider the role that religion has played in American literature and literary history, examining such issues as belief and unbelief, religion and secularism, pluralism and tolerance. Finally, we will study various American ethnic literatures that have vastly expanded the literary canon. *Meets the General Education Requirement: Humanities: Literature.*

## ENGL 301, Creative Writing: Fiction, 3 Units

In a writing workshop, students read, analyze, and write prose fiction, concentrating on plot, character, setting, and theme in the short story.

## ENGL 302, Creative Writing: Poetry, 3 Units

Students survey trends in the prior century's English language poetry in support of their own writing of both an analytical paper and a poetry portfolio that includes traditional and free forms.

## ENGL 303, Creative Writing: Drama and Film, 3 Units

This course examines the art and craft of writing for the stage, film, or television. Students learn to analyze and evaluate their audience, their writing tasks, and their communication goals, and then match these exterior concerns of craft to their interior quest to say something meaningful to themselves and others.

## ENGL 304, Creative Writing: Creative Nonfiction, 3 Units

This course examines the art and technique of creative nonfiction. Students analyze fictional techniques such as plot and characterization, and learn to use them in writing about subjects of their own choosing. Some focus is given to the art of memoir as a literary genre.

## ENGL 311, Film and Literature, 3 Units

This course examines similarities and differences between film and literature, with an emphasis on film as a narrative and visual medium. Using the terms, methods, and techniques of film analysis, students will analyze and write about film and literature in terms of plot structure, character development, themes, genres, and so on. Some attention is given to theories of adaptation as well as film criticism and theory.
**Prerequisite:** WRIT 110 or enrollment in the Honors College

## ENGL 360, Technical and Professional Writing, 3 Units

This course acquaints students with the writing conventions of the professional and technical communities. It helps students understand writing as an essential analytical and communication tool in the professional world and gives them experience in writing proposals, incorporating graphics, and writing for clients to solve problems encountered in that world.
**Prerequisite:** WRIT 110

## ENGL 361, Freelance Magazine Article Writing, 3 Units

This course provides training in writing and marketing various types of nonfiction articles in professional magazines. Students gain experience in writing such articles as book reviews, personal experience articles, personal profiles, how-to articles, devotional articles, and human interest features.

## ENGL 364, American Ethnic Literature, 3 Units

This course will study American ethnic literature. Students will read works by American writers from various ethnic groups in the United States (e.g. African American, Asian American, Jewish, Chicano, and Euro-American writers who address issues of race and ethnicity). Major topics include the American Dream, literary canon formation, gender, equality, race, ethnicity, immigration, multiculturalism, assimilation/acculturation, and religion, This course is intended to give you practice in close reading and literary interpretation and to emphasize the value of literature and the reading experience. English 364 aims to expand your ability to interact with American ethnic literature through analysis, interpretation, and criticism. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** WRIT 110

## ENGL 374, African American Literature, 3 Units

This course examines African American literature from its beginnings in oral tradition to the present. Selected readings vary. Topics to be addressed may include race, class, ethnicity, gender, language, slavery, equality, freedom, folklore, miscegenation, passing, pluralism, religion, segregation, syncretism, canon formation, and more.

## ENGL 377, Shakespeare, 3 Units

Students in this course undertake a representative study of Shakespeare's sonnets, dramas, comedies, histories, tragedies, and romances.
**Prerequisite:** WRIT 110

## ENGL 384, Women Writers, 3 Units

This course will enable students to read and analyze literary works by women, which have often been excluded by anthology editors and marginalized in survey courses. Students will also gain a broader understanding of the political, social, and cultural factors surrounding these writers and texts. Topics will vary, but might include Women Poets, Women Novelists, 19th Century British Women Writers, 20th Century American Women Writers, Medieval Women Writers, Women Writing Science Fiction.
**Prerequisite:** WRIT 110

## ENGL 386, Contemporary Global Writers, 3 Units

Students will read short fiction, creative nonfiction, and novels by contemporary global writers of the 21st century. Students will examine assumptions about ethnic and national identities, immigration, cosmopolitanism, global citizenship, and literary cultures around the world. This class will consider the role and reputation of the United States and of Christianity abroad. Student will look at the literary techniques and use of point of view to create an insider's perspective into a culture.
**Prerequisite:** WRIT 110 or enrollment in the Honors College

## ENGL 387, Contemporary Writers, 3 Units

This course introduces students to current trends in literature. Students will read short stories and novels by contemporary writers, paying special attention to the craft, structure, and literary techniques of their work. Students will develop strategies of literary analysis and may respond to these works with literary experimentation of their own at different points in the semester. In this course, we will also examine the role of Christianity in contemporary literature.
**Prerequisite:** WRIT 110 or Honors standing

## ENGL 402, Principles of Language, 3 Units

This course provides an introductory survey of the nature and use of language: basic speech sounds, syllable structure, word formation, grammar systems, language acquisition and variation, historical aspects of language change, and their relevance to language teachers.

## ENGL 403, History and Structure of English, 3 Units

Students in this course study the basic sound and grammar systems of language, as well as technical and social aspects of usage and historical language change, gaining an overview of the nature and uses of language in general and English in particular. The range of topics covered satisfies California Department of Education requirements as part of a program approved for English and/or liberal studies majors who plan to teach in California public schools. The course also meets California Common Core Standards. Traditional and modern analyses of grammar are covered, providing a grounding in the traditional eight parts of speech and the modern 12 lexical categories and their subcategories; a study of phrase, clause, and sentence types; and an overview of transformational and other modern perspectives on grammar and grammar teaching.
**Prerequisite:** WRIT 110

## ENGL 404, Approaches to Grammar, 3 Units

Traditional and modern analyses of grammar are covered, providing a grounding in the traditional eight parts of speech and a grounding in the modern 12 lexical categories and their subcategories; a study of phrase, clause, and sentence types; and an overview of transformational and other modern perspectives on grammar and grammar teaching.
**Prerequisite:** ENGL 402

## ENGL 405, American English Language History, 3 Units

A study of the origins and development of the English language within the Indo-European language family, and the growth of American English as a unique and dynamic variety among the several major offshoots of British English is the focus of this course.
**Prerequisite:** ENGL 404

## ENGL 406, Writing 3: Advanced Composition, 3 Units

This course is especially for students contemplating teaching at the elementary or secondary level, and of interest to students wanting to learn more about their own writing processes and writing instruction. It includes direct instruction and practice in writing in various forms, examining various composition theories and practices, and observing and practicing the teaching of composition, all based on the idea that writing is best learned through writing and learning how to teach it. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2

## ENGL 410, American Novel, 3 Units

Students engage in extensive reading and analysis of selected romances and novels from 1800 to the present. This course traces the development of the genre in its American form and content.

## ENGL 425, Advanced Creative Writing, 3 Units

In a workshop setting, students read, write, analyze, and critique advanced work in one of the following areas: poetry, fiction, nonfiction, or playwriting/screenwriting.
**Prerequisite:** One of the following: ENGL 301, ENGL 302, ENGL 303, ENGL 304

## ENGL 434, Children's Literature, 3 Units

Literature, classical as well as contemporary, interesting to children through adolescence and of value to all who work with children either professionally or as parents, is covered in this course.

## ENGL 436, Adolescent Literature, 3 Units

This course is a study of literature for adolescent readers, traditionally those in the teen years. It aims to acquaint the students with both popular and enduring works and provides close critical reading of both. Criticisms of adolescent literature, as well as classroom applications for the works, are included in the class. The course is an upper-division elective in English, and of particular use to students planning to teach.
**Prerequisite:** WRIT 110; ENGL 111 or ENGL 212

## ENGL 466, British Novel, 3 Units

Students explore the origins and development of British fiction, reading representative novels from the 18th century to the present.

## ENGL 480, Contemporary Literary Criticism, 3 Units

This course explores theories about literature and critical approaches to literature. The testing of theories and the working out of the critical approaches occur through studying excerpts from selected works of literature. This course may be interesting not only to English majors, but also to students of philosophy, theology, and history, for what one learns about critical approaches to a literary text can be applied to all texts.

## ENGL 486, Topics in Film Analysis, 3 Units

This course examines the terms, methods, and techniques of film analysis in the context of a special topic that varies each semester depending on the instructor (e.g., Film Noir, Images of Women in Film, Shakespeare on Film, The Western). Emphasis is on formal analysis of film language, with consideration of other critical approaches to film.

## ENGL 487, Literary Movements, 3 Units

Students in this course study the literary texts, historical contexts, and critical debates of a significant literary period or movement. Course content may include exploration of corresponding cultural phenomena such as visual and performing arts, music, and film. Possible periods include Romantic, Postmodern, Classical, and Medieval. Selection varies depending on student interest and faculty availability. Repeatable once towards the literature concentration.

## ENGL 488, Significant Authors, 3 Units

Students in this course undertake intensive study of one, two, or three major authors. Possible authors include Chaucer, Dickinson, Austen and Woolf, C.S. Lewis, Tolstoy and Dostoevsky, and Mark Twain, among others. Selection varies depending on student interest and faculty availability. Repeatable once toward the literature concentration.

## ENGL 489, Literary Topics, 3 Units

Students in this course study literary topics and genres in English, American, and world literature. Possible topics include images of women in literature, religious autobiography, science fiction, and literature of the American West, among others. Selection varies depending on student interest and faculty availability. Repeatable once toward the Literature Concentration.

## ENGL 490, Writing Internship, 3 Units

This course allows for practical application of the writing skills learned in the classroom. Internships are arranged individually for students and supervised directly by the instructor. Experiences may include working for publishers, magazines, public relations firms, or other organizations in which writing is emphasized. Enrollment is contingent upon department approval. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Instructor Consent

## ENGL 491, Teaching Assistantship, 1-3 Units

The English Teaching Assistantship is a 1-3-unit, upper-division English course that provides upperclassmen with an opportunity for hands-on learning about how to plan and execute a college-level literature and/or writing course. Enrollees will be mentored one-on-one by a full-time English professor in two or more of the following tasks: Research and development of syllabi and/or lecture materials, planning and leading whole-class or small group discussion, creating and managing Student Learning Outcomes through relevant assessments, applying and/or utilizing rubrics, course-related record-keeping, and offering scaffolding to struggling students.
**Prerequisite:** at least 6 units of ENGL at the 200 level or above

## ENGL 496, English and the Professions, 3 Units

This course is designed to help students integrate their Christian faith and values with their private and public lives as professionals in careers established for the English major, such as teaching, ministry, law, business, medicine, government service, and library science. Assigned readings, class discussions, and required essays allow students to practice skills acquired in the major and articulate faith integration. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Writing 2

## ENGL 497, Readings, 1-4 Units

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## ENGL 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

## ENGL 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

## ENGL 500, The Christian Imagination, 3 Units

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

## ENGL 510, Literature and the Bible, 3 Units

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

## ENGL 520, Literature and Theology, 3 Units

Students in this course read, discuss, and critically analyze literary texts that deal directly or implicitly with religious themes. The main goal is to integrate the study of literary texts with insights gleaned from Christian theology and the Bible; to that end, students familiarize themselves with one or several theological themes within the Christian tradition and develop this theme (or cluster of themes) through analysis of one or several literary texts. The culminating project is a publishable (or conference-worthy) critical paper that examines one or several literary texts from a theologically informed Christian perspective. Theological themes vary according to the interests of students and faculty; previous topics included secularism and the sacred, the problem of evil, materialism vs. supernaturalism, sacramental imagination, social justice, poverty, the sacred land, Christ figures, prodigal sons and daughters, and illness, suffering, and death.

## ENGL 530, British Literature Seminar, 3 Units

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

## ENGL 540, American Literature Seminar, 3 Units

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

## ENGL 550, World Literature Seminar, 3 Units

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

## ENGL 560, Creative Writing Seminar, 3 Units

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

## ENGL 568, Writing for Religious Audiences, 3 Units

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

## ENGL 570, Graduate Research Methods in English, 3 Units

This course helps students make the intellectual and emotional transition from undergraduate to graduate work, empowering them with the key skills needed for graduate work and preparing them for roles and/or further study beyond the MA. The course introduces students to graduate-level standards for conducting and presenting research in English and its related disciplines, and enlarges and deepens students' repertoire of skills in effectively using available research tools, including library databases, WorldCat, Link+, and more. Students build on the skills acquired as undergraduates in finding, critically evaluating, analyzing, and synthesizing primary and secondary sources in order to contribute to the existing scholarly discourse, learning to recognize how and where their individual interests and worldview intersect with, challenge, and speak to the larger academic community. Students also learn to formulate, deepen, and pursue graduate-level questions of scholarly interest over a sustained period of time. This course prepares students for their other graduate-level courses in the MA program and equips them to function as independent scholars outside the umbrella of a professor's guidance. Students who intend to pursue doctoral work, the legal field, or other careers involving research are strongly encouraged to take this course. Students who have been away from study for more than a year are also strongly encouraged to take this course.

## ENGL 580, Critical Theory Seminar, 3 Units

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

## ENGL 590, Writing Center Pedagogy and Practice, 3 Units

In this course, students explore the pedagogical theory behind writing centers and, at a basic level, composition courses. Students also learn to apply the theory in their own interactions with students, whether at APU's Writing Center while enrolled in the master's program or in their future careers. In addition, students gain a better understanding of the complexities of writing processes, what successful writing processes look like, process and postprocess theory, and how to improve their own processes.

## ENGL 591, Literature Pedagogy for Adult Audiences, 3 Units

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

## ENGL 592, Introduction to Composition Studies, 3 Units

Students in this course explore the rich, diverse field of composition studies, with a focus on learning about pedagogy that encourages effective writing. Some reading in theory is recommended, to deepen awareness of how unexamined theory can lead to ineffective classroom practices. Topics include teaching process; understanding discourse models; using assessment for effective learning; studying composition historiographies; understanding how social, expressivist, and cognitive approaches to writing and language are important to pedagogies; understanding postprocess theories of rhetoric; and learning new and various ways to assess writing.

## ENGL 598, Thesis/Portfolio, 3 Units

Completion of a faculty-approved capstone project is a degree requirement for the MA in English. Students have three options to fulfill this requirement: 1) a literary critical thesis, 2) a creative writing portfolio, or 3) a curriculum portfolio. For detailed instructions, see the MA in English Handbook available in the Department of English. The capstone project allows students the liberty to critically explore areas that are of interest to them. The goal is for students to use the skills and knowledge that they have developed in the program to create a scholarly project that can be used to advance their career in the field of literary studies. Ultimately, the capstone project should serve as culminating evidence that student scholars have thought deeply about the discipline and the ways that faith informs, shapes, and enables the creation, appreciation, and interpretation of literature.
**Prerequisite:** Instructor permission required

## ENGL 599, Independent Study, 1-3 Units

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

## PREN 111, Studies in Literature, 3 Units

Topics in Literature (3 units): Topically driven according to the most engaging themes, ideas or bodies of literature, this course develops students' skills in literary analysis, genre recognition and creative expression. Its purpose is to help students think critically and read expansively. Meets GE requirements for Humanities: Literature. *Meets the General Education Requirement: Humanities: Literature.*

# BA in English

45-64 units

Students can choose to pursue a traditional BA in English, or a BA in English with an English Education concentration (see tables below). Learn more about APU's English major (https://www.apu.edu/clas/programs/english-major/).

## Requirements

### Traditional English Major

| Code | Title | Units |
| --- | --- | --- |
| **Literary Critical Strategies Requirement** | | |
| ENGL 212 | Literary Critical Strategies [F/S] | 3 |
| **Literary History Requirement** | | |
| Select three of the following: | | 9 |
| ENGL 222 | English Literature to 1789 [1, F] | |
| ENGL 232 | English Literature Since 1789 [1, S] | |
| ENGL 244 | American Literature to 1865 [1, F] | |
| ENGL 254 | American Literature Since 1865 [1, S] | |
| ENGL 410 | American Novel [EF] | |
| ENGL 466 | British Novel [OF] | |
| **Global, Ethnic, and Identity Literatures** | | |
| Select two of the following: | | 6 |
| ENGL 224 | World Literature to the Renaissance [1, F] | |
| ENGL 234 | World Literature Since the Renaissance [1, S] | |
| ENGL 364 | American Ethnic Literature [2, OF] | |
| ENGL 374 | African American Literature [EF] | |
| ENGL 384 | Women Writers [EF] | |
| ENGL 386 | Contemporary Global Writers [ES] | |
| **Writing Requirement** | | |
| Select one of the following: | | 3 |
| ENGL 215 | Introduction to Creative Writing | |
| ENGL 301 | Creative Writing: Fiction [S] | |
| ENGL 302 | Creative Writing: Poetry [S] | |
| ENGL 303 | Creative Writing: Drama and Film [S] | |
| ENGL 304 | Creative Writing: Creative Nonfiction [F] | |
| ENGL 360 | Technical and Professional Writing [OF] | |
| ENGL 361 | Freelance Magazine Article Writing [ES] | |
| **Composition and Linguistics Requirement** | | |
| Select one of the following: | | 3 |
| ENGL 402 | Principles of Language [F/S] | |
| ENGL 404 | Approaches to Grammar [F] | |
| ENGL 406 | Writing 3: Advanced Composition [3, F/S] | |
| **Intensive Seminar Requirement** | | |
| Select one of the following: | | 3 |
| ENGL 480 | Contemporary Literary Criticism [S] | |
| ENGL 487 | Literary Movements [S] | |
| ENGL 488 | Significant Authors [F] | |
| ENGL 489 | Literary Topics [F] | |

**Integrative and Applied Learning**

| | | |
|---|---|---|
| Select one of the following: | | 3 |
| ENGL 490 | Writing Internship [4, F/S] | |
| ENGL 496 | English and the Professions [4, F/S] | |
| **English Electives** | | **15** |
| Select an additional 15 units of ENGL courses numbered 300 and above. English majors must maintain a cumulative grade-point average of 2.0 or higher in all courses credited toward their major. | | |
| **Total Units** | | **45** |

[1]     Meets the General Education Humanities: Literature requirement.
[2]     Meets the General Education Intercultural Competence requirement.
[3]     Meets the General Education Writing 3 requirement.
[4]     Meets the General Education Integrative and Applied Learning requirement.

## English Major: English Education Concentration

All English education concentration students must complete the lower-division and upper-division core requirements below, as well as all requirements for the concentration. They also must maintain a cumulative grade-point average of 2.0 or higher in all courses credited toward their major. For admission to the APU teaching credential program (p. 532), English education concentration students must maintain a grade-point average of at least 3.0. *NOTE: Appropriate substitutions or transfer credits for the English Education concentration must be approved by the department chair. This is a California Commission on Teaching Credentialing (CTC)-approved program that waives the English CSET exam.*

| Code | Title | Units |
|---|---|---|
| **Lower-Division Core Courses** | | |
| ENGL 212 | Literary Critical Strategies [F/S] | 3 |
| ENGL 222 | English Literature to 1789 [1, F] | 3 |
| ENGL 232 | English Literature Since 1789 [1, S] | 3 |
| ENGL 254 | American Literature Since 1865 [1, S] | 3 |
| ENGL 224 | World Literature to the Renaissance [1, F] | 3 |
| ENGL 234 | World Literature Since the Renaissance [1, S] | 3 |
| ENGL 244 | American Literature to 1865 [1, F] | 3 |
| **Upper-Division Core Courses** | | |
| ENGL 402 | Principles of Language [F/S] | 3 |
| Select one of the following: | | 3 |
| ENGL 301 | Creative Writing: Fiction [S] | |
| ENGL 302 | Creative Writing: Poetry [S] | |
| ENGL 303 | Creative Writing: Drama and Film [S] | |
| ENGL 304 | Creative Writing: Creative Nonfiction [F] | |
| Select one of the following: | | 3 |
| ENGL 487 | Literary Movements [S] | |
| ENGL 488 | Significant Authors [F] | |
| ENGL 489 | Literary Topics [F] | |
| **English Education Courses** | | |
| ENGL 377 | Shakespeare [F] | 3 |
| ENGL 404 | Approaches to Grammar [F] | 3 |
| ENGL 406 | Writing 3: Advanced Composition [2, F/S] | 3 |
| Select one of the following: | | 3 |
| ENGL 364 | American Ethnic Literature [3, OF] | |
| ENGL 374 | African American Literature [EF] | |
| ENGL 384 | Women Writers [EF] | |
| ENGL 386 | Contemporary Global Writers [ES] | |
| ENGL 434 | Children's Literature [F/S] | |
| Select one of the following: | | 3 |
| ENGL 361 | Freelance Magazine Article Writing [ES] | |
| JOUR 210 | Foundations of Media Reporting and Writing | |

| | | |
|---|---|---|
| Select one of the following: | | 3 |
| THTR 110 | Introduction to Acting [4] | |
| THTR 115 | Introduction to Theater [4] | |
| THTR 355 | Theater Education, K-12 | |
| **Additional Requirements** | | |
| PSYC 290 | Human Growth and Development [5] | 3 |
| POLI 150 | American Government [6, 7] | 3 |
| or HIST 151 | United States History to 1877 | |
| In addition, students must complete field experience by taking: | | |
| EDLS 405 | Diversity in the Classroom [3] | 3 |
| EDLS 200 | Introduction to Teaching as a Profession K-12 [6] | 4 |
| or EDLS 202 | Introduction to Teaching as a Profession (7-12) | |
| EDLS 495 | Foundations of Education Capstone [8] | 3 |
| **Total Units** | | **64** |

[1]    Meets the General Education Humanities: Literature requirement.
[2]    Meets the General Education Writing 3 requirement.
[3]    Meets the General Education Intercultural Competence requirement.
[4]    Meets the General Education Humanities: Fine Arts requirement.
[5]    Meets the General Education Social Sciences requirement.
[6]    POLI 150, EDLS 200, and EDLS 202 meet the General Education Civic Knowledge and Engagement requirement.
[7]    HIST 151 meets the General Education Humanities: History requirement.
[8]    Meets the General Education Integrative and Applied Learning requirement.

| | |
|---|---|
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Writing: Write with effective and appropriate focus, development, and voice.
2. Literary Knowledge: Demonstrate critical thinking in a way that proposes and persuasively develops an argument about one or more literary texts.
3. Theory: Thoughtfully incorporate literary, rhetorical, linguistic and/or pedagogical theory in their writing.
4. Faith Integration: Articulate Christian perspectives on faith and life.

# Minor in Creative Writing

18 units

## Requirements

The creative writing minor is a stand-alone program that allows students to develop their writing for publication in multiple genres.

| Code | Title | Units |
|---|---|---|
| Select six of the following: | | 18 |
| ENGL 215 | Introduction to Creative Writing | |
| ENGL 301 | Creative Writing: Fiction | |
| ENGL 302 | Creative Writing: Poetry | |
| ENGL 303 | Creative Writing: Drama and Film | |

| | | |
|---|---|---|
| ENGL 304 | Creative Writing: Creative Nonfiction | |
| ENGL 361 | Freelance Magazine Article Writing | |
| ENGL 425 | Advanced Creative Writing | |
| **Total Units** | | **18** |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Write with effective and appropriate focus, development, and voice.
2. Demonstrate critical thinking in a way that proposes and persuasively develops an argument about one or more literary texts.
3. Thoughtfully incorporate literary, rhetorical, linguistic and/or pedagogical theory in their writing.
4. Articulate Christian perspectives on faith and life.

# Minor in English

18 units

The English minor allows students to experience three foundational courses in the discipline, and the opportunity to customize a package of upper-division electives in literature, creative writing, or professional writing to suit their needs and interests. English minors must maintain a cumulative grade-point average of 2.0 or higher in all courses credited toward the minor.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Literary Critical Strategies Requirement** | | **3** |
| ENGL 212 | Literary Critical Strategies | |
| **Literary History Requirement** | | **6** |
| Select two of the following: | | |
| ENGL 222 | English Literature to 1789 [1] | |
| ENGL 232 | English Literature Since 1789 [1] | |
| ENGL 234 | World Literature Since the Renaissance [1] | |
| ENGL 244 | American Literature to 1865 [1] | |
| ENGL 254 | American Literature Since 1865 [1] | |
| ENGL 410 | American Novel | |
| ENGL 466 | British Novel | |
| **Electives** | | **9** |
| Select 9 units from any of the following ENGL courses not already taken: | | |
| ENGL 215 | Introduction to Creative Writing | |
| ENGL 301 | Creative Writing: Fiction | |
| ENGL 302 | Creative Writing: Poetry | |
| ENGL 303 | Creative Writing: Drama and Film | |
| ENGL 304 | Creative Writing: Creative Nonfiction | |
| ENGL 311 | Film and Literature | |
| ENGL 360 | Technical and Professional Writing | |
| ENGL 361 | Freelance Magazine Article Writing | |
| ENGL 364 | American Ethnic Literature [2] | |
| ENGL 374 | African American Literature | |
| ENGL 377 | Shakespeare | |
| ENGL 384 | Women Writers | |
| ENGL 386 | Contemporary Global Writers | |
| ENGL 387 | Contemporary Writers | |
| ENGL 402 | Principles of Language | |
| ENGL 404 | Approaches to Grammar | |

| ENGL 405 | American English Language History |
| ENGL 406 | Writing 3: Advanced Composition [3] |
| ENGL 425 | Advanced Creative Writing |
| ENGL 434 | Children's Literature |
| ENGL 436 | Adolescent Literature |
| ENGL 480 | Contemporary Literary Criticism |
| ENGL 486 | Topics in Film Analysis |
| ENGL 487 | Literary Movements |
| ENGL 488 | Significant Authors |
| ENGL 489 | Literary Topics |
| ENGL 490 | Writing Internship [4] |
| ENGL 491 | Teaching Assistantship |
| ENGL 496 | English and the Professions [4] |
| ENGL 497 | Readings |
| ENGL 498 | Directed Research |
| ENGL 499 | Thesis/Project |

**Total Units**                                                                                                  **18**

[1]    Meets the General Education Humanities: Literature requirement.
[2]    Meets the General Education Intercultural Competence requirement.
[3]    Meets the General Education Writing 3 requirement.
[4]    Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Write with effective and appropriate focus, development, and voice.
2. Demonstrate critical thinking in a way that proposes and persuasively develops an argument about one or more literary texts.
3. Thoughtfully incorporate literary, rhetorical, linguistic and/or pedagogical theory in their writing.
4. Articulate Christian perspectives on faith and life.

# Department of History and Political Science

## Mission Statement

The Department of History and Political Science (https://www.apu.edu/clas/historypolisci/) at Azusa Pacific University:

1. Offers undergraduate degree programs in political science, history, and social science, and a single subject waiver for a teaching credential in social science.
2. Provides General Education courses in history and political science consistent with the outcomes of a liberal arts education.
3. Prepares students for graduate study, law school, and success in their chosen careers.

## Department Overview

This department offers several majors and minors, and is home to chapters of the national political science honor society, Pi Sigma Alpha; the national history honor society, Phi Alpha Theta; and the international legal community honor society, Phi Delta Phi. Many courses in the department emphasize the reading of classic texts or the study of primary sources. All courses offered in the department are within the School of Humanities and Sciences in the College of Arts, Humanities, Sciences, and Theology, and are designed to contribute to a Christian liberal arts education.

The department's programs strive to:

- Develop intellectual curiosity.
- Equip students with the abilities to write and speak well, think critically, and judge wisely.
- Enable students to distinguish justice from injustice.
- Teach students the legitimate purposes and necessary limits of political power.

- Provide students historical perspective for making judgments in the present.
- Instruct students in human possibilities and limits.
- Prepare students for careers calling for clear, cogent reasoning.
- Familiarize students with other cultures and times.
- Make available to students the knowledge that is needed by citizens and political leaders.
- Prepare students to teach various social science disciplines.

Students who want to earn up to 9 units in their major through the American Studies Program (https://www.cccuglobaled.org/american-studies-program-2023-24/) in Washington, DC, may do so by arrangement with the Department of History and Political Science.

# Programs

## Majors

- History (BA) (p. 132)
- Political Science (BA) (p. 134)
- Social Science (BA) (p. 136)

## Minors

- History (p. 137)
- Political Science (p. 141)
- Prelaw (p. 142)

# Courses

## HIST 120, World Civilizations to 1648, 3 Units

This survey course deals with the customs, cultures, religions, and forms of government of peoples from ancient times to 1648. *Meets the General Education Requirement: Humanities: History.*

## HIST 121, World Civilizations Since 1648, 3 Units

This survey course deals with the customs, cultures, religions, and forms of government of peoples from 1648 to the present. *Meets the General Education Requirement: Humanities: History.*

## HIST 151, United States History to 1877, 3 Units

This course surveys the political and cultural history of the United States up to 1877. Areas of study include concepts of government and analysis of political institutions. This course meets the state requirement in U.S. history and government. *Meets the General Education Requirement: Humanities: History.*

## HIST 152, United States History Since 1877, 3 Units

This course surveys the political and cultural history of the United States from 1877 to the present. Areas of study include concepts of government and analysis of political institutions. This course meets the state requirement in U.S. history and government. *Meets the General Education Requirement: Humanities: History.*

## HIST 200, The Varieties of History, 3 Units

This course introduces students to various approaches to the study and philosophy of the discipline of history, from the ancient to the contemporary and from different cultural perspectives. Particular attention is paid to Christian approaches to the study and meaning of the human story.
**Prerequisite:** Recommended: Any 100-level history course.

## HIST 201, World Civilizations and Geography to 1648, 3 Units

This survey course incorporates human geography as a crucial means to understand the narrative of histories, religions, migrations, and forms of government of people and civilizations from the ancient times to 1648. In doing so, this course aims to study the distribution, processes, and effects of the human population on our planet during this time period.
**Prerequisite:** Liberal Studies Majors Only

## HIST 202, United States History to 1930, 3 Units

Students in this course survey the political and cultural history of the United States from its colonial origins to 1930. Subject matter includes concepts of government and analysis of political institutions. Specifically, course material covers early exploration, the colonial era, and the War of Independence; the development of the U.S. Constitution and the early republic; the Civil War and Reconstruction; and the rise of industrial America. This course meets California requirements in U.S. history and government.
**Prerequisite:** Liberal studies majors only.

## HIST 210, World Geography, 3 Units

This course is a study of cultural, historical, and political geography. It includes study of the ways people interact with their natural environments, the ways different cultures interact with one another, the global patterns of human migration and settlement, and the distinctive natural, linguistic, cultural, and political features of different regions of the world.

## HIST 235, Cultural History/Travel Study, 3 Units

This interdisciplinary course combines visits of major cultural and historical sites with academic study of the geography, history, art, literature, politics, and religion of the respective country, region, or continent. The course is taught by one or more faculty and developed around a history core from which each student may choose to develop an intensive focus upon art and architecture, history, literature, politics, or Church history. May be repeated for credit as topics/locations vary. *Meets the General Education Requirement: Intercultural Competence.*

## HIST 238, History of California, 3 Units

Students in this course learn about the exploration, colonization, and development of Hispanic California; the coming of the Americans; and the political, economic, and cultural development of California since its acquisition by the United States.

## HIST 300, Writing 3: Historical Research and Writing, 3 Units

Students in this course study historical methodology, focusing on the skills necessary for historical research and writing, and gain foundational knowledge of historiography. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2

## HIST 311, Ancient Greece, 3 Units

This course is designed to introduce students to the laws, religions, art and architecture, philosophy, and governmental forms of Ancient Greece. Covers Myceanean Greece, Classical Sparta and Athens, Persian and Peloponnesian Wars, the Rise of Macedon, Alexander and the Hellenistic world, and the Greek experience under Roman rule.

## HIST 312, Ancient Rome, 3 Units

This course is designed to introduce students to the laws, religions, art and architecture, philosophy, and governmental forms of Ancient Rome. Covers Republican and Imperial Rome, the Pax Romana, 3rd Century Crisis, and the Christianization and Fall of Rome.

## HIST 320, Modern Africa, 3 Units

This course explores the political, social, cultural, and religious history of Africa from the trans-Atlantic slave trade to the present.
**Prerequisite:** HIST 120 or HIST 121 recommended

## HIST 325, Topics in French History, 3 Units

This variable-topics course examines a select topic or theme of French history, and the relationship of France to the world. The course may be repeated for credit, as the topic varies. Taking a 100-level history course or FREN 101 prior to this course is recommended.
**Prerequisite:** 100-Level History course or FREN 101 recommended

## HIST 334, History of American Foreign Affairs, 3 Units

This course is a study of American foreign affairs and international relations from 1776 to the present.

## HIST 335, Cultural History/Travel Study, 3 Units

This cultural history course combines visits of major cultural and historical sites with academic study of the geography, history, art, literature, politics, and religion of the country, region, or continent. The interdisciplinary course is taught by a team of two to four faculty and developed around a history core, from which each student may choose to develop an intensive focus upon art and architecture, history, literature, politics, or church history.

## HIST 338, History of California, 3 Units

Students learn about the exploration, colonization, and development of Hispanic California; the coming of the Americans; and the political, economic, and cultural development of California since its acquisition by the United States.

## HIST 342, The American West, 3 Units

This course offers coverage of the exploration and development of the West, mining and stock-raising frontiers, railroads, and agriculture, and the effects of the frontier on American institutions.

## HIST 346, History of American Immigration, 3 Units

This course examines immigration and ethnicity in America from the Colonial period to the present. Themes include ethnic formation, assimilation, nativism, and the relationship of ethnicity to American national identity. *Meets the General Education Requirement: Intercultural Competence.*

## HIST 350, Medieval Europe, 3 Units

This course is a study of Europe from the fall of the Roman Empire to the Renaissance.

## HIST 352, Renaissance and Reformation, 3 Units

This course is a study of Europe from the 15th century to 1648. It covers intellectual, social, and political changes, and religious revolt and wars.

## HIST 357, Enlightenment Europe, 3 Units

This course studies European history from 1648-1789. The course focuses on the intellectual and cultural movement known as the Enlightenment and its effects on politics, diplomacy, economics, society, and religion.

## HIST 358, Europe 1789-1914, 3 Units

This course studies European political, intellectual, social, diplomatic, and religious history from the French Revolution to the start of World War I.

## HIST 359, Europe 1914-1992, 3 Units

This course studies European political, intellectual, social, diplomatic, and religious history from World War I to the fall of the Soviet Union.

## HIST 360, History of the Middle East I: Early and Medieval Islam, 3 Units

This course covers the historical foundations of the premodern Middle East beginning with the pre-Islamic Near East and Arabia and continuing with Muhammad and the origins of the Islamic tradition; the establishment of regional Islamic rule, ideology, and institutions; and the medieval dynasties up to and including the Ottomans. The course primarily focuses on general political narrative, but also considers social and cultural dynamics of the early and medieval Islamic world.

## HIST 361, History of the Middle East II: Modern Middle East, 3 Units

This course covers the historical foundations of the early modern and modern Middle East, beginning with later Ottoman history (18th century) and continuing through to the present day. It covers a variety of countries/communities within the region, including Egypt, Iraq, Iran, Turkey, Syria, Lebanon, and Israel/Palestine, and it also includes a variety of topics within this chronological and geographical expanse, such as nationalisms, ideologies, social movements, and cultural identity.

## HIST 365, History of the Israeli-Palestinian Conflict, 3 Units

This course covers the historical dynamics of the Israeli-Palestinian conflict from the beginnings of early Zionist thought and settlement in the late 19th century to the present day.

## HIST 368, A Year in Time, 3 Units

Taking a global approach, this course examines the political, intellectual, cultural, social, diplomatic, and religious developments of one specific year in history. Particular emphasis is placed on the use of primary resources in historical research and writing. The course may be repeated for credit with a change of topic or year studied

## HIST 374, Colonial Era, 3 Units

This course is a study of the English colonies in America during 1609-1776. Themes include institutions, life, and customs, intercolonial relations, imperial control; and the movement for independence.

## HIST 376, The Revolution and the Republic, 3 Units

This course examines major topics in the history of the United States between the American Revolution and the early antebellum period, paying special attention to the impact of political development on religion, culture, and economic systems, and gender, ethnic, and racial interactions.

## HIST 380, Civil War and Reconstruction, 3 Units

This course is a study of the causes of sectional conflict, the Civil War, and political, social, and economic reconstruction (1850-77).

## HIST 382, Emergence of Modern America, 3 Units

This course is a study of the period 1878-1918, including political and intellectual change, the advent of big business, urbanization, reform, and the coming of World War I.

## HIST 386, Modern America, 3 Units

This course is a study of the intellectual, political, economic, and social history of America from 1918 to the present.

## HIST 389, Modern American Intellectual History, 3 Units

This course introduces students to some of the most important ideas, thinkers, and intellectual debates that have shaped life in the United States from the late nineteenth century through the present. Through a study of movements including pragmatism, progressivism, liberalism, and conservatism, the course examines the role of science, philosophy, and religion in providing intellectual foundations for liberal democracy. It also examines the relationship between modernity and postmodernity, and traces the growth of the American university system as a primary institutional site for intellectual life

## HIST 392, Colonial Latin America, 3 Units

Utilizing primary and secondary sources, music, film, and literature, this course examines the history of Colonial America (c. 1460s-1820s), with particular emphasis on the role of Christianity in the development, success, and failure of the Spanish imperial project in the New World.
**Prerequisite:** HIST 120

## HIST 393, Ritual and Re-enactment in Modern Latin America, 3 Units

Utilizing primary and secondary sources, music, film, and literature, this course examines the history of modern Latin America (c. 1820s-present), from its colonial legacy to its nation-building period, revolutions and coups to modern manifestations, with special emphasis on its relationship to the United States and developments in local Christianity.
**Prerequisite:** HIST 121

## HIST 401, Humanities Seminar, 6 Units

Subject matter for this course varies. The pre-announced topic is addressed from an interdisciplinary perspective and includes some of the following: history, literature, sociology, art, religion, biblical studies, and language. Each time this course is offered it is further defined with a subtitle.

## HIST 402, Historical Research Skills, 6 Units

Subject matter for this course varies. The course emphasizes one of the following: historical research skills, archaeological methods, or language study. The course includes access to primary archival resources, field experiences, and/or trips to historical sites. Each time this course is offered it is further defined with a subtitle.

## HIST 403, Church History Seminar, 6 Units

Subject matter for this course varies. The course includes an intensive study of a specific era in church history. Each time this course is offered it is further defined with a subtitle.

## HIST 404, Archaeology Field Experience, 6 Units

This field experience is only offered at the Wadi Natrun archaeological dig in Egypt. It includes hands-on field experience.

## HIST 420, Topics in Cinema and History, 3 Units

This course explores the relationship between film and history regarding a specific historical era, studying films made at that era and about that era. Students are expected to attend weekly film screenings in addition to scheduled classes. This course may be repeated once for credit as the topic varies.
**Prerequisite:** WRIT 110

## HIST 484, Historical Themes, 3 Units

Subject matter for this course varies and may include topics in non-Western, European, and United States history. This course may be repeated for credit.

## HIST 496, Senior Seminar in Faith and History, 3 Units

This seminar focuses on what it means to integrate the Christian faith with the study of history. Students explore a variety of Christian historiographies and write a substantial work of original historical scholarship. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Senior standing, and completion of HIST 300.

## HIST 497, Readings, 1-4 Units

This course consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## HIST 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Junior or Senior Standing

## HIST 499, Thesis/Project, 1-4 Units

This is a senior-level capstone type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in a formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill the preparatory readings requirement. An independent study fee is assessed for each enrollment in this course.
**Prerequisite:** HIST 300 or instructor consent, and senior standing.

## HIST 499H, Thesis/Project - Honors, 3 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Junior or Senior standing and upper-division writing intensive course completed. Must also be a student admitted to the Honors Collegeand be considered a member in "active" status.

## POLI 150, American Government, 3 Units

This course is a study of the institutions and processes of American government on the local, state, and national levels. This course meets the state requirement for U.S. history and government. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## POLI 160, Introduction to Politics, 3 Units

This course introduces the beginning political science student to the fundamental themes and enduring problems of political life.

## POLI 180, Intro to International Relations, 3 Units

This course introduces students to the academic study of international relations, beginning with classical discussions about the interaction of peoples, continuing to focus on modern nations and their trade, diplomacy, foreign aid and conflicts. Students will consider the challenges faced within particular world regions beyond the West, with units on Latin America, Africa, Asia, Middle East, and their particular regional opportunities. Also covered are particular problems of international relations of our time - nuclear/chemical/biological weapons, terrorism, and cyber conflict, as well as international opportunities including strategies to achieve greater economic development, trade, and communication.

## POLI 210, Current Events, 3 Units

Students explore selected current domestic and foreign policy issues.

## POLI 220, State and Local Government, 3 Units

This course offers a comparison of the organizations, processes, and functions of local government in the United States, including counties, cities, and special districts.

## POLI 250, Introduction to Criminal Law, 3 Units

This course introduces students to the concepts of criminal law, including history and development, constitutional limitations on crimes and punishment, principles of criminal liability, criminal defenses, inchoate crimes, and elements of crimes against persons, property, and habitation.

## POLI 260, Introduction to Legal Transactions, 3 Units

This course provides an overview of personal and business legal transactions, introducing students to the importance of the law, concepts of business formation and transactions, corporations, contracts, intellectual property, cyberlaw, employment law, bankruptcy, and estate planning.

## POLI 271, Political Topics, 3 Units

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include: nuclear arms, religion and politics, and presidential elections. POLI 271 and POLI 471 may not be taken concurrently, and additional work is required in POLI 471. This course may be repeated for credit as the topic varies. Up to eight units may be earned for participation in seminars offered by the American Studies Program.

## POLI 300, Writing 3: Research and Writing, 3 Units

This writing-intensive course emphasizes the research and writing skills common to the disciplines of history and political science. It is strongly recommended that students take this course before taking any other 300- or 400-level history or political science courses. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2

## POLI 310, Political Geography, 3 Units

This course considers the impact of geography on political life broadly understood, including population and migration, governments and political institutions, national boundaries and border conflicts, economic development, trade and cultural relations between nations and peoples, and the development and future of the nation.

## POLI 320, Comparative Politics, 3 Units

This course offers a comparative study of major political systems. The communist, socialist, and democratic systems are compared as they have been applied in various states.

## POLI 325, Seminar in International Relations, 3 Units

This course facilitates focused inquiry into one or more pre-announced subjects relating to current international relations. Possible topics include nuclear weapons, cybersecurity, or humanitarian relief assistance. This course may be repeated for credit as the topic varies.
**Prerequisite:** POLI 180 or instructor's consent

## POLI 350, Constitutional Law: Fundamental Freedoms, 3 Units

This course analyzes U.S. Supreme Court decisions related to constitutional civil rights and liberties found in the Bill of Rights and 14th Amendment, including freedoms of speech, press, religion, assembly; the right to bear arms; due process and equal protection; and political rights related to representation, voting, and naturalization.
**Prerequisite:** POLI 150 or instructor consent

## POLI 351, Constitutional Law: Criminal Justice, 3 Units

The course analyzes U.S. Supreme Court decisions related to the constitutional protections offered to criminal defendants found in the Bill of Rights and 14th Amendment, including the right to be free from unreasonable searches and seizures, the privilege against self-incrimination, the right to counsel, the right to a jury trial, the protection against excessive bail and cruel and unusual punishment, and other due process guarantees.
**Prerequisite:** POLI 150 or instructor consent

## POLI 352, Constitutional Law: National Powers, 3 Units

This course is an inquiry into the Supreme Court's interpretation of the Constitution concerning the powers of the states, the president, Congress, and the courts.
**Prerequisite:** POLI 150 or instructor consent

## POLI 353, Seminar on Legal Studies, 3 Units

This course is a study of forms of law school writing, the profession of the law, and the philosophy of law as it has developed from ancient to contemporary times. The course is primarily for students intending to pursue a career in law and should ideally be taken by students in their junior year.
**Prerequisite:** POLI 350 or POLI 351 or POLI 352 or instructor consent

## POLI 360, Classical Political Thought, 3 Units

This course is a study of ancient Greek political thought with some reference to Roman and medieval political thought. The course focuses on ideas of justice, nature, and human nature.

## POLI 363, Modern Political Thought, 3 Units

This course is a study of major political thinkers from the 16th century to the present.

## POLI 376, The American Founding, 3 Units

This is a study of the central ideas of American constitutional democracy as they are illuminated in selected writings of the American founders and in modern contemporary scholarship on the American founding.
**Prerequisite:** POLI 150 and POLI 160 or instructor consent

## POLI 380, Terrorism and Counterterrorism, 3 Units

This course considers the sources, history, and motivations behind terrorism, the tools and tactics employed by terrorists, and terrorist organizations' political objectives, with emphasis on recent and current terrorism. Students also consider the phenomenon of state terrorism, the theory and practice of counterterrorism, and the variety of Christian responses to terrorism.
**Prerequisite:** POLI 150 or POLI 160

## POLI 381, Theories of International Relations, 3 Units

This course is a detailed examination of the major classical, modern, and postmodern theoretical schools of thought that inform the study of International Relations. Readings include original classic treatises and monograph length statements of theory, alongside recent publications.
**Prerequisite:** POLI 180 or Instructor consent

## POLI 382, Diplomacy and Foreign Policy, 3 Units

This course provides a comprehensive examination of theoretical approaches to the analysis of foreign policy, as well as an examination of the conduct of U.S. diplomacy abroad. Case studies are used to illustrate analytical models, and active learning through team-based simulation emphasizes the practical aspects of negotiation and statecraft.
**Prerequisite:** POLI 180 or instructor's consent

## POLI 383, National Security, 3 Units

This course addresses the definition and pursuit of national security by means of a thorough-going review of essential offices and institutions, assessing the relevant policymaking process, exploring principles of strategic theory, and defining symmetric and asymmetric security threats.
**Prerequisite:** POLI 180 or instructor's consent

## POLI 385, Politics of Developing Countries, 3 Units

This course considers the governmental structures and political orientation of developing countries and the essential theories devised respecting their political past, present, and future.
**Prerequisite:** Junior or Senior Standing

## POLI 390, History and Politics of the Non-Western World, 3 Units

This course offers an overview of historical and political patterns in one pre-announced selected area of the non-Western developing world. This course may be repeated for credit as the topic varies.

## POLI 399, Political Science Practicum, 1-8 Units

This practicum gives credit for field work in an area of government or law chosen by the student. The CCCU American Studies Program (see APU's Center for Global Learning and Engagement) offers internship opportunities in Washington, DC, or students may find opportunities on their own. Local opportunities include federal, state, and local government agencies and legislative offices, political campaigns, and law offices. Up to 8 units may be earned. Only 6 units are counted toward the political science major (3 required units; 3 units as elective credit), and 3 units toward the political science minor. All other units count as elective credit.
**Prerequisite:** Instructor permission required

## POLI 400, Seminar on American Politics, 3 Units

This course facilitates inquiry into one pre-announced aspect of American politics, such as political parties, voting behavior, or interest groups. This course may be repeated for credit as the topic varies.
**Prerequisite:** POLI 150 or instructor consent

## POLI 405, The American Presidency, 3 Units

This course presents an overview of the American presidency, including the historical development of the presidency, contributions of individual presidents to the executive office, presidential authority and politics in the modern era, the presidential election process, and the role of the executive branch.
**Prerequisite:** POLI 150 or instructor consent

## POLI 410, Congress, 3 Units

This course provides an overview of the functioning of Congress as an institution. Topics include the historical evolution of Congress, changes in internal rules and procedures that guide congressional action, the role of Congress within the federal system, and external influences on the legislative process.
**Prerequisite:** POLI 150 or instructor consent

## POLI 415, The Federal Judiciary, 3 Units

This course provides an overview of the federal judicial system, with particular attention given to the power and function of the U.S. Supreme Court, methods of constitutional interpretation, judicial selection, and the role of the judiciary in the constitutional system of government.
**Prerequisite:** POLI 150 or instructor consent

## POLI 420, Women in Politics, 3 Units

This course examines women's participation in public office at the local, regional, national, and international levels and explores potential differences between men and women in the areas of campaigning and political leadership, policy preferences, and governing styles.
**Prerequisite:** POLI 150

## POLI 421, Regional Studies, 3 Units

This course is a comparative political analysis of a specific global region (e.g., Middle East, Eastern Europe, East Asia, Central America, etc.), with empirical emphases on the region's political history, forms of government, security problems, and cultural dynamics. As regions covered will vary, the course may be repeated for credit.
**Prerequisite:** POLI 180 or instructor's consent

## POLI 422, International Organizations, 3 Units

This course examines the variety of modern international organizations, and their respective missions and operations. Organizations with legal, security, economic, health, civil-society, and judicial portfolios are considered.
**Prerequisite:** POLI 180 or instructor's consent

## POLI 450, Principles and Practice of Research Design, 3 Units

This course presents a fundamental overview of the principles and practice of political science research design. Topics include introduction to scientific inquiry, research design construction, ethical principles, modes of observation, types of data analysis, and reading and writing social research.
**Prerequisite:** POLI 300 or upper division writing intensive course

## POLI 471, Political Topics, 3 Units

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include: foundations of liberty, nuclear arms, religion and politics, and presidential elections. This course may be repeated for credit, as the topic varies.

## POLI 496, Senior Seminar: Religion and Politics, 3 Units

This seminar focuses on the ethical, political, and historical implications of ideas in their historical context and in contemporary society. Students consider significant ideas and concepts, their integration and interaction with other disciplines and the Christian faith, and consider application of those ideas to current political, social or moral problems. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Senior standing, completion of Writing 3 (HIST 300 or POLI 300).

## POLI 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## POLI 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Junior or Senior Standing

## POLI 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

## PRHI 120, World Civilizations to 1648, 3 Units

This survey course deals with the customs, cultures, religions, and forms of government of peoples from ancient times to 1648. *Meets the General Education Requirement: Humanities: History.*

## PRHI 121, World Civilizations Since 1648, 3 Units

This survey course deals with the customs, cultures, religions, and forms of government of peoples from 1648 to the present. *Meets the General Education Requirement: Humanities: History.*

## PRHI 151, United States History to 1877, 3 Units

This course surveys the political and cultural history of the United States up to 1865. Areas of study include concepts of government and analysis of political institutions. This course meets the state requirement in U.S. history and government. *Meets the General Education Requirement: Humanities: History.*

## PRPO 150, American Government, 3 Units

This course is a study of the institutions and processes of American government on the local, state, and national levels. This course meets the state requirement for U.S. history and government. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## PRPO 250, Introduction to Criminal Law, 3 Units

This course introduces students to the concepts of criminal law, including history and development, constitutional limitations on crimes and punishment, principles of criminal liability, criminal defenses, inchoate crimes, and elements of crimes against persons, property, and habitation.

## PRPO 350, Constitutional Law: Fundamental Freedoms, 3 Units

This course analyzes U.S. Supreme Court decisions related to constitutional civil rights and liberties found in the Bill of Rights and 14th Amendment, including freedoms of speech, press, religion, assembly; the right to bear arms; due process and equal protection; and political rights related to representation, voting, and naturalization.
**Prerequisite:** PRPO 150 or instructor's consent

## PRPO 380, Studies of Terrorism, 3 Units

This course considers the sources, history, and motivations behind terrorism, the tools and tactics employed by terrorists, and terrorist organizations' political objectives, with emphasis on recent and current terrorism. Students also consider the phenomenon of state terrorism, the theory and practice of counterterrorism, and the variety of Christian responses to terrorism.
**Prerequisite:** PRPO 150 or POLI 160

# BA in History

42 units

History is the study of the human record of the human past. As an academic discipline, history is comprehensive insofar as it records and explains the development, causes, and effects over time of all other disciplines. Thoughtful study of the past provides a necessary perspective for making judgments in the present. It instructs the student in human possibilities and limits. Course offerings include studies in American, European, and world history, as well as focused studies of various historical themes and different regions.

## Career Opportunities

The history major (https://www.apu.edu/clas/programs/history-major/) prepares students for careers calling for clear and logical reasoning, the ability to analyze complex relations between cause and effect, well-developed writing skills, and familiarity with other cultures and times. The most common vocational pursuits include teaching, law, government service, and careers as archivists, researchers, librarians, museum curators, and consultants.

## Requirements

The Department of History and Political Science maintains the following requirements for each of the majors it offers:

1. Students must complete all prerequisites for any HIST or POLI course with a *C-* or better before taking the course (except as noted in the course description).
2. Students must maintain a minimum cumulative GPA of 2.0 in all political science and history courses required for the major.

3.  Students must complete each HIST or POLI course with a *C-* or higher for the course to meet a degree requirement in the Department of History and Political Science.

| Code | Title | Units |
|------|-------|-------|
| **Core Courses** | | |
| HIST 120 | World Civilizations to 1648 [1,2] | 3 |
| HIST 121 | World Civilizations Since 1648 [1] | 3 |
| HIST 151 | United States History to 1877 [1] | 3 |
| HIST 152 | United States History Since 1877 [1] | 3 |
| HIST 200 | The Varieties of History | 3 |
| HIST 300 | Writing 3: Historical Research and Writing [3] | 3 |
| HIST 496 | Senior Seminar in Faith and History [4] | 3 |
| **Subject Courses** | | |
| Select courses totaling 6 units from each of the following subfields: | | |
| History of America [5] | | 6 |
| HIST 334 | History of American Foreign Affairs | |
| HIST 342 | The American West | |
| HIST 346 | History of American Immigration [6] | |
| HIST 374 | Colonial Era | |
| HIST 376 | The Revolution and the Republic | |
| HIST 380 | Civil War and Reconstruction | |
| HIST 382 | Emergence of Modern America | |
| HIST 386 | Modern America | |
| HIST 389 | Modern American Intellectual History | |
| History of Asia, Africa, Latin America, and the Middle East [5] | | 6 |
| HIST 320 | Modern Africa | |
| HIST 360 | History of the Middle East I: Early and Medieval Islam | |
| HIST 361 | History of the Middle East II: Modern Middle East | |
| HIST 365 | History of the Israeli-Palestinian Conflict | |
| HIST 392 | Colonial Latin America | |
| HIST 393 | Ritual and Re-enactment in Modern Latin America | |
| History of Europe [5] | | 6 |
| HIST 311 | Ancient Greece | |
| HIST 312 | Ancient Rome | |
| HIST 325 | Topics in French History | |
| HIST 350 | Medieval Europe | |
| HIST 352 | Renaissance and Reformation | |
| HIST 357 | Enlightenment Europe | |
| HIST 358 | Europe 1789-1914 | |
| HIST 359 | Europe 1914-1992 | |
| **Elective Courses [7]** | | |
| Select one 3-unit HIST elective from any of the above subfields or from the following: | | 3 |
| HIST 210 | World Geography | |
| HIST 238 | History of California | |
| or HIST 338 | History of California | |
| HIST 368 | A Year in Time | |
| HIST 401 | Humanities Seminar | |
| HIST 420 | Topics in Cinema and History | |
| HIST 484 | Historical Themes | |
| HIST 497 | Readings | |
| HIST 498 | Directed Research | |

| | | |
|---|---|---|
| HIST 499 | Thesis/Project | |
| **Total Units** | | **42** |

[1]   Meets the General Education Humanities: History requirement.
[2]   Completion of the honors humanities major or minor satisfies the HIST 120 requirement.
[3]   Meets the General Education Writing 3 requirement.
[4]   Meets the General Education Integrative and Applied Learning requirement.
[5]   Depending on the variable topic, the following courses may also count for this area: HIST 368, HIST 401, HIST 420, HIST 484.
[6]   Meets the General Education Intercultural Competence requirement.
[7]   Completion of the honors humanities major or minor satisfies the elective course requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a knowledge of the major events, ideas, and trends in American history.
2. Describe and analyze the major events, ideas, and developments of world history.
3. Analyze primary and secondary sources and develop a historical argument based on them.
4. Articulate how a Christian worldview informs the study of history.

# BA in Political Science

45 units

Political science is concerned with the knowledge that is needed by citizens and government officials. This knowledge is required to make and recognize good laws, distinguish justice from injustice, and understand the legitimate purposes and necessary limits of political power. The political science major (https://www.apu.edu/clas/programs/political-science-major/) prepares students to take an informed, intelligent, and leading role in the affairs of their community, country, and world. In addition to classroom, research, and seminar experiences, students are encouraged to become directly involved in politics through internship experiences on the local, state, or national level.

## Career Opportunities

The political science major studies politics as part of a traditional liberal arts education. This discipline helps develop intellectual curiosity and the abilities to write and speak well, think critically, judge wisely, and exercise leadership. These skills help prepare students for a future in a variety of careers. The most common vocations pursued by political science majors include law, foreign affairs, journalism, public relations, and criminal justice. Careers in government, politics, and public service agencies are popular. Opportunities for teaching, research, consulting, and graduate study are also available.

## Requirements

The Department of History and Political Science maintains the following requirements for each of the majors it offers:

1. Students must complete all prerequisites for any HIST or POLI course with a *C-* or better before taking the course (except as noted in the course description).
2. Students must maintain a minimum cumulative GPA of 2.0 in all political science and history courses required for the major.
3. Students must complete each HIST or POLI course with a *C-* or higher for the course to meet a degree requirement in the Department of History and Political Science.

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| POLI 150 | American Government [1] | 3 |
| POLI 160 | Introduction to Politics | 3 |
| POLI 180 | Intro to International Relations | 3 |
| POLI 300 | Writing 3: Research and Writing [2] | 3 |
| POLI 399 | Political Science Practicum [3] | 3 |
| POLI 496 | Senior Seminar: Religion and Politics [4] | 3 |
| Select one of the following: | | 3 |
| MATH 130 | Introduction to Statistics [5] | |
| ECON 250 | Principles of Macroeconomics [6] | |

**Subject Courses**

| | | |
|---|---|---|
| Select two courses in each of the following subfields: | | 18 |

**American Institutions**

| | | |
|---|---|---|
| POLI 405 | The American Presidency | |
| POLI 410 | Congress | |
| POLI 415 | The Federal Judiciary | |

**Comparative/International**

| | | |
|---|---|---|
| HIST 334 | History of American Foreign Affairs | |
| POLI 320 | Comparative Politics | |
| POLI 383 | National Security | |

**Political Philosophy**

| | | |
|---|---|---|
| POLI 360 | Classical Political Thought | |
| POLI 363 | Modern Political Thought | |
| POLI 376 | The American Founding | |

**Elective Courses**

| | | |
|---|---|---|
| Select two electives from the list below. A course taken to meet any of the above subject course requirements may not also count for elective credit. | | 6 |
| HIST 334 | History of American Foreign Affairs | |
| POLI 220 | State and Local Government | |
| POLI 250 | Introduction to Criminal Law | |
| POLI 260 | Introduction to Legal Transactions | |
| POLI 310 | Political Geography | |
| POLI 320 | Comparative Politics | |
| POLI 325 | Seminar in International Relations | |
| POLI 350 | Constitutional Law: Fundamental Freedoms | |
| POLI 351 | Constitutional Law: Criminal Justice | |
| POLI 352 | Constitutional Law: National Powers | |
| POLI 353 | Seminar on Legal Studies | |
| POLI 360 | Classical Political Thought | |
| POLI 363 | Modern Political Thought | |
| POLI 376 | The American Founding | |
| POLI 380 | Terrorism and Counterterrorism | |
| POLI 381 | Theories of International Relations | |
| POLI 382 | Diplomacy and Foreign Policy | |
| POLI 383 | National Security | |
| POLI 385 | Politics of Developing Countries | |
| POLI 390 | History and Politics of the Non-Western World | |
| POLI 399 | Political Science Practicum [3] | |
| POLI 400 | Seminar on American Politics | |
| POLI 405 | The American Presidency | |
| POLI 410 | Congress | |
| POLI 415 | The Federal Judiciary | |
| POLI 420 | Women in Politics | |
| POLI 421 | Regional Studies | |
| POLI 422 | International Organizations | |
| POLI 450 | Principles and Practice of Research Design | |
| POLI 471 | Political Topics | |
| POLI 497 | Readings | |
| POLI 498 | Directed Research | |
| POLI 499 | Thesis/Project | |

| | | |
|---|---|---|
| **Total Units** | | **45** |

[1]    Meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. American Government: Explain the principles, purposes, and main features of American government.
2. International Politics: Explain the main features of international politics.
3. Political Philosophy: Analyze the writing of major thinkers in the history of political philosophy.
4. Christian Foundation: Articulate a Christian understanding of politics and government.
5. Professional Writing: Demonstrate ability to write and cite sources to professional standards within the discipline.

# BA in Social Science

55 units

The social science major (https://www.apu.edu/clas/programs/social-science-major/) primarily prepares students to teach history, political science, geography, economics, sociology, and psychology at the high school or junior high school level. This major provides future teachers with an integrated study of these social sciences, which helps develop analytical skills, comparative perspectives, critical judgement, and a knowledge base about the world around them. Additionally, the major introduces students to teaching methodologies. The social science major is a subject-matter program in social science approved by the California Commission on Teacher Credentialing (https://www.ctc.ca.gov/), allowing students to bypass the CSET exams that would otherwise be required by the state of California.

## Career Opportunities

The primary career choice for social science majors is teaching at the secondary level. Other options include careers in history, education, government service, journalism, publishing, advertising, library science, law, and politics. Opportunities for research, consulting, and graduate study are also available to social science majors.

## Requirements

The Department of History and Political Science maintains the following requirements for each of the majors it offers:

1. Students must complete all prerequisites for any HIST or POLI course with a *C*- or better before taking the course (except as noted in the course description).
2. Students must maintain a minimum cumulative GPA of 2.0 in all political science and history courses required for the major.
3. Students must complete each HIST or POLI course with a *C*- or higher for the course to meet a degree requirement in the Department of History and Political Science.

| Code | Title | Units |
|------|-------|-------|
| ECON 200 | Survey of Economics [1] | 3 |
| EDLS 405 | Diversity in the Classroom [2] | 3 |
| HIST 120 | World Civilizations to 1648 [3] | 3 |
| HIST 121 | World Civilizations Since 1648 [3] | 3 |
| HIST 151 | United States History to 1877 [3] | 3 |
| HIST 152 | United States History Since 1877 [3] | 3 |
| HIST 200 | The Varieties of History | 3 |
| HIST 210 | World Geography | 3 |
| HIST 338 | History of California | 3 |
| POLI 150 | American Government [4] | 3 |
| RELG 200 | World Religions [2] | 3 |
| HIST 300 | Writing 3: Historical Research and Writing [5] | 3 |

| | | |
|---|---|---|
| HIST 496 | Senior Seminar in Faith and History [6] | 3 |
| One Upper-division History Course (HIST 3XX or 4XX) | | 3 |
| One Upper-division Political Science Course (POLI 3XX or 4XX) | | 3 |
| Select one of the following: | | 3 |
| PSYC 110 | General Psychology [1] | |
| SOC 120 | Introduction to Sociology [1] | |
| Select one of the following: | | 4 |
| EDLS 200 | Introduction to Teaching as a Profession K-12 [4] | |
| EDLS 202 | Introduction to Teaching as a Profession (7-12) [4] | |
| Select one of the following: | | 3 |
| HIST 320 | Modern Africa | |
| HIST 360 | History of the Middle East I: Early and Medieval Islam | |
| HIST 393 | Ritual and Re-enactment in Modern Latin America | |
| **Total Units** | | **55** |

[1]  **Meets the General Education Social Sciences requirement.**
[2]  **Meets the General Education Intercultural Competence requirement.**
[3]  **Meets the General Education Humanities: History requirement.**
[4]  **Meets the General Education Civic Knowledge and Engagement requirement.**
[5]  **Meets the General Education Writing 3 requirement.**
[6]  Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a knowledge of the major events, ideas and trends in American history.
2. Describe and analyze the major events, ideas, and developments of world history.
3. Explain the principles, purposes, and main features of American government.
4. Articulate how a Christian worldview informs the study of history.

# Minor in History

18 units

## Requirements

The Department of History and Political Science maintains the following requirements for each of the minors it offers:

1. Students must complete all prerequisites for any HIST or POLI course with a *C*- or better before taking the course (except as noted in the course description).
2. Students must maintain a minimum cumulative GPA of 2.0 in all political science and history courses required for the minor.
3. Students must complete each HIST or POLI course with a *C*- or higher for the course to meet a degree requirement in the Department of History and Political Science.

| Code | Title | Units |
|---|---|---|
| **Core** | | |
| Select one of the following: | | 3 |
| HIST 120 | World Civilizations to 1648 [1,2] | |
| HIST 121 | World Civilizations Since 1648 [1] | |
| Select one of the following: | | 3 |
| HIST 151 | United States History to 1877 [1] | |
| HIST 152 | United States History Since 1877 [1] | |
| HIST 202 | United States History to 1930 [3] | |
| **Electives** | | |

| Select four of the following: | | 12 |
|---|---|---|
| HIST 200 | The Varieties of History | |
| HIST 311 | Ancient Greece | |
| HIST 312 | Ancient Rome | |
| HIST 320 | Modern Africa | |
| HIST 325 | Topics in French History | |
| HIST 334 | History of American Foreign Affairs | |
| HIST 342 | The American West | |
| HIST 346 | History of American Immigration [4] | |
| HIST 350 | Medieval Europe | |
| HIST 352 | Renaissance and Reformation | |
| HIST 357 | Enlightenment Europe | |
| HIST 358 | Europe 1789-1914 | |
| HIST 359 | Europe 1914-1992 | |
| HIST 360 | History of the Middle East I: Early and Medieval Islam | |
| HIST 361 | History of the Middle East II: Modern Middle East | |
| HIST 365 | History of the Israeli-Palestinian Conflict | |
| HIST 368 | A Year in Time | |
| HIST 374 | Colonial Era | |
| HIST 376 | The Revolution and the Republic | |
| HIST 380 | Civil War and Reconstruction | |
| HIST 382 | Emergence of Modern America | |
| HIST 386 | Modern America | |
| HIST 389 | Modern American Intellectual History | |
| HIST 392 | Colonial Latin America | |
| HIST 393 | Ritual and Re-enactment in Modern Latin America | |
| HIST 401 | Humanities Seminar | |
| HIST 420 | Topics in Cinema and History | |
| HIST 484 | Historical Themes | |
| HIST 497 | Readings | |
| HIST 498 | Directed Research | |
| HIST 499 | Thesis/Project | |
| **Total Units** | | **18** |

[1]    Meets the General Education Humanities: History requirement.
[2]    Completion of the honors humanities major or minor satisfies the HIST 120 requirement.
[3]    For liberal studies majors only.
[4]    Meets the General Education Intercultural Competence requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a knowledge of the major events, ideas, and trends in American history.
2. Describe and analyze the major events, ideas, and developments of world history.
3. Analyze primary and secondary sources and develop a historical argument based on them.
4. Articulate how a Christian worldview informs the study of history.

# Minor in Humanities

18 units

The interdisciplinary humanities minor offers students opportunities to develop the arts of deep reading, thinking, and conversing about humanity's greatest questions while living in an age of social media that often discourages these practices.

A hallmark of the humanities minor is its flexibility—students have the option to fulfill anywhere from one to seven of their General Education requirements through the program's courses, designated by the HUM prefix (also known as the Great Works Option for General Education). Beyond that, students can choose how to complete the minor. This program allows students to show their ability to integrate disciplines in thinking from multiple angles about essential human questions.

Humanities courses have roots in the liberal arts. The liberal arts provide the foundation for a comprehensive liberal education, which prepares students not for a specific profession but for life itself, for the moral, intellectual, social, civic, and spiritual maturity and growth that accompany a life well lived. A successful liberal arts education prepares students for the proper ordering of all spheres of life and for a lifetime of learning. The liberal arts are preparation for the lofty and rigorous discipline of understanding in its fullness "the truth [that] shall make you free" (John 8:32).

Great works of history, literature, art, philosophy, and theology offer the most enriching content of the liberal arts; they are living teachers speaking to each generation with rare wisdom. Through study of such works, students of the humanities integrate the liberal arts with one another, with education as a whole, and with Christian higher education in particular.

The first task of the liberal arts is to secure the liberation of the mind from those many fetters that can bind it, notably ignorance, prejudice, and the influence of the passions. In and through this essential freedom—the freedom of the mind—humanity manifests itself. The integrative principle of the liberal arts is the idea of *humanitas*.

# Requirements

The Humanities minor consists of 18 units, including four core courses and two electives:

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| HUM 221 | Core Texts in History [1] | 3 |
| HUM 222 | Core Texts in Literature [2] | 3 |
| HUM 223 | Core Texts in Aesthetics [3] | 3 |
| HUM 224 | Core Texts in Philosophy [4] | 3 |
| **Elective Courses** | | **6** |
| Select two of the following: | | |
| HUM 201 | Intercultural Knowledge and Competence [5] | |
| HUM 202 | Civic Knowledge and Engagement [6] | |
| HUM 321 | Core Texts in History [1] | |
| HUM 322 | Core Texts in Literature [2] | |
| HUM 323 | Core Texts in Aesthetics [3] | |
| HUM 324 | Core Texts in Philosophy [4] | |
| HUM 325 | Core Texts in Christianity [7] | |
| ART 354 | History of Ancient Art and Architecture [3] | |
| ART 356 | Writing 3: History of Modern Art and Architecture [8] | |
| ART 361 | History of Early Christian and Medieval Art and Architecture [3] | |
| ART 362 | History of Renaissance to Rococo Art and Architecture [3] | |
| ENGL 377 | Shakespeare | |
| ENGL 410 | American Novel | |
| ENGL 466 | British Novel | |
| HIST 389 | Modern American Intellectual History | |
| HIST 401 | Humanities Seminar | |
| MUS 351 | Ancient, Renaissance, and World Music Literature | |
| MUS 352 | Writing 3: Baroque, Classical, and Early Romantic Music Literature [8] | |
| MUS 455 | Late Romantic and 20th-Century Music Literature [1] | |
| PHIL 315 | History of Ancient Philosophy | |
| PHIL 316 | Medieval Philosophy | |
| PHIL 320 | History of Early Modern Philosophy | |
| PHIL 340 | Writing 3: Concepts of Human Nature [8] | |
| POLI 360 | Classical Political Thought | |

| | |
|---|---|
| POLI 363 | Modern Political Thought |
| POLI 376 | The American Founding |
| SOC 298 | Basic Sociological Theory |
| SPAN 332 | Literary Masters [2] |
| SPAN 431 | Spanish Language Poetry and Short Story |
| UBBL 310 | The Rise of the King: I and II Samuel [9] |
| UBBL 340 | Romans and Galatians [9] |
| UBBL 341 | Thessalonian and Corinthian Epistles [9] |

**Total Units**      **18**

[1]    Meets the General Education Humanities: History requirement.
[2]    Meets the General Education Humanities: Literature requirement.
[3]    Meets the General Education Humanities: Fine Arts requirement.
[4]    Meets the General Education Philosophy requirement.
[5]    Meets the General Education Intercultural Competence requirement.
[6]    Meets the General Education Civic Knowledge and Engagement requirement.
[7]    Meets the General Education Theology requirement.
[8]    Meets the General Education Writing 3 requirement.
[9]    Meets the General Education Upper-Division Bible requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Familiarity with Great Works: Demonstrate familiarity with great works from at least three General Education categories from multiple disciplinary perspectives.
2. Reading, Studying, and Responding: Demonstrate skill and flexibility in reading, studying, and responding to great works.
3. Liberal Education: Articulate the value of a great works approach to a liberal arts education.
4. Christian Perspective: Articulate a Christian perspective of truth and life.

## Courses

### HUM 201, Intercultural Knowledge and Competence, 3 Units

This course employs an interdisciplinary approach to expanding students' intercultural knowledge and experience in three stages. First, through a study of core texts in the humanities, it studies a chronologically arranged variety of cultural perspectives on the meaning and value of the natural world. Second, it punctuates this study with affective experience in a new cultural setting (typically by visiting with a representative from local Native American or Armenian communities). Third, it requires students to reflect upon and analyze their own culturally structured attitudes toward the concept of nature. *Meets the General Education Requirement: Intercultural Competence.*

### HUM 202, Civic Knowledge and Engagement, 3 Units

This course employs an interdisciplinary approach to expanding students' civic knowledge and their awareness of possibilities for civic engagement in two stages. First, through a study of core texts, it examines how human beings should live in relationship to their built and natural environments. Second, this course requires students to reflect upon and analyze their own civic responsibilities toward the built or natural environment through a final research project that analyzes how civic engagement has produced policy changes on a specific issue from the 1960s to the present. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

### HUM 221, Core Texts in History, 3 Units

This course offers a study of selected classic works that shaped and represented different civilizations in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 221 and HUM 321 may not be taken concurrently, and additional work is required in HUM 321. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Humanities: History.*

### HUM 222, Core Texts in Literature, 3 Units

This course offers a study of selected literary texts from a variety of cultures and genres in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 222 and HUM 322 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Humanities: Literature.*

### HUM 223, Core Texts in Aesthetics, 3 Units

A study of the creative process and of selected aesthetic masterpieces in a variety of cultures and genres from a specified historical era. Taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 223 and HUM 323 may not be taken concurrently, and additional work is required in HUM 323. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Humanities: Fine Arts.*

### HUM 224, Core Texts in Philosophy, 3 Units

This course offers a study of selected philosophical works illustrating intellectual perspectives of a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 224 and HUM 324 may not be taken concurrently, and additional work is required in HUM 324. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Philosophy.*

### HUM 321, Core Texts in History, 3 Units

This course offers a study of selected classic works that shaped and represented different civilizations in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 221 and HUM 321 may not be taken concurrently, and additional work is required in HUM 321. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Humanities: History.*

### HUM 322, Core Texts in Literature, 3 Units

This course offers a study of selected literary texts from a variety of cultures and genres taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 222 and HUM 322 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Humanities: Literature.*

### HUM 323, Core Texts in Aesthetics, 3 Units

This course offers a study of the creative process and selected aesthetic masterpieces in a variety of cultures and genres from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 223 and HUM 323 may not be taken concurrently, and additional work is required in HUM 323. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Humanities: Fine Arts.*

### HUM 324, Core Texts in Philosophy, 3 Units

This course offers a study of selected philosophical works illustrating intellectual perspectives of a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 224 and HUM 324 may not be taken concurrently, and additional work is required in HUM 324. This course may be repeated once for credit, as the topic varies. *Meets the General Education Requirement: Philosophy.*

### HUM 325, Core Texts in Christianity, 3 Units

This course offers a study of selected classics on Christian life and doctrine from a specified historical era, taught by a faculty instructor in an integrative, interdisciplinary fashion. May be repeated once for credit as the topic varies. *Meets the General Education Requirement: Theology.*

# Minor in Political Science

21 units

## Requirements

Select seven courses (21 units total), of which no more than 6 units may be in common with the student's major.

The Department of History and Political Science maintains the following requirements for each of the minors it offers:

1. Students must complete all prerequisites for any HIST or POLI course with a *C-* or better before taking the course (except as noted in the course description).
2. Students must maintain a minimum cumulative GPA of 2.0 in all political science and history courses required for the minor.
3. Students must complete each HIST or POLI course with a *C-* or higher for the course to meet a degree requirement in the Department of History and Political Science.

| Code | Title | Units |
| --- | --- | --- |
| **Core Courses** | | |
| POLI 150 | American Government [1] | 3 |
| POLI 160 | Introduction to Politics | 3 |
| Select one of the following: | | 3 |
| POLI 180 | Intro to International Relations | |
| POLI 220 | State and Local Government | |
| POLI 250 | Introduction to Criminal Law | |
| POLI 260 | Introduction to Legal Transactions | |
| **Elective Courses** | | |

| Select a minimum of four of the following: | | 12 |
|---|---|---|
| HIST 334 | History of American Foreign Affairs | |
| POLI 310 | Political Geography | |
| POLI 320 | Comparative Politics | |
| POLI 325 | Seminar in International Relations | |
| POLI 350 | Constitutional Law: Fundamental Freedoms | |
| POLI 351 | Constitutional Law: Criminal Justice | |
| POLI 352 | Constitutional Law: National Powers | |
| POLI 353 | Seminar on Legal Studies | |
| POLI 360 | Classical Political Thought | |
| POLI 363 | Modern Political Thought | |
| POLI 376 | The American Founding | |
| POLI 380 | Terrorism and Counterterrorism | |
| POLI 381 | Theories of International Relations | |
| POLI 382 | Diplomacy and Foreign Policy | |
| POLI 383 | National Security | |
| POLI 385 | Politics of Developing Countries | |
| POLI 390 | History and Politics of the Non-Western World | |
| POLI 399 | Political Science Practicum | |
| POLI 400 | Seminar on American Politics | |
| POLI 405 | The American Presidency | |
| POLI 410 | Congress | |
| POLI 415 | The Federal Judiciary | |
| POLI 420 | Women in Politics | |
| POLI 421 | Regional Studies | |
| POLI 422 | International Organizations | |
| POLI 450 | Principles and Practice of Research Design | |
| POLI 471 | Political Topics | |
| POLI 497 | Readings | |
| POLI 498 | Directed Research | |
| POLI 499 | Thesis/Project | |
| **Total Units** | | **21** |

[1]     Meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. American Government: Explain the principles, purposes, and main features of American government.
2. International Politics: Explain the main features of international politics.
3. Political Philosophy: Analyze the writing of major thinkers in the history of political philosophy.
4. Christian Foundation: Articulate a Christian understanding of politics and government.
5. Professional Writing: Demonstrate ability to write and cite sources to professional standards within the discipline.

# Minor in Prelaw

21 units

## Requirements

No more than 6 units from the minor may be in common with the student's major. To graduate as department majors or minors, students must maintain at least a 2.0 grade-point average in program courses.

The Department of History and Political Science maintains the following requirements for each of the minors it offers:

1. Students must complete all prerequisites for any HIST or POLI course with a *C-* or better before taking the course (except as noted in the course description).
2. Students must maintain a minimum cumulative GPA of 2.0 in all political science and history courses required for the minor.
3. Students must complete each HIST or POLI course with a *C-* or higher for the course to meet a degree requirement in the Department of History and Political Science.

| Code | Title | Units |
| --- | --- | --- |
| **Core Courses** | | |
| POLI 150 | American Government [1] | 3 |
| POLI 415 | The Federal Judiciary | 3 |
| **Electives** | | |
| A total of five courses are required. | | 15 |
| Select at least three of the following: | | |
| POLI 250 | Introduction to Criminal Law | |
| POLI 260 | Introduction to Legal Transactions | |
| POLI 350 | Constitutional Law: Fundamental Freedoms | |
| POLI 351 | Constitutional Law: Criminal Justice | |
| POLI 352 | Constitutional Law: National Powers | |
| POLI 353 | Seminar on Legal Studies | |
| Select at least one of the following: | | |
| POLI 360 | Classical Political Thought | |
| POLI 363 | Modern Political Thought | |
| POLI 376 | The American Founding | |
| **Total Units** | | **21** |

[1]    **Meets the General Education Civic Knowledge and Engagement requirement.**

# Department of Sociology, TESOL, and Modern Languages

The Department of Sociology, TESOL, and Modern Languages (https://www.apu.edu/clas/sociology-languages/) offers undergraduate majors (sociology and Spanish) and minors (environmental studies, ethnic studies, sociology, Spanish, and Teaching English to Speakers of Other Languages (TESOL)). At the graduate level, it offers the MA in TESOL, Certificate in TESOL, and Certificate in Teaching English as a Foreign Language (TEFL), each offered in person and online.

For program descriptions, click the Programs tab above and select the appropriate major, minor, MA, or certificate.

## Accreditation

- Azusa Pacific University is accredited by the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org/).

## Programs

### Majors

- Sociology (BA) (p. 158)
- Spanish (BA) (p. 160)

## Minors

## Master's

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

## Certificates

Teaching English to Speakers of Other Languages (TESOL)

## Courses

### ETHN 150, Introduction to Ethnic Studies, 3 Units

This class examines the complexities of ethnic and racial diversity in the United States, exploring the historical and cultural aspects of how ethnic minority groups have been affected by social inequality in America. The course provides an overview of concepts and terms essential to studies and discussions within the discipline of ethnic studies. Covered terms include: race, racism, racialization and racialism, ethnicity and ethnic identity, ethnonationalism or ethnic nationalism, panethnicity, ethnocentrism, prejudice, discrimination, segregation, marginalization, diversity, pluralism, multiculturalism, affirmative action, enculturation, acculturation, assimilation, and self-determination. This survey course provides an overview of the discipline of ethnic studies as a whole. Topics of study include: the social construction of race and ethnicity, notions of identity and citizenship, and analysis of African Americans, Asian Americans, Chicanos and Latinos, Native Americans, and Pacific Islanders. The effect of culture on spiritual experience and identity are also examined. *Meets the General Education Requirement: Intercultural Competence.*

### ETHN 355, The Asian American Experience, 3 Units

This course introduces students to the history and experiences of Asian Americans. Using the analytical lens of sociological inquiry, students examine immigration patterns, sociopolitical and economic challenges, and issues Asian Americans face due to racism and/or ignorance. Students also explore the contributions of Asian cultures to the fabric of American life. *Meets the General Education Requirement: Intercultural Competence.*

### ETHN 356, The African American Experience, 3 Units

This course introduces students to the experience of African Americans in the United States, including an examination of African American contributions to the nation's development, as well as an exploration of the dimensions of their identity. Students are challenged to critically analyze and interpret history and culture. *Meets the General Education Requirement: Intercultural Competence.*

### ETHN 357, The Chicano(a)/Latino(a) Experience, 3 Units

This course introduces students to the history and experiences of Chicano(a)/Latino(a) Americans, examining their immigration patterns, sociopolitical and economic influences, heritage and traditions, contributions to American culture, and race relations. *Meets the General Education Requirement: Intercultural Competence.*

### ETHN 358, Native American/Indigenous Experience, 3 Units

This course introduces students to the history and experiences of Native Americans. Students examine the socio-historical context of settler colonialism, cultural contributions of Native Americans, and issues encountered by Native Americans due to racism and/or ignorance. Historically, Native Americans have experienced obstacles that have led to their displacement and removal, especially as it relates to their ties to the land, a distortion and erasure of their influence on this country, and struggles to achieve political and legal respect as a sovereign nation within the U.S. Although it is nearly impossible to learn about each of the several hundred Native nations present in the Americas, this course utilizes a topical approach that explores the multifaceted issues related to indigenous peoples in general. *Meets the General Education Requirement: Intercultural Competence.*

## ETHN 476, Transforming Leadership: Ethnic Studies and Latinx Christian Practice, 3 Units

This interdisciplinary course prepares students for engagement with multicultural communities in the U.S. Students explore the writings and lives of important Latinx theoreticians and practitioners, and experience hands-on engagement with the everyday challenges of Latinx communities, in the process becoming self-aware leaders who thrive in contexts of cultural and religious pluralism. Priority is given to the exploration of leadership practices that shape learning environments where participants are transformed into a relational, interpretive, and improvisational community that attends to the creative agency of God and neighbor in the local area.

## GLBL 101, Self-Directed Language Learning I, 4 Units

This is the first of a two-course sequence designed as an individually tailored, self-directed course for developing elementary competence in the language and culture of a foreign speech community, typically within study abroad contexts. Two semesters of the same language are required to meet the General Education requirement.

## GLBL 102, Self-Directed Language Learning II, 4 Units

A continuation of GLBL 101, this is an individually tailored, self-directed course for developing low-intermediate competence in the language and culture of a foreign speech community. Two semesters of the same language are required to meet the General Education requirement.
**Prerequisite:** GLBL 101

## GLBL 120, Contemporary Global Issues, 3 Units

Focusing on cities in the Majority World, this course introduces key concepts in global studies. Global issues are surveyed and analyzed, such as urbanization, income inequality, environment degradation, conflict and migration; and cultural, economic, and political causes are discussed. Drawing on research in sociology, global urbanism, and sustainable development, students consider contributing factors and assess prospects for constructive global engagement. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## GLBL 201, Anthropology for Everyday Life, 3 Units

This course equips students with a practical methodology for exploring the social and cultural reality of group members within local communities: the development of cross-cultural relationships combined with reflection on anthropological concepts and experiences. Students prepare to enter relationships of mutual learning with peoples throughout the world. *Meets the General Education Requirement: Intercultural Competence.*

## GLBL 260, Intercultural Communication, 3 Units

Students in this course explore the dynamic processes involved in establishing a relationship between culturally diverse individuals. Respecting divergent cultural patterns is promoted, but not at the expense of salient spiritual, moral, and ethical issues involved in intercultural communication. *Meets the General Education Requirement: Intercultural Competence.*

## GLBL 300, Self-Directed Language Learning, 3 Units

The course provides an individually tailored, community-based program for developing proficiency in a foreign language. Emphasis is placed on intensive listening and speaking practice to facilitate full participation in family, study, research, and service activities in a foreign culture. This option is offered only for language courses not taught on campus or for participants of the Global Learning Term Program.

## GLBL 305, Peoples and Places, 3 Units

This seminar prepares students for their Global Learning Term or other study abroad experiences through focused area study via a combination of library searches, directed reading, and learning contract development.

## GLBL 315, Urban Society, 3 Units

This course connects students with the people, problems, and prospects of greater Los Angeles. It provides the foundation for understanding urban values and beliefs in historical context, exposure to urban systems, the application of global perspectives, and the collaborative exploration of solutions. Course is available only through the L.A. Term. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## GLBL 318, Immigration and Integration, 3 Units

An introduction to immigration in the United States, its recent history, theories, and legal aspects, with attention to the integration of immigrant communities into the socio-economic fabric of Los Angeles and beyond. The course addresses the present state of the national immigration debate and encourages students to apply and integrate their faith perspectives on the issues. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** GLBL 315

## GLBL 320, Global Engagement in the 21st Century, 3 Units

This course studies contemporary global issues and draws extensively from social documentaries (DVDs), biblical texts, students' intercultural experiences, and contemporary models of community-based engagement.
**Prerequisite:** Participation in Los Angeles Term or instructor consent

## GLBL 325, Family Organization, 3 Units

Students immerse themselves in the daily life of host families and communities in crosscultural settings where they explore unfamiliar assumptions and norms of behavior as the basis for composing a family ethnography. Course is only available through the Global Learning Term.
**Prerequisite:** GLBL 305

## GLBL 330, Community Transformation, 6 Units

This course offers a formal and experiential study of the transformation of urban, multicultural communities with the goal of developing a service ethic through a semester-long internship. It involves directed reading, reflective papers, a service practicum, and group discussions- aimed at both the transformation of the student community and the wider Los Angeles community. Course is available only through the L.A. Term Program.

## GLBL 335, Global Internship, 6 Units

The Global Internship is an extended, structured service experience within a cross-cultural setting addressing community-identified needs. Students work under expert supervision for a minimum of 150 hours, integrating disciplinary study with direct interaction and personal reflection and writing. The course aims to improve students' global knowledge and intercultural competence, while guiding them in making a modest contribution to community improvement. Course is only available through the Global Learning Term (GLT) program.
**Prerequisite:** GLBL 305

## GLBL 340, Community Life, 3 Units

This field seminar helps students learn how to experience another culture. Students explore several topics (e.g., art, schooling, group relations, music, folklore, politics, etc.) of a chosen country, city, or people through observation and discovery, local event participation, informant interviews, problem solving, and journal keeping. Course is only available through the Global Learning Term.

## GLBL 345, Urban Religious Movements, 3 Units

This course contains a survey of religious movements in Los Angeles, including Islam, Hinduism, Buddhism, Orthodox Christianity, Judaism, and New Age. Emphasis is placed on the vernacular character of their faith, embodied and expressed in the beliefs, attitudes, practices, and rituals of their specific social and cultural situations. Learning activities include participant-observation at religious services, informant interviewing, directed reading, and group discussion. Course is available only through the L.A. Term.

## GLBL 350, Writing 3: Global Study Project, 3 Units

Students carry out a self-designed study/research project within an intercultural setting on topics of public concern. The course provides conceptual and practical tools for designing the inquiry under the combined direction of an academic advisor and an on-site guide. Course is only available through the Global Learning Term (GLT) program. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2 and GLBL305

## GLBL 355, Principles and Practice of Community Engagement, 3 Units

This course introduces students to foundations and principles of community development. With in-class learning from real-world case materials, principles are explored and applied in practice during a three-to-four-week service-learning field project/internship with a local nongovernmental organization (NGO) or development organization that addresses community need(s). This course is offered only in international programs. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## GLBL 365, Women and Globalization, 3 Units

This course critically examines the relationship between women and globalization. Globalization is analyzed from an historical perspective focusing on its antecedents in capitalism and modernity. While drawing from the fields of economics, history, and political science, this class examines the intersection of women and globalization primarily from an anthropological and global perspective. Topics to be read, discussed, and analyzed include capitalism, globalization, development, transnational migration, labor, media, the environment, and religion.

## GLBL 399, Global Seminar, 3 Units

This is a short-term, collaboratively led study and service seminar focused on a vital global issue in an international setting. The course enlightens learners' disciplinary perspectives, develops their intercultural competence, and strengthens their commitment to serve "the least, the last, and the lost" throughout their lives. It includes three on-campus class sessions prior to a 10-day field seminar.

## GLBL 420, Sustainable Societies, 3 Units

Sustainable Societies is a seminar-style upper-division and applied course focused on creating communities that are socially equitable, economically expansive, culturally adaptive, and ecologically sustainable. Practical themes in the "sustainability conversation" are linked to cross-cultural field experiences and post-college vocational planning. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Junior standing

## GLBL 425, Integration and Formation Seminar, 1 Unit

Integration and Formation takes students through the process of integrating their study away experiences with their spiritual, ethical, and vocational development. It provides study away returnees with the opportunity to analyze their experiences with others while understanding the process of negotiating changing cultural norms to become ethical and responsible global learners. May be taken for 0 units by petition only.
**Prerequisite:** Completed Study Away Program or Instructor consent. Instructor or department consent must be obtained to drop course.

## GLBL 465, Globalization and Development, 3 Units

This course presents a brief historical perspective on globalization, focusing on the transitions from premercantilism to industrialization to the world today. Economic, political, and social perspectives on the structural changes associated with globalization today are discussed, along with the major challenges and opportunities concerning globalization as it relates to the poor. *Meets the General Education Requirement: Social Science.*
**Prerequisite:** GLBL 201

## GLBL 495, Special Topics, 3 Units

This course addresses topics of current interest in Global Studies not covered in-depth by the core and elective Global Studies courses. Possible topics include: women and global human rights, urbanization and global poverty, global health issues, humanitarian aid and relief, global ethics, and specific areas within larger topics of global systems, issues, and inequity. Course may be repeated as the topic varies up to 9 units, or three times.
**Prerequisite:** GLBL 301

## GLBL 496, Global Studies Senior Seminar, 3 Units

Major global issues and trends are examined so as to frame possible Christian social interventions in response to some of the moral and ethical challenges of today. Students prepare and present a formal project report.
**Prerequisite:** Senior standing, GLBL 201, or Instructor's consent, completion of the majority of God's Word requirement, and upper-division writing intensive course.

## GLBL 497, Readings, 1-4 Units

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class. May be repeated for credit.

## GLBL 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class. May be repeated for credit.
**Prerequisite:** Junior or Senior Standing

## GLBL 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class. May be repeated for credit.
**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

## MODL 101, Modern Language I, 3 Units

This is the first of a two-course sequence emphasizing practical communication skills for beginners in a language that is not normally offered by the department. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces cultural aspects. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

## MODL 102, Modern Language II, 3 Units

This is the second of a two-course sequence emphasizing practical communication skills for beginners in a language that is not normally offered by the department. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces cultural aspects. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*
**Prerequisite:** MODL 101 of the same language, or appropriate score on language placement exam.

## MODL 250, Self-Directed Language Study, 1-3 Units

This is the first semester of a self-directed language study course which requires dedicated individual effort on the part of the students, because the course progresses at an accelerated pace. Students meet with the professor prior to signing up for the course in order to determine goals, method of study, required personal discipline, responsibilities, and schedule of periodic meetings with the professor. Thus, prior acceptance by the professor is required.
**Prerequisite:** Completed general studies language requirement and Junior/Senior standing or instructor consent

## MODL 251, Self-Directed Language Study II, 1-3 Units

This is the second semester of a self-directed language study course which requires dedicated individual effort on the part of the students as the course progresses at an accelerated pace. Students meet with the professor prior to signing up for the course in order to determine goals, method of study, required personal discipline, responsibilities, and schedule of periodic meetings with the professor. Thus, prior acceptance by the professor is required.
**Prerequisite:** MODL 250 (in the same language), and junior/senior standing or instructor consent

## MODL 495, Special Topics in Modern Languages, 3 Units

This course presents topics not covered by regular department courses. Course may be repeated as topics change for up to 6 units toward graduation.

## PRSO 358, Human Diversity, 3 Units

Students examine diversity in a pluralistic society, with a focus on groups that have been assigned subordinate positions because of race, religion, country of origin, disability, age, language, or gender. The nature of prejudice and issues related to discrimination and oppression are explored. *Meets the General Education Requirement: Intercultural Competence.*

## SOC 120, Introduction to Sociology, 3 Units

This course focuses on the origins and development of sociology as a response to pressing social problems. It emphasizes mastery of sociological terminology. The key learning outcome will be the acquisition of a Sociological Perspective and the ability to analyze social life in a sociological manner. *Meets the General Education Requirement: Social Science.*

## SOC 120H, Introduction to Sociology - Honors, 3 Units

This course focuses on the origins and development of sociology as a response to pressing social problems. It emphasizes mastery of sociological terminology. *Meets the General Education Requirement: Social Science.*
**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

## SOC 225, Contemporary Social Problems, 3 Units

The complex social problems faced by people in a changing technological society are studied. Institutions, attempts to find solutions, and exploration of alternatives are emphasized.

## SOC 230, Comparative Family Systems, 3 Units

This course compares traditional family patterns with the new options available to men and women, both as individuals and partners. It focuses on the changing roles of men and women inside and outside of marriage, the challenge of the two-career family, and the search for the family's place as an integral part of society.

## SOC 235, Race and Ethnicity, 3 Units

The sociological understanding of race and ethnicity is necessarily complex as it relates to experiences, structures, institutions, policies, and history. This course examines how race relates to, and overlaps with, other human experiences, structures, institutions, policies, and social history, and takes a theoretical and discursive approach to race and ethnicity, which helps students develop multiple analytical frameworks for thinking about race and ethnicity, as well as an anti-racist approach. On the one hand, the sociological study of race and ethnicity is a critical examination of how humans have used categories as a way to maintain, justify, and sustain systems of oppression; on the other hand, the sociological perspective yields hope in developing an anti-racist mindset that resists and actively works against all forms of domination. *Meets the General Education Requirement: Intercultural Competence.*

## SOC 298, Basic Sociological Theory, 3 Units

The function of theory and the contributions to modern sociological thought by the principal sociologists of the 19th and 20th centuries are considered. The application of theory to contemporary social concerns is investigated.
**Prerequisite:** SOC 120

## SOC 358, Human Diversity, 3 Units

Students examine diversity in a pluralistic society, with a focus on groups that have been assigned subordinate positions because of race, religion, country of origin, disability, age, language, or gender. The nature of prejudice and issues related to discrimination and oppression are explored. *Meets the General Education Requirement: Intercultural Competence.*

## SOC 359, Immigrant L.A., 3 Units

This course focuses on the social dimensions of immigration into Southern California. "Likeness" and "otherness" are examined in relation to race/ethnicity, transnationality, global inequality, and citizenship. Macrosocial and economic forces, along with governmental policies are analyzed and critiqued. In-depth stories of immigrants and various site visits contribute to students' experiential learning on the subject.

## SOC 360, Sociology of Religion, 3 Units

This course offers an objective analysis of the interrelations between religious phenomena and social institutions, structures, and behavior. There is special emphasis on the distinction between church and sect, religious and social stratification, secularization, science and religion, and religious movements.

## SOC 361, Education and Society, 3 Units

This course introduces the Sociology of Education, examining the relationship between schooling and the larger society. Taking a comparative and historical perspective on education as a social institution, the course examines major issues in the field, concentrating on the role of education in cultural transmission, socialization, and performance- as well as the use of education in legitimating social inequality and transmitting morals and values. The course also explores the structure of educational systems as institutional bureaucracies and organizations. Students apply their learning in a scholarly sociological analysis of a current educational policy or practice.
**Prerequisite:** SOC 120

## SOC 404, Community, 3 Units

Students examine the various ways people organize themselves into communities and develop means of governance. This course explores the impact of the community on people, the ways power is used and misused, social conflict, social change, and the need for social involvement. A wide variety of communities are examined: rural, urban, village, metropolis, Utopian communities, communes, planned cities, and new towns. Cultural and national differences in the development of communities are assessed.
**Prerequisite:** SOC 120

## SOC 405, The Sociology of Gender, 3 Units

This course in an investigation of gender and sex roles, primarily in American culture and society. The course explores the ways in which society shapes notions of what it means to be a "woman" and a "man" by examining the theories and research on how people define themselves and interact with others in a variety of contexts (e.g., family, personal relationships, work, health, religion, etc.). It also examines the sociological implications of cultural definitions of femininity and masculinity as seen through various racial, historical, economic, and sexualized perspectives
**Prerequisite:** SOC 120 or SOC 358, and Junior or Senior Standing.

## SOC 410, Field Internships, 4 Units

This course offers students the opportunity to gain supervised work experience through internships with professional organizations working to address contemporary social problems. Students are introduced to and placed in internship organizations that have been approved by the course professor, with placements varying from international to local organizations. Various approaches to researching social problems and developing research projects involving solutions to those problems are introduced and explored. Students conduct their own fieldwork in coordination with the course professor and internship supervisor. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** SOC 120 and junior standing.

## SOC 425, Social Movements, 3 Units

Students undertake several analytical tasks in this course such as understanding how and why social movements emerge, what strategies are used to maintain the movement, how collective identity develops, and what makes a social movement successful. Students look to contemporary social movements to respond to these queries.
**Prerequisite:** SOC 120

## SOC 455, Crime and Delinquency, 3 Units

This course explores the dimensions and nature of both traditional crime and criminality and the newly recognized forms of crime which exist within contemporary society. The criminal's relationship to the courts, police, and other penal agencies is the focus of attention.
**Prerequisite:** SOC 120

## SOC 464, Social Stratification, 3 Units

Theories and research in social stratification are the focus of this course. Topics covered include role, status, structure of differential rankings in society, criteria for ranking, functions and dysfunction, correlates of class positions, social change, and social mobility.

## SOC 468, Contemporary Social Theory, 3 Units

This course looks at major theoretical orientations in contemporary sociological thought, explores the ways these ideas have changed in relation to the structural transformations, and examines connections between the underlying assumptions of key theorists and their conclusions about the nature of social life.
**Prerequisite:** SOC 120, SOC 298

## SOC 471, Writing 3: Qualitative Social Research Methods, 3 Units

This course in basic social scientific research focuses on qualitative methods. Students gain experience with participant observation, intensive interviewing, and other field methods. Qualitative research design, data collection, data analysis, and research report writing are covered. As a Writing 3 course, students are assigned structured assignments with multiple drafts that will lead to a final piece of professional writing in the field of sociology. Writing is assessed throughout the course by the instructor and through peer review. The final product is presented as one would present it at a professional conference. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** SOC 298 and Writing 2

## SOC 472, Writing 3: Quantitative Social Research Methods, 3 Units

This basic course in social scientific research focuses on quantitative methods, with students gaining experience in survey research, content analysis, and other statistical methods. Course material also covers quantitative research design, data collection, data analysis, and research report writing. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2, MATH 130 (C- or better).

## SOC 495, Special Topics, 3 Units

This course addresses topics of current interest in sociology not covered by the core and elective sociology courses. Possible topics include the sociology of sports, media, or fashion, and specific areas within such larger topics as gender, race, class, and religion. Course may be repeated for credit, as the topic varies.

## SOC 496, Senior Seminar: Faith and Social Issues, 3 Units

Students investigate the impact of modernity on family life, work, religion, politics, and the arts, and consider questions such as: How can people create and preserve a morally coherent life in a society that is pluralistic, secular, and privatized? What difference does Christian faith make in the way people understand the world, and in determining how people ought to live? *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Junior Standing

# SOC 497, Readings, 1-4 Units

This course consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class. May be repeated for credit.
**Prerequisite:** SOC 120

# SPAN 101, Elementary Spanish I, 3 Units

This is the first of a two-course sequence emphasizing practical Spanish communication for beginners. Students develop basic listening, speaking, reading, and writing skills, and explore different cultures of the Spanish-speaking world. Classes meet three hours weekly and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

# SPAN 102, Elementary Spanish II, 3 Units

This is the second of a two-course sequence emphasizing practical Spanish communication for beginners. Students develop basic listening, speaking, reading, and writing skills, and explore different cultures of the Spanish-speaking world. *Meets the General Education Requirement: Foreign Language.*
**Prerequisite:** SPAN 101, or appropriate score on language placement exam.

# SPAN 103, Elementary Spanish I for Healthcare Professionals, 3 Units

This is the first of a two-course sequence emphasizing practical Spanish communication for beginners, helping students develop basic listening, speaking, reading, and writing skills. Course material emphasizes key vocabulary for the healthcare fields and practical communication skills that students can immediately use on the job, and also introduces different cultures of the Spanish-speaking world. Classes meet for three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

# SPAN 104, Elementary Spanish II for Healthcare Professionals, 3 Units

This is the second of a two-course sequence emphasizing practical Spanish communication for beginners, helping students develop basic listening, speaking, reading, and writing skills. Course material emphasizes key vocabulary for the healthcare fields and practical communication skills that students can immediately use on the job, and also introduces different cultures of the Spanish-speaking world. Classes meet for three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*
**Prerequisite:** SPAN 103 or equivalent

# SPAN 201, Intermediate Spanish I, 3 Units

This two-course sequence is a continuation of SPAN 101/ SPAN 102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course.
**Prerequisite:** SPAN 101, SPAN 102, or an appropriate Spanish CLEP Exam score, an appropriate Spanish Placement score, or department approval

# SPAN 202, Intermediate Spanish II, 3 Units

This course is a continuation of SPAN 201.
**Prerequisite:** SPAN 201, or an appropriate Spanish CLEP Exam score, an appropriate Spanish Placement score, or department approval

# SPAN 250, Intermediate Conversation and Writing Abroad, 3 Units

This course provides intensive conversation with supportive written language practice in a select site abroad. Discussion of assigned social, cultural, or literary topics at an intermediate level is required. The course is arranged in tour-fashion during summer session.
**Prerequisite:** SPAN 201 and SPAN 202

# SPAN 301, Spanish Conversation and Community, 3 Units

This course optimizes students' conversational abilities in Spanish, reinforcing grammatical structures and emphasizing communication skills that are concurrently put into practice through service-learning experiences. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** SPAN 202

# SPAN 305, Spanish for Heritage Speakers, 3 Units

This course is for native/heritage speakers of Spanish. It gives them opportunities to use their conversational skills in the community and to reinforce their reading and writing skills. It advances awareness and understanding of their cultural heritage.
**Prerequisite:** SPAN 202. SPAN 301 recommended.

# SPAN 310, Advanced Language-Study Practicum, 3 Units

This course features individualized field study in a Spanish-speaking milieu under the combined direction of a faculty advisor and an on-field supervisor. It provides students with a one-term immersion into Spanish language and culture with opportunities for participating in special research and/or service projects, family home stays, and/or field seminars.
**Prerequisite:** SPAN 201 and SPAN 202

# SPAN 311, Civilization of Spain, 3 Units

The course covers Spanish history from early development through the modern era. The country's art, literature, religion, and architecture are discussed simultaneously with related historical events. Class is conducted in Spanish.
**Prerequisite:** SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

## SPAN 312, Latin American Civilization, 3 Units

This course surveys the history and aspects of the literature, art, and institutions of Latin America from pre-Columbian time to the modern age. Class is conducted in Spanish.
**Prerequisite:** SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

## SPAN 330, History and Civilization of the Spanish-speaking World, 4 Units

This course introduces students to the history and civilization of Spain and Latin America. Class is conducted in Spanish.
**Prerequisite:** WRIT 204. Recommended: SPAN 301

## SPAN 332, Literary Masters, 4 Units

This course equips students with a detailed understanding of select outstanding Spanish and Latin American literary works and the great authors who wrote them. *Meets the General Education Requirement: Humanities: Literature.*
**Prerequisite:** SPAN 202

## SPAN 415, Politics and Society in Latin America, 3 Units

Students in this course study political and social themes from across contemporary Latin America, equipping students to become active global citizens. Specific topics vary. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
**Prerequisite:** SPAN 202. SPAN 330 recommended

## SPAN 420, Public Speaking in Spanish, 3 Units

Students in this course study oral communication in Spanish, learning how to speak with professionalism in the language, as well as how to research, outline, and deliver speeches and presentations. *Meets the General Education Requirement: Oral Communication.*
**Prerequisite:** SPAN 202. SPAN 301 recommended.

## SPAN 421, Survey of Spanish Literature, 3 Units

The development of literature from El Cid and the recently discovered jarchas through the 20th century is reviewed. This is a survey course which acquaints students with the major periods of Spanish literature and the outstanding writers of Spain. The class is conducted in Spanish.
**Prerequisite:** SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

## SPAN 422, Survey of Latin American Literature, 3 Units

This course begins with pre-Columbian literature in Latin America and continues through the present day. It is intended as a survey of prominent authors and their works. The class is conducted in Spanish.
**Prerequisite:** SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

## SPAN 431, Spanish Language Poetry and Short Story, 3 Units

An introduction to exemplary poetry and short stories of Spanish and/or Spanish American authors is provided. Several works are explored in-depth during the course. Actual title may vary from term to term.
**Prerequisite:** SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

## SPAN 440, Spanish Applied Linguistics, 3 Units

A study of the basic components of language (sounds, word structures, grammatical patterns, and meaning constructions), error analysis, and contrastive analysis in Spanish is offered. The course includes a review of Spanish dialectical differences, their origins, and social implications.
**Prerequisite:** SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

## SPAN 450, Spanish Language Pedagogy, 3 Units

Analysis and discussion of second-language acquisition theory, and the various instructional strategies, technologies, materials, and assessment techniques in Spanish teaching and learning are covered.
**Prerequisite:** SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

## SPAN 460, Writing 3: Survey of the Literature of the Spanish-Speaking World, 4 Units

This course offers an overview of the progressive evolution of the Hispanic literary tradition, introducing the major authors and movements up to the 20th century. It builds on the skills developed in Writing 1 and Writing 2, teaching students how to write professional-quality scholarly articles in the field of Hispanic literary history. Class is conducted in Spanish. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** WRIT 204. SPAN 330 and SPAN 332 recommended.

## SPAN 480, Spanish Capstone Seminar, 3 Units

This course gives students the opportunity to reflect upon, reinterpret, and organize the linguistic, cultural, and literary information they have pursued throughout previous semesters. In concert with the professor, a complete overview of each student's language experience within the program helps define the direction of their individualized study for the semester. Such study culminates in a personally designed Capstone Seminar project. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** SPAN 460 or department approval.

## SPAN 494, Internship, 3 Units

For students planning to teach Spanish, this course provides an opportunity for directed experiences in applying foreign language skills to specific tasks. The tasks are arranged individually and supervised directly by the instructor. Tasks are geared to the individual goals of the student. Enrollment is contingent upon department approval and requires the independent study petition process through One Stop I Undergraduate Enrollment Services Center.
**Prerequisite:** SPAN 201 and SPAN 202

## SPAN 495, Special Topics in Spanish, 3 Units

This course allows offerings of diverse topics in Hispanic studies that are not covered by other required department courses. Special interests of faculty and students may be targeted under this category. Culture, politics, and translation are examples of special topics. May be repeated for credit.
**Prerequisite:** SPAN 421 or SPAN 422

## SPAN 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## TESL 100, Academic English for Multilingual Undergraduates, 4 Units

Academic English for Multilingual Undergraduates prepares multilingual undergraduate students for three primary academic language tasks of undergraduate study - academic writing, presentations, and seminar speaking. The course focuses on both written and spoken academic English. To the extent possible, assignments will be tied to the students' undergraduate coursework. This course is taken prior to WRIT 110.

## TESL 101, English for Academic Purposes I, 3 Units

This is an intermediate high to advanced level academic English language course designed for students who speak English as an additional language. The course emphasizes listening and speaking skills that are utilized in academic settings such as giving academic presentations and improving listening strategies. Students will also learn about American academic cultural norms and APU resources that can foster academic success. This course can be taken concurrently with TESL 102: English for Academic Purposes II. *Meets the General Education Requirement: Foreign Language.*

## TESL 102, English for Academic Purposes II, 3 Units

This is an academic English language course designed for students who speak English as an additional language. The course emphasizes reading and writing skills that are utilized in academic settings such as writing academic essays, citing sources, genre analysis, and applying reading strategies in academic settings. Navigating cultural and educational systems is also a focus of the course. This course can be taken concurrently with TESL 101. *Meets the General Education Requirement: Foreign Language.*

## TESL 345, Second-language Pedagogy I, 3 Units

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

## TESL 405, Second-Language Acquisition, 3 Units

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

## TESL 415, Teaching English Grammar, 3 Units

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

## TESL 456, Teaching Practicum, 3 Units

Student teachers engage in practice teaching and are observed by mentor teachers. Through short debriefing sessions, they are guided into a discovery of their teaching behaviors and alternative ways of achieving desired results.

## TESL 500, English for Internationals, 3 Units

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

## TESL 501, Language Learning through Technology, 3 Units

Students explore how the use of technology can enhance language learning and use online tools to design language learning lessons. Students prepare a presentation on online learning suitable for a conference presentation. Offered only in online program.

## TESL 503, Language and Culture Learning, 3 Units

Students engage in exploring, learning, and acquiring a language and culture through a series of guided tasks and activities such as in-field experience in independent language learning and cultural investigation. Offered only in field-based program.

## TESL 505, Second-language Acquisition, 3 Units

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

## TESL 505A, Second-language Acquisition: Part I, 1 Unit

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

## TESL 505B, Second-language Acquisition: Part II, 1 Unit

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.
**Prerequisite:** TESL 505A

## TESL 505C, Second-language Acquisition: Part III, 1 Unit

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.
**Prerequisite:** TESL 505A, TESL 505B

## TESL 509, Special Topics in TESOL, 1-3 Units

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

## TESL 515, Teaching English Grammar, 3 Units

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

## TESL 515A, Teaching English Grammar: Part I, 1 Unit

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

## TESL 515B, Teaching English Grammar: Part II, 1 Unit

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.
**Prerequisite:** TESL 515A

## TESL 515C, Teaching English Grammar: Part III, 1 Unit

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.
**Prerequisite:** TESL 515A, TESL 515B

## TESL 525, Teaching English Pronunciation, 3 Units

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

## TESL 525A, Teaching English Pronunciation: Part I Phonetic Description, 1 Unit

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

## TESL 525B, Teaching English Pronunciation: Part II Teaching Materials, 1 Unit

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

**Prerequisite:** TESL 525A

## TESL 525C, Teaching English Pronunciation: Part III Needs Assessment, 1 Unit

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

**Prerequisite:** TESL 525A, TESL 525B

## TESL 530, Intercultural Communication and Language Teaching, 3 Units

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

## TESL 530A, Intercultural Communication and Language Teaching: Preparing an Ethnographic Inquiry, 1 Unit

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

## TESL 530B, Intercultural Communication and Language Teaching: Implementing an Ethnographic Inquiry, 1 Unit

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

**Prerequisite:** TESL 530A

## TESL 530C, Intercultural Communication and Language Teaching: Writing up and Reporting an Ethnographic Inquiry, 1 Unit

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

**Prerequisite:** TESL 530A, TESL 530B

## TESL 535, Sociolinguistics and Language Teaching, 3 Units

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

## TESL 535A, Sociolinguistics and Language Teaching: Part I, 1 Unit

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

## TESL 535B, Sociolinguistics and Language Teaching: Part II, 1 Unit

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

## TESL 535C, Sociolinguistics and Language Teaching: Part III, 1 Unit

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

## TESL 537, Critical Perspectives on Christianity and English Language Teaching, 3 Units

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

## TESL 537A, Critical Perspectives on Christianity and English Language Teaching: Part I, 1 Unit

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.

## TESL 537B, Critical Perspectives on Christianity and English Language Teaching: Part II, 1 Unit

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.
**Prerequisite:** TESL 537A

## TESL 537C, Critical Perspectives on Christianity and English Language Teaching: Part III, 1 Unit

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.
**Prerequisite:** TESL 537A, TESL 537B

## TESL 545, Second-language Pedagogy I, 3 Units

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

## TESL 545A, Second-language Pedagogy I: Part I, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

## TESL 545B, Second-language Pedagogy I: Part II, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.
**Prerequisite:** TESL 545A

## TESL 545C, Second-language Pedagogy I: Part III, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.
**Prerequisite:** TESL 545A, TESL 545B

## TESL 548, Teaching EFL with Children, 3 Units

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

## TESL 550, Second-language Pedagogy II, 3 Units

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

## TESL 550A, Second-language Pedagogy II: Part I, 1 Unit

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.

## TESL 550B, Second-language Pedagogy II: Part II, 1 Unit

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.
**Prerequisite:** TESL 550A

## TESL 550C, Second-language Pedagogy II: Part III, 1 Unit

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.
**Prerequisite:** TESL 550A, TESL 550B

## TESL 557, Reflective Teaching, 3 Units

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

## TESL 557A, Reflective Teaching: Part I, 1 Unit

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.

## TESL 557B, Reflective Teaching: Part II, 1 Unit

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.
**Prerequisite:** TESL 557A

## TESL 557C, Reflective Teaching: Part III, 1 Unit

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.
**Prerequisite:** TESL 557A, TESL 557B

## TESL 560, Language Program Design, 3 Units

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

## TESL 560A, Language Program Design: Part I, 1 Unit

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

## TESL 560B, Language Program Design: Part II, 1 Unit

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.
**Prerequisite:** TESL 560A

## TESL 560C, Language Program Design: Part III, 1 Unit

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.
**Prerequisite:** TESL 560A, TESL 560B

## TESL 570, Second-language Assessment, 3 Units

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment.

## TESL 570A, Second-language Assessment: Part I, 1 Unit

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

## TESL 570B, Second-language Assessment: Part II, 1 Unit

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.
**Prerequisite:** TESL 570A

## TESL 570C, Second-language Assessment: Part III, 1 Unit

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.
**Prerequisite:** TESL 570A, TESL 570B

## TESL 580, TESOL Portfolio, 3 Units

This course supports students in completing their TESOL program portfolio, which contains evidence of the competencies upon which the program is built.

## TESL 589, Research Methods in TESOL, 3 Units

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

## TESL 590, Thesis Preparation, 3 Units

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

### TESL 595A, Action Research Project, 2 Units

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

### TESL 595B, Action Research Project, 1 Unit

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

### TESL 597A, Action Research: Part I, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

### TESL 597B, Action Research: Part II, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.
**Prerequisite:** TESL 597A

### TESL 597C, Action Research: Part III, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.
**Prerequisite:** TESL 597A, TESL 597B (May be taken concurrently)

### TESL 599, Readings in TESOL, 1-3 Units

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

# BA in Sociology

42 units

Sociology is the study of social life and the social causes and consequences of human behavior. The subject matter of sociology ranges from the intimate family to the hostile mob, from crime to religion, and from the divisions of race and social class to the shared beliefs of a common culture. In fact, few fields have such a broad scope and relevance.

Both academic sociology and Christian faith offer perspectives on human behavior and social life—partner perspectives in a dialogue meant to express a more complete and unified picture of the truth about social reality and human experience. Biblical insights and values clarify understanding of sociology, and sociology in turn teaches more about Christian faith.

"Christian sociology" provides an intellectual and spiritual foundation for personal development and service. Self-understanding comes from discovering connections with other people. It is through interaction in families, schools, churches, and communities that individuals develop as persons, and it is this mutual dependence that forms the basis for moral life. The heart for service, an important outcome of dependence on God and relationships with others, is practically manifested and modeled as God's love through the actions of those who serve.

## Mission

In keeping with the principles of liberal arts education, the mission of the sociology major (https://www.apu.edu/clas/programs/sociology-major/) is to lead students in exploring the relationships between individuals, groups, social institutions, and culture, to facilitate the development of skills necessary for the study and critical analysis of these relationships from the perspective of Christian faith, and to develop a community of scholars who have a solid grasp of social theory and research, and who are prepared to systematically confront social problems and enact change at all levels of society.

# Career Opportunities

As a strong liberal arts major, sociology provides several options for students who complete their BA degree:

- A BA in Sociology is excellent preparation for graduate work in sociology to become a professor, researcher, or applied sociologist.
- The undergraduate degree provides a strong liberal arts preparation for entry-level positions throughout the education, business, social service, and government arenas. Employers look for people with the skills that an undergraduate education in sociology provides.
- Sociology offers valuable preparation for careers in ministry, teaching, journalism, politics, public relations, business, criminal justice, or public administration—fields that involve investigative skills and working with diverse groups.
- Many students choose sociology because they see it as a broad liberal arts base for professions such as law, education, medicine, social work, and counseling. Sociology provides a rich fund of knowledge that directly pertains to each of these fields.

# Requirements

A total of 42 units is required for the major. A minimum grade-point average of 2.0 is required in these courses.

| Code | Title | Units |
|------|-------|-------|
| **Required Core Courses** | | |
| MATH 130 | Introduction to Statistics [1] | 3 |
| SOC 120 | Introduction to Sociology [2] | 3 |
| SOC 298 | Basic Sociological Theory [F] | 3 |
| Select one of the following: | | 3 |
| SOC 471 | Writing 3: Qualitative Social Research Methods [3, F] | |
| SOC 472 | Writing 3: Quantitative Social Research Methods [3, S] | |
| **Elective Courses** | | **30** |
| Select 30 units from the following: | | |
| ETHN 150 | Introduction to Ethnic Studies [4] | |
| PSYC 320 | Social Psychology | |
| SOC 230 | Comparative Family Systems | |
| SOC 235 | Race and Ethnicity [4] | |
| SOC 358 | Human Diversity [4] | |
| SOC 359 | Immigrant L.A. | |
| SOC 360 | Sociology of Religion [OS] | |
| SOC 361 | Education and Society [F] | |
| SOC 404 | Community [S] | |
| SOC 405 | The Sociology of Gender | |
| SOC 410 | Field Internships [5] | |
| SOC 425 | Social Movements [ES] | |
| SOC 464 | Social Stratification [F] | |
| SOC 468 | Contemporary Social Theory [OS] | |
| SOC 495 | Special Topics | |
| SOC 496 | Senior Seminar: Faith and Social Issues [5] | |
| SOC 497 | Readings | |
| Up to 6 of the 30 elective units may be selected from the following: | | |
| ETHN 355 | The Asian American Experience [4] | |
| ETHN 356 | The African American Experience [4] | |
| ETHN 357 | The Chicano(a)/Latino(a) Experience [4] | |
| ETHN 358 | Native American/Indigenous Experience [4] | |
| SOC 225 | Contemporary Social Problems | |
| SOCW 251 | Social Welfare Policy and Service | |
| SOCW 350 | Aging: Implications for Policy and Practice | |
| SOCW 351 | Child Welfare | |
| SOCW 410 | Family Violence | |
| **Total Units** | | **42** |

| | |
|---|---|
| 1 | Meets the General Education Quantitative Literacy requirement. |
| 2 | Meets the General Education Social Sciences requirement. |
| 3 | Meets the General Education Writing 3 requirement. |
| 4 | Meets the General Education Intercultural Competence requirement. |
| 5 | Meets the General Education Integrative and Applied Learning requirement. |

| | |
|---|---|
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Understand and evaluate social research, and also to develop well-designed research projects.
2. Recognize the influence of race, class, and gender on human behavior and social conditions.
3. Articulate the role of social institutions—family, religion, government—in shaping social life and identity.
4. Utilize the comparative and historical perspective to evaluate the effects of the social context on cultural beliefs, values, attitudes and practices.
5. Gain a sociological perspective on human behavior and the social order—including social structures and institutional practices—that empowers them to act in response to the Scriptural mandate to work for peace and justice.
6. Describe their sociological education and the development of a sociological imagination in relation to Christian faith and life.

# BA in Spanish

39 units

Spanish is one of the most widely spoken languages in the world, and Los Angeles is one of the world's largest Spanish-speaking cities. There is a growing need for people with linguistic and cultural skills to work in increasingly globalized communities. Indeed, a recent study stated that bilingual speakers earn 10-15 percent more than those who speak only English. The Spanish program is designed to fill this need. It works well as a double-major, with low unit requirements and high compatibility with many career paths. It equips business professionals, healthcare professionals, community workers, journalists—anyone interested in other cultures—to thrive in the diversity of our planet.

The Spanish major (https://www.apu.edu/clas/programs/spanish-major/) at Azusa Pacific University offers opportunities to serve in local Spanish-speaking communities through internships and hands-on coursework, or to study away through various international programs (p. 1138). All courses offered in the department are offered within the College of Liberal Arts and Sciences and are designed to contribute to a Christian liberal arts education.

## Mission Statement

The Spanish program guides student development in Spanish conversation, develops reading and compositional skills, introduces major Spanish-language literary works, heightens cultural sensitivity, and encourages creative and reflective thinking with respect to the history and civilization of Hispanic countries, all to better serve God through service to others.

## Off-campus Study

As part of the Spanish language learning experience, Spanish majors and minors are strongly encouraged to study away for one term. Students may choose to participate in study away programs offered by the Department of Sociology, TESOL, and Modern Languages (https://www.apu.edu/clas/sociology-languages/) or other available programs. In all cases, students must consult with a department advisor for their classes prior to enrollment and departure. Credit earned through these programs applies to the degree.

## Career Opportunities

In addition to teaching, countless public contact fields may require some proficiency in Spanish. Disaster specialists, translators/interpreters, import/export managers, diplomats, customs inspectors, immigration inspectors, social/medical services, speech pathologists, law enforcement, international finance and banking, international student advisors, pastors/ministers, and the rapidly expanding world of international business—these fields and

many others increasingly seek candidates who possess Spanish language ability and cultural sensitivity as valuable career skills. For students who have studied foreign languages in high school and desire to advance, a Spanish major or minor enables them to acquire the language and culture skills appropriate to a variety of public service and business applications.

## Requirements

The actual number of units for the Spanish major may be reduced. See note 1 below. We strongly encourage Spanish majors to complete one study term abroad.  Students in the Spanish major must maintain a minimum cumulative GPA of 2.0 in all university coursework.

| Code | Title | Units |
|------|-------|-------|
| **Core Courses** | | **30** |
| SPAN 101 | Elementary Spanish I [1, 2] | |
| SPAN 102 | Elementary Spanish II [1, 2] | |
| SPAN 201 | Intermediate Spanish I [F] | |
| SPAN 202 | Intermediate Spanish II [S] | |
| SPAN 460 | Writing 3: Survey of the Literature of the Spanish-Speaking World [3, S] | |
| WRIT 204 | Writing 2: Writing for the Humanities in Spanish [4, S] | |
| **Conversational Skills** | | **3** |
| Select one from the following: | | |
| SPAN 250 | Intermediate Conversation and Writing Abroad (abroad in a Spanish-speaking country) | |
| SPAN 301 | Spanish Conversation and Community [5, F] | |
| SPAN 305 | Spanish for Heritage Speakers [F] | |
| SPAN 310 | Advanced Language-Study Practicum (abroad in a Spanish-speaking country) | |
| **Electives** | | **6** |
| Select two from the following list. A course taken to meet the above courses may not also count for elective credit. | | |
| ETHN 357 | The Chicano(a)/Latino(a) Experience [6] | |
| ETHN 476 | Transforming Leadership: Ethnic Studies and Latinx Christian Practice | |
| HIST 235 | Cultural History/Travel Study (If taken with a pre-approved study away program) [6] | |
| PSYC 490 | Latinx Psychology | |
| SPAN 310 | Advanced Language-Study Practicum (abroad in a Spanish-speaking country) | |
| SPAN 330 | History and Civilization of the Spanish-speaking World | |
| SPAN 332 | Literary Masters [7, F] | |
| SPAN 415 | Politics and Society in Latin America [8, OS] | |
| SPAN 420 | Public Speaking in Spanish [9, OF] | |
| SPAN 440 | Spanish Applied Linguistics [EF] | |
| SPAN 450 | Spanish Language Pedagogy | |
| SPAN 494 | Internship | |
| SPAN 495 | Special Topics in Spanish (may be repeated for credit) [ES] | |
| SPAN 497 | Readings | |
| UBBL 235 | Luke/Acts through a Latinx Lens [10] | |
| **Total Units** | | **39** |

1   See General Education Requirements page (p. 911). Students who are native speakers of Spanish or have 3-4 years of high school Spanish should take the Spanish placement or CLEP (p. 1114) exam, then consult with an advisor before entering intermediate or upper-division work. A CLEP score of 50 waives SPAN 101  and SPAN 102. A CLEP score of 63 also waives SPAN 201. A CLEP score of 74 also waives SPAN 202.

2   Meets the General Education Foreign Language requirement.

3   Meets the General Education Writing 3 requirement.

4   Meets the General Education Writing 2 requirement.

5   Meets the General Education Intercultural Competence requirement.

6   Meets the General Education Intercultural Competence requirement.

7   Meets the General Education Humanities: Literature requirement.

8   Meets the General Education Civic Knowledge and Engagement requirement.

9   Meets the General Education Oral Communication requirement.

10   Meets the General Education Luke/Acts requirement.

| | |
|---|---|
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate strong abilities in language skills (reading, writing), attaining at least the ACTFL Advanced-Low level.
2. Demonstrate strong abilities in language skills (speaking, listening), attaining at least the ACTFL Advanced-Low level.
3. Knowledge: Distinguish and describe the countries of the Spanish-speaking world, and describe their history and cultural achievements.
4. Literature: Critically analyze literary texts and construct thoughtful, textually-supported interpretations.
5. Intercultural Competence: Interact with people of Spanish-speaking communities with understanding and cultural sensitivity.

# Certificate in Ethnic Studies (Generalist)

The Ethnic Studies Generalist Certificate is a 12-unit program for traditional undergraduate students who want to increase their cultural awareness while complementing their major field of study.

| Code | Title | Units |
|---|---|---|
| **Core Course** | | **3** |
| ETHN 150 | Introduction to Ethnic Studies [1] | |
| **Module 1** | | **6** |
| Select two of the following: | | |
| ETHN 356 | The African American Experience [1] | |
| ETHN 355 | The Asian American Experience [1] | |
| ETHN 357 | The Chicano(a)/Latino(a) Experience [1] | |
| ETHN 358 | Native American/Indigenous Experience [1] | |
| **Module 2** | | **3** |
| Select one of the following: | | |
| UBBL 235 | Luke/Acts through a Latinx Lens [2] | |
| ETHN 476 | Transforming Leadership: Ethnic Studies and Latinx Christian Practice | |
| PSYC 490 | Latinx Psychology | |
| HED 550 | Asian Americans in Higher Education | |
| SOCW 450 | Asian American Communities: Mental Health and Wellness | |
| PSYC 407 | Psychology of Asian Americans | |
| SOCW 445 | The Intersectionality of Identity: Being Black and Female | |
| CJ 375 | The Politics of Crime and Punishment | |
| **Total Units** | | **12** |

[1]     Meets the General Education Intercultural Competence requirement.
[2]     Meets the General Education Luke/Acts requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate an awareness of the historical and modern experiences of, and interconnection between, ethnic groups.
2. Differentiate terminology that specifically relates to respective U.S. ethnic groups.
3. Critically engage the intersectional elements of the Africana, Asian American, Latinx cultural identity formation, including ethnic identity and issues of race.
4. Discuss a broadened understanding of how Christian faith shapes respective U.S. ethnic experiences.

# Certificate in Ethnic Studies: Africana Studies

The Ethnic Studies: Africana Studies Certificate is a 12-unit program for traditional undergraduate students who want to increase their cultural awareness while complementing their major field of study.

| Code | Title | Units |
|---|---|---|
| ETHN 356 | The African American Experience (Core Course) [1] | 3 |
| SOCW 445 | The Intersectionality of Identity: Being Black and Female | 3 |
| CJ 375 | The Politics of Crime and Punishment | 3 |
| UBBL 240 | Luke/Acts through an Africana Lens [2] | 3 |
| or UBBL 230 | Luke/Acts | |
| **Total Units** | | **12** |

[1]  Meets the General Education Intercultural Competence requirement.
[2]  Meets the General Education Biblical, Theological, and Philosophical Formation requirement.

## Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate an awareness of the historical and modern experiences of, and interconnection between, people of Africana descent.
2. Differentiate terminology that specifically relates to respective people of Africana descent.
3. Critically engage the intersectional elements of the Africana cultural identity formation, including ethnic identity and issues of race.
4. Discuss a broadened understanding of how Christian faith shapes the respective experiences of members within the Africana community.

# Certificate in Ethnic Studies: Asian American Studies

The Ethnic Studies: Asian American Studies Certificate is a 12-unit program for traditional undergraduate students who want to increase their cultural awareness while complementing their major field of study.

| Code | Title | Units |
|---|---|---|
| ETHN 355 | The Asian American Experience [1] | 3 |
| PSYC 407 | Psychology of Asian Americans | 3 |
| HED 550 | Asian Americans in Higher Education | 3 |
| SOCW 450 | Asian American Communities: Mental Health and Wellness | 3 |
| **Total Units** | | **12** |

[1]  Meets the General Education Intercultural Competence requirement.

## Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate an awareness of the historical and modern experiences of, and interconnection between, people of Asian American descent.
2. Differentiate terminology that specifically relates to respective people of Asian American descent.
3. Critically engage the intersectional elements of the Asian American cultural identity formation, including ethnic identity and issues of race.
4. Discuss a broadened understanding of how Christian faith shapes the respective experiences of members within the Asian American community.

# Certificate in Ethnic Studies: Latinx Studies

The Ethnic Studies: Latinx Studies Certificate is a 12-unit program for traditional undergraduate students who want to increase their cultural awareness while complementing their major field of study.

| Code | Title | Units |
|---|---|---|
| ETHN 357 | The Chicano(a)/Latino(a) Experience [1] | 3 |
| ETHN 476 | Transforming Leadership: Ethnic Studies and Latinx Christian Practice | 3 |
| UBBL 235 | Luke/Acts through a Latinx Lens [2] | 3 |
| PSYC 490 | Latinx Psychology | 3 |
| **Total Units** | | **12** |

[1]    Meets the General Education Intercultural Competence requirement.
[2]    Meets the General Education Luke/Acts requirement.

## Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate an awareness of the historical and modern experiences of, and interconnection between, people of Latinx descent.
2. Differentiate terminology that specifically relates to respective people of Latinx descent.
3. Critically engage the intersectional elements of the Latinx cultural identity formation, including ethnic identity and issues of race.
4. Discuss a broadened understanding of how Christian faith shapes the respective experiences of members within the Latinx community.

# Certificate in TEFL

6 units

The Certificate in Teaching English as a Foreign Language (TEFL) program (https://www.apu.edu/clas/programs/tefl-certification/) equips students who desire advanced training in order to start their career in teaching English without pursuing the full Master of Arts in Teaching English to Speakers of Other Languages (TESOL) degree. This graduate-level certification provides students with the basic qualifications needed to teach in a multicultural setting, and is earned by completing two courses in the MA in TESOL program, which can be applied toward the master's degree if further graduate work is desired. Coursework can be completed on campus or online.

## Requirements

| Code | Title | Units |
|---|---|---|
| TESL 545 | Second-language Pedagogy I | 3 |
| TESL 557 | Reflective Teaching | 3 |
| **Total Units** | | **6** |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Certificate in TESOL (On Campus and Online)

18 units

The on-campus and online certificate program in Teaching English to Speakers of Other Languages (TESOL) (https://www.apu.edu/clas/programs/tesol-certification/) prepares postbaccalaureate students who desire specialized skills in TESOL but do not wish to pursue the full graduate degree (Master of Arts in TESOL). The six-course certificate offers broad exposure to the field of TESOL, focusing on teaching speaking, listening, reading, writing, and grammar skills, along with an overview of language learning and intercultural communication. Certificate holders are qualified for volunteer and entry-level English language teaching positions domestically and globally. Ideal for supplementing and enhancing traditional ministry within multicultural or cross-cultural environments or for those working with language learners who want to expand their knowledge base, the TESOL certificate program incorporates coursework that will apply toward the MA in TESOL for those who subsequently choose to pursue the master's degree.

## Requirements

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

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# MA in Teaching English to Speakers of Other Languages (TESOL) (On Campus)

**For more information: (626) 815-3844**

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (https://www.apu.edu/clas/programs/tesol-masters/) offers prospective and experienced teachers of English as a second or foreign language a 33-unit master's degree program comprising courses in language acquisition theory, English grammar and pronunciation, intercultural communication, sociolinguistics, language teaching methods, observation and practice in classroom teaching, language assessment, and program design.

## Mission Statement for TESOL Programs

The TESOL programs at Azusa Pacific University prepare present and future educators, international and domestic, with the competencies and perspectives needed to teach English in a manner marked by professional excellence, intercultural sensitivity, integrity, and compassion. To this end, the department offers an 18-unit undergraduate TESOL minor, an 18-unit graduate certificate in TESOL, a 6-unit graduate certificate in Teaching English as a Foreign Language (TEFL), and a 33-unit master's degree in TESOL—all taught by experienced Christian faculty who are motivated to serve God and their students, and who engage students in practical training grounded in theory and research.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| TESL 505 | Second-language Acquisition | 3 |
| TESL 515 | Teaching English Grammar | 3 |
| TESL 525 | Teaching English Pronunciation | 3 |
| TESL 545 | Second-language Pedagogy I [1] | 3 |
| TESL 550 | Second-language Pedagogy II | 3 |
| TESL 557 | Reflective Teaching [1] | 3 |
| TESL 560 | Language Program Design | 3 |
| TESL 570 | Second-language Assessment | 3 |
| Select at least one of the following (if both selected, one counts as an elective): | | 3 |
| TESL 530 | Intercultural Communication and Language Teaching | |
| TESL 535 | Sociolinguistics and Language Teaching | |
| Select one of the following: | | 3 |
| TESL 580 | TESOL Portfolio | |
| TESL 589 | Research Methods in TESOL [2] | |
| **Elective Courses** | | |
| Select one of the following: | | 3 |
| TESL 501 | Language Learning through Technology | |
| TESL 509 | Special Topics in TESOL | |
| TESL 537 | Critical Perspectives on Christianity and English Language Teaching | |
| TESL 548 | Teaching EFL with Children | |
| TESL 590 | Thesis Preparation [3] | |
| TESL 599 | Readings in TESOL | |
| **Total Units** | | **33** |

[1]    Required for the TEFL certificate.
[2]    TESL 589 is required if the thesis option is chosen; if the portfolio option is chosen, TESL 589 can be taken as an elective.
[3]    TESL 590 may be repeated for credit.

## Thesis or Portfolio

To complete the program, students choose either to create a professional portfolio or write a thesis. Students who choose the portfolio must enroll in TESL 580 and develop a portfolio that demonstrates competence in each of the TESOL program learning outcomes. Students who elect to write a thesis must enroll in TESL 589 or a comparable course in research methods. Most students who elect to write a thesis will also enroll in TESL 590 as their elective. After completing the thesis, students must provide an oral defense.

## Program Corequisites

1. **Language Proficiency**
   a. For the master's degree, prior to graduation, native speakers of English must verify completion within the last 10 years of a minimum of 6 semester units of college-level foreign language with at least a 3.0 grade-point average on a 4.0 scale, or its equivalent. Options to satisfy the foreign language requirement include formal coursework and community language learning. Students may also establish proficiency via an exam.
   b. All students graduating from non-English-speaking institutions must satisfy APU's English Proficiency Requirements (p. 959). In addition, the following scores on the internet-based TOEFL, or equivalent proof of proficiency, are required for admission to the online or field-based TESOL programs.
      i. Reading: 25
      ii. Speaking: 25
      iii. Writing: 25
      iv. Listening: 25
2. **Professional Development**
   Prior to completion of the master's degree, students are required to provide evidence of attendance at a national, state, or regional conference related to language teaching.

## Time Requirements

Students may begin TESOL studies in summer, fall, or spring.

The program is offered in an 8-week session format: Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, and Summer 2. A Summer 2 elective is offered online. Full-time students typically enroll in two courses per 8-week session and can complete the entire program of 11 courses (33 units) in approximately six sessions (as little as 16 months). Part-time students taking one course each term can complete the program in about three years. Students may move between full-time and part-time study as needed. The time limit for completing all degree requirements, including coursework and corequisites, is eight years.

## Cross-Program Enrollment

Students in the TESOL master's degree programs may take up to four courses in a different format—on campus or online. The program director's approval is required prior to enrollment.

## Accreditation

- Azusa Pacific University is accredited by the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org/).

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze their own and other cultural and/or language systems and how this affects the teaching of English.
2. Articulate a coherent understanding of the process of language acquisition and the effect on language acquisition of individual and contextual variables.
3. Interact with Christian views of language learners, language teaching, and the nature of language.
4. Describe the grammatical and phonological structures of English and analyze learners' production to create appropriate/related learning activities.
5. Evaluate and use technology in teaching English.
6. Apply, through anticipated or actual teaching, the principles of classroom language pedagogy to teach oral and written English.
7. Apply the techniques and principles of second language assessment, and to interpret the results of such assessments in determining language proficiency and student progress.
8. Evaluate language teaching materials and design a course of language instruction based upon an articulated working philosophy of language learning and teaching.
9. Identify and discuss ethical issues entailed in English language teaching.
10. Articulate how one's worldview/faith, identity, and teaching philosophy impact one's pedagogy and professional activities.
11. Participate in the professional TESOL community, including the abilities to give and receive collegial feedback, participate in professional conferences, and apply insights gained to future or current teaching contexts.
12. Reflect upon and apply the experience of learning a foreign language to one's teaching of English.

# MA in Teaching English to Speakers of Other Languages (TESOL) (Online)

**For more information: (626) 815-3844**

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (https://www.apu.edu/clas/programs/tesol-masters/) offers prospective and experienced teachers of English as a second or foreign language a 33-unit degree program comprising courses in language acquisition theory, English grammar and pronunciation, intercultural communication, sociolinguistics, language teaching methods, observation and practice in classroom teaching, language assessment, and program design.

In the online TESOL program, full-time students can complete coursework in one and a half years via online delivery from anywhere in the world. Students complete courses sequentially in a cohort model, which connects participants to a learning community with a rich diversity of experiences.

## Mission Statement for TESOL Programs

The TESOL programs at Azusa Pacific University prepare present and future educators, international and domestic, with the competencies and perspectives needed to teach English in a manner marked by professional excellence, intercultural sensitivity, integrity, and compassion. To this end, the department offers an 18-unit undergraduate TESOL minor, an 18-unit graduate certificate in TESOL, a 6-unit graduate certificate in Teaching English as a Foreign Language (TEFL), and a 33-unit master's degree in TESOL—all taught by experienced Christian faculty who are motivated to serve God and their students, and who engage students in practical training grounded in theory and research.

## Requirements

| Code | Title | Units |
|---|---|---|
| TESL 501 | Language Learning through Technology [1] | 3 |
| or TESL 537 | Critical Perspectives on Christianity and English Language Teaching | |
| TESL 505 | Second-language Acquisition | 3 |
| TESL 515 | Teaching English Grammar | 3 |
| TESL 525 | Teaching English Pronunciation | 3 |
| TESL 530 | Intercultural Communication and Language Teaching [2] | 3 |
| or TESL 535 | Sociolinguistics and Language Teaching | |
| TESL 545 | Second-language Pedagogy I [3] | 3 |
| TESL 550 | Second-language Pedagogy II | 3 |
| TESL 557 | Reflective Teaching [3] | 3 |
| TESL 560 | Language Program Design | 3 |
| TESL 570 | Second-language Assessment | 3 |
| TESL 580 | TESOL Portfolio | 3 |
| **Total Units** | | **33** |

[1]  Students may select between TESL 501 and TESL 537 to fulfill the elective requirement for the program.
[2]  TESL 535 is not offered online; students opting for TESL 535 must take this course on campus.
[3]  Required for the TEFL certificate.

## TESOL Portfolio

To complete the program, students create a professional TESOL portfolio that demonstrates competence in each of the TESOL program learning outcomes. The required course TESL 580 guides students in the process of developing their portfolios.

## Program Corequisites

1. **Language Proficiency**
   a. For the master's degree, prior to graduation, native speakers of English must verify completion within the last 10 years of a minimum of 6 semester units of college-level foreign language with at least a 3.0 grade-point average on a 4.0 scale, or its equivalent. Options to satisfy the foreign language requirement include formal coursework and community language learning. Students may also demonstrate proficiency via an exam.
   b. All students graduating from non-English-speaking institutions must satisfy APU's English Proficiency Requirements (p. 959). In addition, the following scores on the internet-based TOEFL (IBT), or equivalent proof of proficiency, are required for admission to the online TESOL program.
      i. Reading: 25
      ii. Speaking: 25
      iii. Writing: 25
      iv. Listening: 25
2. **Professional Development**
   Prior to completion of the master's degree, students are required to provide evidence of attendance at a national, regional, or state conference related to language teaching.

## Time Requirements

Students may begin TESOL studies in summer, fall, or spring.

The program is offered in a five-session format: Fall 1, Fall 2, Spring 1, Spring 2, and Summer 2. Full-time students typically enroll in two courses per 8-week session and can complete the entire program of 11 courses (33 units) in approximately six sessions (one and a half years). Part-time students taking one course each term can complete the program in about three years. Students may move between full-time and part-time study as needed. The time limit for completing all degree requirements, including coursework and corequisites, is eight years.

## Other Requirements

Students must have a computer and reliable online access. Prior to graduation, students must complete an online portfolio that displays selected student work and provides evidence that the student has met and reflected upon the TESOL program learning outcomes. Students start their portfolios in a course dedicated to creating a portfolio and then submit them for review at the end of their coursework. In addition to the portfolio, students must also complete foreign language and conference corequisites in order to be eligible for graduation.

## Cross-Program Enrollment

Students in the TESOL master's degree programs may take up to four courses in a different format—on campus or online. The program director's approval is required prior to enrollment.

## Accreditation

- Azusa Pacific University is accredited by the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org/).

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

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## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze their own and other cultural and/or language systems and how this affects the teaching of English.
2. Articulate a coherent understanding of the process of language acquisition and the effect on language acquisition of individual and contextual variables.
3. Interact with Christian views of language learners, language teaching, and the nature of language.
4. Describe the grammatical and phonological structures of English and analyze learners' production to create appropriate/related learning activities.
5. Evaluate and use technology in teaching English.
6. Apply, through anticipated or actual teaching, the principles of classroom language pedagogy to teach oral and written English.
7. Apply the techniques and principles of second language assessment, and to interpret the results of such assessments in determining language proficiency and student progress.
8. Evaluate language teaching materials and design a course of language instruction based upon an articulated working philosophy of language learning and teaching.
9. Identify and discuss ethical issues entailed in English language teaching.
10. Articulate how one's worldview/faith, identity, and teaching philosophy impact one's pedagogy and professional activities.
11. Participate in the professional TESOL community, including the abilities to give and receive collegial feedback, participate in professional conferences, and apply insights gained to future or current teaching contexts.
12. Reflect upon and apply the experience of learning a foreign language to one's teaching of English.

# MA in TESOL Program (Christ's College Cooperative)

The APU/Christ's College Cooperative Master of Arts in TESOL program offers college graduates in Taiwan the opportunity to earn a 33-unit Master of Arts in TESOL. The cooperative program requires at least two years, one at Christ's College and one at APU, and leads one to academic accomplishments equal to those attained by graduates of the on-campus program (p. 165). Students must be accepted by Christ's College and Azusa Pacific University before enrolling in any program coursework at APU. During the first year of the cooperative program, students take four TESOL courses (12 units) identical in number, title, and content to four courses offered on the APU campus. During the second year, students take an additional

7 courses (21 units) on the APU campus. Beyond coursework, students must also complete the same additional program requirements as in the on-campus program.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Minor in Environmental Studies

18-19 units

The environmental studies minor offers a learning environment that equips a rising generation with the intellectual tools and learning experiences needed to understand and address the causes and consequences of the unprecedented environmental challenges facing them. The program summons students to a profound interior conversion—an "'ecological conversion,' whereby the effects of their encounter with Jesus Christ become evident in their relationship with the world around them" (Pope Francis, Laudato si'). This includes a systematic examination of how human beings affect the environment and how the environment affects human institutions and relationships. The new perspectives, affections, and personal habits fostered through the program ground the task of repairing the damage done to marine and terrestrial ecosystems and producing sustainable systems of food, fuel, and shelter. This minor program supports the emerging need to equip students in the area of sustainability, and also supports the United Nations Sustainable Development Goals related to environmental sciences.

## Distinctive Features

- *Interdisciplinary:* Synthesis of the natural sciences, social sciences, and humanities, including the arts and expressive culture (e.g., music, literature, film). The minor is taken simultaneously with an undergraduate major.
- *Experiential Learning and Internship:* Field trips; field studies; community, regional, or global internships with community organizations (e.g., public schools) or national environmental organizations (e.g., the Nature Conservancy, the National Audubon Society, the Environmental Defense Fund, SoCal A Rocha, Eden Reforestation Projects); or engagement in political and cultural activism through a broad range of environmentally focused organizations in the Los Angeles area.

## Vocational Paths

This minor helps prepare students for earth-keeping careers in education (sustainability studies), sustainability management (public, private), community advocacy (nonprofit), environmental planning and policy development, environmental law, wildlife and game management, the alternative energy sector, forestry, and agriculture.

## Requirements

The minor comprises 18-19 units, at least 12 of which must be upper-division coursework.

| Code | Title | Units |
|---|---|---|
| **Foundational/Introductory** | | **2** |
| GLBL 497 | Readings | |
| **Science** | | **4** |
| BIOL 152 | General Biology II | |
| BIOL 320 | Ecology [1] | |
| BIOL 325 | Humans and the Environment [2] | |
| CHEM 101 | Chemistry and Society [2] | |
| PHYC 112 | Science and Technology for Everyday Applications [2] | |
| **Social Science** | | **3** |
| GLBL 120 | Contemporary Global Issues [1] | |
| GLBL 420 | Sustainable Societies [3] | |
| **Humanities** | | **3** |
| HUM 202 | Civic Knowledge and Engagement [1] | |
| PHIL 366 | Environmental Ethics | |
| WRIT 210 | Writing 2: Writing in the Humanities [4] | |
| **Economics** | | **3-4** |

| Code | Title | Units |
|------|-------|-------|
| ECON 355<br>& ECON 497 | Environmental Economics<br>and Readings [5] | |
| **Capstone or Policy** | | **3** |
| Choose one of the following: | | |
| GLBL 499 | Thesis/Project [6] | |
| VOC 499 | Interdisciplinary Capstone | |
| **Total Units** | | **18-19** |

| [1] | Meets the General Education Civic Knowledge and Engagement requirement. |
|-----|--------|
| [2] | Meets the General Education Natural Sciences requirement. |
| [3] | Meets the General Education Integrative and Applied Learning requirement. |
| [4] | WRIT 210 is a topics course; the topic Nature and Environmental Writing is the only topic that fulfills this requirement. This course also meets the General Education Writing 2 requirement. |
| [5] | ECON 355 has a prerequisite of ECON 251—students who have satisfied ECON 251 do not need to take ECON 497; students who have not taken ECON 251 may take ECON 497 for 1 unit to meet the prerequisite. |
| [6] | Course must be taken one time for 3 units. |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Describe the fundamental science (drawn from natural sciences and social sciences) that informs our understanding of current environmental challenges (e.g., anthropogenic climate change, biodiversity loss, land degradation, etc.) and policy alternatives.
2. Demonstrate an experiential understanding of the real-world contexts and ethical principles (drawn from philosophy, theology, and literature) that frame the human relationship and response to the natural world.
3. Effectively weigh scientific evidence, moral/ethical argument, and political and economic feasibility in evaluating environmental policies and institutions.
4. Integrate and apply perspectives from across the natural sciences, social sciences, and humanities to an analysis of complex urban environmental problems.
5. Explain the moral and ethical significance of environmental crises through concrete lifestyle changes that accord with the biblical vision of a healed creation.

# Minor in Ethnic Studies

18 units

The ethnic studies minor (https://www.apu.edu/clas/programs/ethnic-studies/) enhances students' understanding of the experiences of U.S. immigrant populations and communities of color, along with their sensitivity to issues of race, ethnicity, and social class. The program also enables students to analyze contemporary social problems that affect these populations and evaluate public policy related to the areas of immigration, education, criminal justice, health care, and economic development. The primary curricular focus is on the experiences of Asian Americans, African Americans, Chicano/Latino, and Native American peoples within the United States. Because of the program's interdisciplinary character, students learn to appreciate how scholars in different fields (e.g., history, art, literature, communication, anthropology, education, political science, psychology, and sociology) approach the study and expression of race and ethnicity.

## Requirements

| Code | Title | Units |
|------|-------|-------|
| **Core Course** | | |
| ETHN 150 | Introduction to Ethnic Studies [1] | 3 |
| **Contemporary Experience Courses** | | |
| Select three of the following: | | 9 |
| ETHN 355 | The Asian American Experience [1] | |
| ETHN 356 | The African American Experience [1] | |
| ETHN 357 | The Chicano(a)/Latino(a) Experience [1] | |
| ETHN 358 | Native American/Indigenous Experience [1] | |
| **Elective Requirements** | | |

| | | |
|---|---|---|
| Select two of the following: | | 6 |
| **Culture and the Arts** | | |
| ART 403 | Multicultural Art [2] | |
| COMM 495 | Special Topics | |
| ENGL 364 | American Ethnic Literature [1] | |
| ENGL 489 | Literary Topics | |
| GLBL 201 | Anthropology for Everyday Life [1] | |
| MUS 301 | Music of Africa | |
| MUS 302 | Soul Music [1] | |
| **Social Relationships/Public Policy** | | |
| COMM 260 | Intercultural Communication [1] | |
| EDLS 405 | Diversity in the Classroom [1] | |
| GLBL 260 | Intercultural Communication [1] | |
| HIST 346 | History of American Immigration [1] | |
| PSYC 400 | Multicultural Psychology [1] | |
| SOC 235 | Race and Ethnicity [1] | |
| SOC 358 | Human Diversity [1] | |
| SOC 359 | Immigrant L.A. | |
| SOC 464 | Social Stratification | |
| THEO 480 | Theology from the Margins [1] | |
| **Total Units** | | **18** |

[1]     Meets the General Education Intercultural Competence requirement.
[2]     Meets the General Education Humanities: Fine Arts requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate an awareness of the historical experiences of U.S. ethnic groups and their contributions to the broader U.S. society.
2. Differentiate terminology that specifically relates to respective U.S. ethnic groups.
3. Critically engage the elements of American cultural identity formation including ethnic identity and issues of race.
4. Discuss a broadened understanding of how Christian faith shapes respective U.S. ethnic experiences.

# Minor in Sociology

## Requirements

18 units

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| SOC 120 | Introduction to Sociology [1] | 3 |
| SOC 298 | Basic Sociological Theory [F] | 3 |
| **Elective Courses** | | |
| Select 12 units from the following: | | 12 |
| ETHN 150 | Introduction to Ethnic Studies [2] | |
| GLBL 201 | Anthropology for Everyday Life [2] | |
| MATH 130 | Introduction to Statistics [3] | |
| PSYC 320 | Social Psychology | |
| SOC 225 | Contemporary Social Problems | |
| SOC 230 | Comparative Family Systems | |
| SOC 235 | Race and Ethnicity [2] | |

| | | |
|---|---|---|
| SOC 358 | Human Diversity [2] | |
| SOC 359 | Immigrant L.A. [OS] | |
| SOC 360 | Sociology of Religion [OS] | |
| SOC 361 | Education and Society [F] | |
| SOC 404 | Community [S] | |
| SOC 405 | The Sociology of Gender | |
| SOC 410 | Field Internships [4] | |
| SOC 425 | Social Movements [ES] | |
| SOC 455 | Crime and Delinquency | |
| SOC 464 | Social Stratification [F] | |
| SOC 468 | Contemporary Social Theory [OS] | |
| SOC 471 | Writing 3: Qualitative Social Research Methods [5, F] | |
| SOC 472 | Writing 3: Quantitative Social Research Methods [5, S] | |
| SOC 495 | Special Topics | |
| SOC 496 | Senior Seminar: Faith and Social Issues [OF, 4] | |
| SOC 497 | Readings | |
| **Total Units** | | **18** |

[1]    Meets the General Education Social Sciences requirement.
[2]    Meets the General Education Intercultural Competence requirement.
[3]    Meets the General Education Quantitative Literacy requirement.
[4]    Meets the General Education Integrative and Applied Learning requirement.
[5]    Meets the General Education Writing 3 requirement.

| | |
|---|---|
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Recognize the influence of race, class, and gender on human behavior and social conditions.
2. Utilize the comparative and historical perspective to evaluate the effects of the social context on cultural beliefs, values, attitudes and practices.
3. Gain a sociological perspective on human behavior and the social order—including social structures and institutional practices—that empowers them to act in response to the Scriptural mandate to work for peace and justice.

# Minor in Spanish

24 units

## Requirements

Students in the Spanish minor are required to take 24 units of coursework. The actual number of units may be reduced. See note 2 below. Students in the Spanish minor must maintain a minimum cumulative GPA of 2.0 in all university coursework.

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | **15** |
| SPAN 101 | Elementary Spanish I [1, 2] | |
| SPAN 102 | Elementary Spanish II [1, 2] | |
| SPAN 201 | Intermediate Spanish I [F] | |

| | | |
|---|---|---|
| SPAN 202 | Intermediate Spanish II [S] | |
| WRIT 204 | Writing 2: Writing for the Humanities in Spanish [3, S] | |
| **Conversational Skills** | | **3** |
| Select one of the following: | | |
| SPAN 250 | Intermediate Conversation and Writing Abroad | |
| SPAN 301 | Spanish Conversation and Community [4, F] | |
| SPAN 305 | Spanish for Heritage Speakers [F] | |
| SPAN 310 | Advanced Language-Study Practicum | |
| **Electives** | | **6** |
| Select two from the following list. A course taken to meet the above Subject Courses may not count for elective credit. | | |
| HIST 235 | Cultural History/Travel Study (If taken in Costa Rica or Ecuador Program) [4] | |
| ETHN 357 | The Chicano(a)/Latino(a) Experience [4] | |
| ETHN 476 | Transforming Leadership: Ethnic Studies and Latinx Christian Practice | |
| PSYC 490 | Latinx Psychology | |
| SPAN 310 | Advanced Language-Study Practicum | |
| SPAN 330 | History and Civilization of the Spanish-speaking World [F] | |
| SPAN 332 | Literary Masters [5, F] | |
| SPAN 415 | Politics and Society in Latin America [6, OS] | |
| SPAN 420 | Public Speaking in Spanish [7, OF] | |
| SPAN 440 | Spanish Applied Linguistics [EF] | |
| SPAN 460 | Writing 3: Survey of the Literature of the Spanish-Speaking World [8, S] | |
| UBBL 235 | Luke/Acts through a Latinx Lens [9] | |
| **Total Units** | | **24** |

[1] Meets the General Education Foreign Language requirement.

[2] See General Education Requirements page (p. 911). Students who are native speakers of Spanish or have 3-4 years of high school Spanish should take the Spanish placement or CLEP (p. 1114) exam, then consult with an advisor before entering intermediate or upper-division work. A CLEP score of 50 waives SPAN 101 and SPAN 102. A CLEP score of 63 also waives SPAN 201. A CLEP score of 74 also waives SPAN 202.

[3] Meets the General Education Writing 2 requirement.

[4] Meets the General Education Intercultural Competence requirement.

[5] Meets the General Education Humanities: Literature requirement.

[6] Meets the General Education Civic Knowledge and Engagement requirement.

[7] Meets the General Education Oral Communication requirement.

[8] Meets the General Education Writing 3 requirement.

[9] Meets the General Education Luke/Acts requirement.

| | |
|---|---|
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate strong abilities in language skills (reading, writing), attaining at least the ACTFL Advanced-Low level.
2. Demonstrate strong abilities in language skills (speaking, listening), attaining at least the ACTFL Advanced-Low level.
3. Knowledge: Distinguish and describe the countries of the Spanish-speaking world, and describe their history and cultural achievements.
4. Literature: Critically analyze literary texts and construct thoughtful, textually-supported interpretations.
5. Intercultural Competence: Interact with people of Spanish-speaking communities with understanding and cultural sensitivity.

# Minor in TESOL

18 units

The undergraduate minor in TESOL is especially suited to students majoring in English (p. 120), Spanish (p. 160), or liberal studies (p. 518) (education), yet is open to all students. Students who choose the option to take graduate-level courses TESL 545 and TESL 557 will have completed the requirements for the graduate TEFL Certificate (p. 164).

The TESOL minor:

- Prepares students to teach English as a second language in public adult schools, private language schools, and developing countries.
- Prepares students for service in the U.S. among refugees, immigrants, and international students, and also for mission opportunities abroad.
- Prepares students to pursue graduate studies in TESOL or applied linguistics. TESOL minors who pursue graduate studies in TESOL at APU will already have completed at least one of the required courses for the MA in TESOL (p. 165).
- Enhances students' prospects for employment or acceptance to a graduate program, including their chances of obtaining a teaching assistantship at a university. In particular, students with this minor are prepared for the California Designated Subject (ESL) Adult Education Teaching Credential.
- Facilitates the development of public speaking and general classroom management skills.

## Requirements

- Students must achieve at least a 2.0 grade-point average in the six courses.
- Students intending to obtain a Designated Subject Adult Education Teaching Credential should also enroll in POLI 150 American Government.

| Code | Title | Units |
|---|---|---|
| ENGL 402 | Principles of Language | 3 |
| ENGL 404 | Approaches to Grammar | 3 |
| ENGL 406 | Writing 3: Advanced Composition [1] | 3 |
| TESL 505 | Second-language Acquisition [2] | 3 |
| Select one of the following: | | 3 |
| TESL 345 | Second-language Pedagogy I | |
| TESL 545 | Second-language Pedagogy I [2] | |
| Select one of the following: | | 3 |
| TESL 456 | Teaching Practicum | |
| TESL 557 | Reflective Teaching [2] | |
| **Total Units** | | **18** |

[1]    Meets the General Education Writing 3 requirement.
[2]    Senior standing required, and approval must be obtained from the department chair of the student's major, in order to take graduate-level courses.

## Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a coherent understanding of the process of language acquisition and the effect on language acquisition of both individual and contextual variables.
2. Describe the linguistic structures and development of English.
3. Apply, through anticipated or actual teaching, the principles of classroom language pedagogy to teach both oral and written English.
4. Evaluate language teaching materials and use them in lesson planning.

# Preprofessional Programs

## Premedical/Predental

While any major is compatible with medicine, an emphasis on science courses is mandatory for completion of the academic prerequisites of medical and dental schools. Azusa Pacific's Department of Biology and Chemistry (https://www.apu.edu/clas/biochem/) offers excellent curricula for such programs.

Students enjoy strong academic advising on preparatory coursework, and a great deal of personal contact with professors within the classroom and advising environments.

Students enter the premedical/predental track (https://www.apu.edu/clas/programs/premedical/) by application, usually not earlier than the second semester of the sophomore year. Admission to the program is based on an evaluation of academic success and realistic plans for a health career. Students who successfully complete this track have a high success rate for acceptance into medical and dental schools. The program equips students to integrate scientific, cultural, and religious views, and develops the skills and objectivity necessary for the advancement of scientific knowledge.

To assist in attaining this goal, APU provides an advisor and a premedical/predental advisory committee to assist students in course selection, monitor academic progress, provide information on medical and dental school admission policies, conduct mock interviews, and, in general, aid students in focusing their preparation for medical or dental school.

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

In addition to the General Education requirement, the following is typical of the academic prerequisites required by most medical and dental schools:

| Code | Title | Units |
| --- | --- | --- |
| **Chemistry** | | |
| CHEM 151 & CHEM 152 | General Chemistry I and General Chemistry II [1] | 8 |
| CHEM 251 & CHEM 252 | Organic Chemistry: Theory I and Organic Chemistry: Theory II | 6 |
| CHEM 261 & CHEM 262 | Organic Chemistry - Lab and Organic Chemistry - Lab | 2 |
| **Biology** | | |
| BIOL 151 & BIOL 152 | General Biology I and General Biology II [1] | 8 |
| **Mathematics** | | |
| MATH 165 & MATH 166 | Calculus I and Calculus II | 6 |
| **Physics** | | |
| Select one of the following: | | 8-10 |
| PHYC 155 & PHYC 156 | Physics for Life Sciences I and Physics for Life Sciences II [1] | |
| PHYC 165 & PHYC 166 | Physics for Science and Engineering: Mechanics and Physics for Science and Engineering: Electricity and Magnetism [1] | |
| PHYC 145 | Physics Laboratory I | 1 |
| PHYC 146 | Physics Laboratory II | 1 |

[1]   CHEM 151, BIOL 151, PHYC 155, and PHYC 165 meet the General Education Natural Sciences requirement.

The following courses also provide excellent preparation for medical school:

| Code | Title | Units |
| --- | --- | --- |
| BIOC 360 | Principles of Biochemistry | 4 |
| BIOC 270 & BIOC 370 | Biomolecular Chemistry and Biomolecular Metabolism | 8 |
| BIOL 240 | Biology of Microorganisms | 4 |
| BIOL 280 | Cell Biology | 4 |
| BIOL 300 | Genetics | 4 |
| BIOL 336 | Vertebrate Biology | 4 |
| BIOL 346 | Regional Human Anatomy | 4 |
| BIOL 350 | Mammalian Physiology | 4 |
| CHEM 300 & CHEM 310 | Quantitative Chemical Analysis - Theory and Quantitative Chemical Analysis - Laboratory | 4 |

| | | |
|---|---|---|
| PSYC 110 | General Psychology [1] | 3 |
| SOC 120 | Introduction to Sociology [1] | 3 |

[1]    Meets the General Education Social Sciences requirement.

## Pre-PT/OT

Physical and occupational therapy programs require the completion of prerequisite science courses. Azusa Pacific's Department of Biology and Chemistry (https://www.apu.edu/clas/biochem/) offers excellent curricula and faculty mentoring to complete these mandatory requirements. Students benefit from strong academic advising on preparatory coursework from a committee that includes a doctor of physical therapy as the committee chair.

Students enter the pre-PT/OT track (https://www.apu.edu/clas/programs/pre-physical-occupational-therapy/) by application while completing BIOL 251 Human Physiology. Admission to the program is based on an evaluation of academic success and realistic plans for a health career. Students in this track can anticipate a high success rate for admission to physical or occupational therapy schools as they become familiar with the physical/occupational therapy school admission process (PTCAS/OTCAS) through personalized, step-by-step advising and a mock interview with the pre-PT/OT committee. In addition, students have the opportunity to receive a committee letter in support of their physical or occupational therapy school application.

In addition to the General Education requirement, the following is typical of the academic prerequisites required by most physical and occupational therapy programs:

| Code | Title | Units |
|---|---|---|
| BIOL 151 | General Biology I [1] | |
| BIOL 250 | Human Anatomy | |
| BIOL 251 | Human Physiology | |
| BIOL Elective | | |
| CHEM 151 | General Chemistry I [1] | |
| CHEM 152 | General Chemistry II | |
| PHYC 145 | Physics Laboratory I | |
| PHYC 146 | Physics Laboratory II | |
| PHYC 155 | Physics for Life Sciences I [1] | |
| PHYC 156 | Physics for Life Sciences II | |
| Exercise Physiology | | |
| Psychology | | |
| Sociology | | |
| Statistics | | |

The BA in Allied Health (p. 46) is designed to fulfill the PT/OT graduate program requirements without any need for additional coursework.

## Prelaw

Azusa Pacific University's Department of History and Political Science offers a prelaw minor (p. 142) for students interested in law school. The 21-unit minor includes courses in political science, criminal law, constitutional law, and political philosophy. The department's prelaw advisor assists prelaw students in selecting appropriate courses and in the process of identifying and applying to law schools.

# School of the Arts

Azusa Pacific's School of the Arts (https://www.apu.edu/arts/), encompassing the Department of Art (p. 178), Department of Cinematic Arts (p. 197), Department of Design (p. 221), Department of Music (p. 230), and Department of Theater Arts (p. 296), furthers artistic collaboration and integration and expands the impact of the arts on campus, in local communities, and around the world. Within the college, art, cinema, design, music, and theater students work in an environment that supports excellence and artistic integrity firmly grounded in the Christian faith. Among the full-time faculty are numerous industry professionals who bring decades of experience to the classroom.

All programs housed in the School of the Arts provide students with practical techniques, knowledge, analytical skills, preparation for professional success, and a solid integration of faith and scholarship that allow them to practice their craft and positively impact the world.

# Department of Art

## Mission

The mission of the Azusa Pacific University Department of Art (https://www.apu.edu/vpa/art/) is to prepare art students for a lifetime of artistic expression and to cultivate individual creativity through the study of history, technique, presentation, and social engagement as reflectors of the creative and transformative nature of God, the ultimate Creator.

Faculty hold the belief that art is a socially responsible calling that empowers students to act as transformers in the world. In human history, artists have been the vessels and vehicles for spiritual, social, political, and psychological definition and change. Therefore, art is presented as a professional occupation and an essential part of a liberal arts education. APU students train to continue in that artistic tradition.

## Department Policies

The following policies apply to all art major and BFA students:

- Students must successfully complete a portfolio Review of Artistic Competencies (RAC) before progressing to upper-division courses. The review dates are announced every term and are available in the Department of Art.
- Students must submit a portfolio application to be admitted into the BFA program. The application due dates are announced every term and are available in the Department of Art.
- BFA majors must install a capstone exhibition and create a final portfolio at the conclusion of their coursework to prove proficiency in their selected emphasis or concentration.

## Accreditation

- Azusa Pacific University is accredited by the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org/).
- The Department of Art programs are accredited by the National Association of Schools of Art and Design (NASAD) (https://nasad.arts-accredit.org/).

## Programs

### Majors

- Art (BA) (p. 187)

- Art (BFA) (p. 190)

### Minors

- Art (p. 196)
- Art History (p. 197)

### Master's

- Master of Fine Arts in Visual Art  (p. 195)
- Master of Arts in Modern and Contemporary Art History (p. 193)
- Master of Arts in Art Education (p. 192)

## Courses

### ART 105, Ceramics I, 3 Units

In this introductory-level studio course, students learn about clay, glazes, firing, and studio procedures through the production of hand-built and wheel-formed projects. There is an emphasis on basic functional forms and their historical precedents. Meets six hours weekly. *Meets the General Education Requirement: Humanities: Fine Arts.*
Special Fee Applies

### ART 111, Printmaking: Serigraph, 3 Units

This studio course introduces students to the fine art of printmaking with an emphasis on serigraph (silk-screen) techniques. Attention is given to the origins and development of serigraph in the 20th century. Meets six hours weekly.
Special Fee Applies

## ART 125, New Genre Art Forms I, 3 Units
Students in this studio course explore art techniques of the contemporary age emphasizing three major art forms: performance, video, and installation. Course material introduces students to these three mediums and enables students to explore alternative processes in the art-making experience. Meets six hours weekly.
Special Fee Applies

## ART 130, Two-Dimensional Design, 3 Units
This studio course provides a variety of two-dimensional problem-solving experiences in composition. Students are required to apply Elements of Art and Principles of Design to original artworks, using materials and techniques related to their artistic goals. Oral and written art criticism are employed. Meets six hours weekly.
Special Fee Applies

## ART 135, Three-Dimensional Design, 3 Units
Basic spatial compositions are created to investigate concepts of form, light, texture, and motion, using a variety of materials such as cardboard, plaster, wood, plastic, and metal. Problems involving sculptural and environmental design concepts are studied. Meets six hours weekly.
Special Fee Applies

## ART 145, Drawing I, 3 Units
In this introductory-level studio course, students learn basic concepts and techniques including composition, gesture, contour, value marking, perspective, and observational rendering. Multiple media are explored in various styles and formats to develop skills and appreciation of the drawing media. Students are required to furnish art materials and tools. Meets six hours weekly. *Meets the General Education Requirement: Humanities: Fine Arts.*
Special Fee Applies

## ART 146, Painting I, 3 Units
Basic concepts and techniques of painting with multiple media and various styles and formats are considered to develop skills and appreciation of the painting media. Students are required to furnish art materials and tools. Meets six hours weekly.
Special Fee Applies

## ART 150, Introduction to Art, 3 Units
This combination lecture/studio course introduces students to fine art history and processes. Students develop a deeper understanding of the history, forms, and styles of architecture, painting, printmaking, and sculpture. The studio experiences expand students' personal awareness of art and themselves. *Meets the General Education Requirement: Humanities: Fine Arts.*
Special Fee Applies

## ART 152, History of the Museum, 3 Units
This lecture course surveys the history and development of museums and their changing role in society across the globe from the ancient world to the 21st century.
Special Fee Applies

## ART 160, Photography I, 3 Units
This studio course is an introduction to contemporary art photography using black-and-white film, darkroom, and digital photography processes, with students exploring technical, formal, and conceptual aspects of photography. Meets six hours weekly. Students must own or have access to a 35mm film camera. *Meets the General Education Requirement: Humanities: Fine Arts.*
Special Fee Applies

## ART 170, Sculpture I, 3 Units
A beginning-level studio course in sculpture, this class is hands-on, utilizing wood, plaster, and clay. Historical and formal aspects are an integral part of the course. Meets six hours weekly.
Special Fee Applies

## ART 180, Practical Exhibition Design, 3 Units
This studio course is an introduction to the practical application of exhibition design. Students work in a dedicated gallery to learn the art of installing and lighting artwork. Meets six hours weekly.
Special Fee Applies

## ART 206, Ceramics II, 3 Units
Students undertake intermediate projects in ceramics designed to increase basic skills and confidence on the potter's wheel. Meets six hours weekly.
Special Fee Applies
**Prerequisite:** ART 105

## ART 210, Printmaking: Relief, 3 Units

This studio course provides an introduction to the fine art of printmaking with an emphasis on relief techniques. Attention is given to the origins and development of printmaking in many cultures. Meets six hours weekly.
Special Fee Applies

## ART 230, Figurative Lab, 3 Units

This studio course focuses on rendering the human figure from live models in multiple media. The figure is explored as a universal form and unique personality. Students are required to furnish art materials and tools. Meets six hours weekly.
Special Fee Applies

## ART 240, Drawing and Painting II, 3 Units

Students develop and apply a personal approach to drawing and painting in various media using a variety of techniques. Emphasis is on independent exploration to prepare students for careers in studio art. Meets six hours weekly.
Special Fee Applies
**Prerequisite:** ART 145 and ART 146

## ART 260, Photography II, 3 Units

This intermediate-level studio course is the study in contemporary art photography. Emphasis placed on color theory, contemporary issues, and the technical skills of artificial lighting and professional digital printing workflow. Meets six hours weekly. Note: Students must own or have access to a digital SLR camera.
Special Fee Applies
**Prerequisite:** ART 160

## ART 270, Sculpture II, 3 Units

This intermediate-level course emphasizes aesthetics and appropriate technologies for executing ideas. Students are involved with formulating a conceptual and technical basis for ongoing work. Meets six hours weekly.
Special Fee Applies
**Prerequisite:** ART 170

## ART 280, Exhibition Design Theory, 3 Units

This lecture course surveys theories, trends, and the history of exhibition design. Students learn about the role and expectations of exhibition designers and makers.
Special Fee Applies

## ART 295, Exhibition Design Methods, 3 Units

This studio course provides the design tools needed for the printed and graphic needs of an exhibition. Emphasis is given to the promotion of exhibitions, accompanying catalogs, and didactics. Meets six hours weekly.
Special Fee Applies
**Prerequisite:** ART 280

## ART 305, Ceramics III, 3 Units

Students create advanced projects in ceramics. Meets six hours weekly.
Special Fee Applies
**Prerequisite:** ART 206

## ART 306, Ceramics IV, 3 Units

Students create advanced projects in ceramics. Meets six hours weekly.
Special Fee Applies
**Prerequisite:** ART 305

## ART 310, Fundamental Art Experiences, 3 Units

This introductory art education course explores the value of art production, art integration with other subjects, and art development in children. *Meets the General Education Requirement: Humanities: Fine Arts.*
Special Fee Applies

## ART 312, Secondary Art: Methods, Materials, and Curriculum, 3 Units

Students study secondary curriculum and practices to learn effective and positive ways of providing a quality art program. Such issues as current trends, practices, aesthetic valuing, and classroom management are explored. Field trips may be required. Meets six hours weekly.
Special Fee Applies
**Prerequisite:** Review of artistic competencies.

## ART 315, Printmaking II, 3 Units

This intermediate-level studio course provides further study in the fine art of printmaking with an emphasis on intaglio techniques. The course includes the study of traditional as well as alternative processes. Meets six hours weekly.
Special Fee Applies
**Prerequisite:** ART 210 or ART 211 or instructor consent

## ART 341, Painting III, 3 Units

In this comprehensive studio course, students create advanced painting projects within the context of a major theme. Development of each student's personal style is encouraged.
Special Fee Applies
**Prerequisite:** ART 240 and review of artistic competencies, or instructor consent.

## ART 345, Mixed Media, 3 Units

This advanced-level studio course investigates the physical and aesthetic possiblities and limitations of contemporary mixed media materials. Projects encourage an inventive and experimental approach to a wide range of materials and techniques, followed by specialization in one or more specific mixed-media techniques. May be repeated for six units total. Meets six hours weekly.

## ART 350, Illustration, 3 Units

This course explores wet and dry media techniques and high-end rendering in the multiple uses of illustration. The class duplicates client/artist interactions to prepare students for the environment in the commercial arts field. Students are required to furnish art materials and tools. Meets six hours weekly.
**Prerequisite:** ART 145 and Review of Artistic Competencies

## ART 354, History of Ancient Art and Architecture, 3 Units

This lecture course surveys art forms, including painting, sculpture, and architecture, created during the period ranging from prehistory to the beginning of the Christian era. Students are introduced to the art of the Middle East, Africa, Asia, Europe, the Americas, and Oceania. *Meets the General Education Requirement: Humanities: Fine Arts.*

## ART 356, Writing 3: History of Modern Art and Architecture, 3 Units

This course covers the history of painting, sculpture, architecture, and other art forms from the late 1700s to the late 1900s, and students are introduced to the various styles and movements that determine the development of modern art. The aim of the course is to lead students to an understanding of how modern art has developed into its current state as influenced by its sociocultural, religious, and political contexts. Learning to write in-depth analyses of art is an integral part of this course. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2

## ART 357, History of Contemporary Art and Architecture, 3 Units

This lecture course includes the study of the history of painting, sculpture, and architecture created from 1945 to the present, and explores the transition in art from Modernism to Postmodernism and beyond. Field trips to local galleries and museums allow students to experience current contemporary art in Southern California. *Meets the General Education Requirement: Humanities: Fine Arts.*

## ART 359, Women In Art, 3 Units

This lecture and activity course addresses women's contributions in visual art from the Middle Ages through the present. Representations of women from ancient art through the present are analyzed. Collaborative installation projects modeled after contemporary female artists are undertaken to further understand the processes utilized by female artists.

## ART 360, Photography III, 3 Units

This advanced-level studio course is a study in contemporary art photography. Emphasis is placed on advanced film technologies and digital processes. The course also explores historical, cultural and critical aspects of photography. Meets six hours weekly.
Special Fee Applies
**Prerequisite:** ART 260, and RAC (Review of Artistic Competencies) portfolio review, or instructor consent

## ART 361, History of Early Christian and Medieval Art and Architecture, 3 Units

This lecture/seminar course introduces students to developments in art from around the world in the period ranging from early Christian art to the Age of Cathedrals (1st to 14th centuries). The course explores the connection between artistic expression and the changing sociocultural, religious, and political systems of the Christian world and the cultures that came into contact with it. *Meets the General Education Requirement: Humanities: Fine Arts.*

## ART 362, History of Renaissance to Rococo Art and Architecture, 3 Units

This lecture/seminar course introduces students to developments in art from around the world in the period ranging from the Early Renaissance through the Mannerist, Baroque, and Rococo periods (15th-18th centuries). Students in this course explore the connection between art expression and the changing sociocultural, religious, and political systems of the expanding world of the Renaissance to the Revolution age. *Meets the General Education Requirement: Humanities: Fine Arts.*

## ART 365, Printmaking III, 3 Units

This advanced-level studio course provides further study in the fine art of printmaking with an emphasis on alternative techniques. The course includes the study of monotype and collagraph processes. Meets six hours weekly.
Special Fee Applies
**Prerequisite:** ART 210 or ART 111, and ART 315

## ART 370, Sculpture III, 3 Units

This is a three-dimensional studio course utilizing wood, plaster, metals, and clay. Historical aspects are an integral part of the course. Meets six hours weekly.
Special Fee Applies
**Prerequisite:** ART 270

## ART 380, Advanced Exhibition Design, 3 Units

This advanced-level studio course gives students the opportunity to plan and install an exhibition. Students facilitate all aspects of executing an exhibition for a visiting artist (or visiting artists). Meets six hours weekly.
Special Fee Applies
**Prerequisite:** ART 295

## ART 403, Multicultural Art, 3 Units

This course introduces students to non-European craft techniques and traditions, and emphasizes building community through group projects, feasts, and celebrations. Meets six hours weekly. *Meets the General Education Requirement: Humanities: Fine Arts.*
Special Fee Applies

## ART 406, Ceramic Studio Processes, 1-3 Units

This course for the advanced student potter tailors experiences to meet the individual student's goal as a professional studio potter or ceramics instructor. It may be repeated for 6 units total.
Special Fee Applies

## ART 413, Multicultural Art Processes, 3 Units

This advanced-level studio course tailors experiences to meet the individual student's goals as a professional craftsperson. One or two specific non-European craft techniques chosen by the student create the structure for the semester's work. Integration of craft techniques into personal forms of visual communication is emphasized. Meets six hours weekly.
Special Fee Applies
**Prerequisite:** ART 403

## ART 418, Printmaking IV, 3 Units

This advanced studio course concentrates on individual development, mastery of materials and processes, and the production of professional-quality printmaking.
Special Fee Applies
**Prerequisite:** ART 365

## ART 431, Gallery Design, 3 Units

This upper-division studio course is an in-depth study of professional gallery design and preparation for the senior exhibit. It should be taken as a junior or first-semester senior. Meets six hours weekly.
Special Fee Applies

## ART 445, Drawing and Painting Processes, 1-3 Units

This studio course for the advanced general studio art major tailors experiences to meet the individual student's goal as a professional artist. It may be repeated for 6 units total.
Special Fee Applies
**Prerequisite:** Review of artistic competencies.

## ART 450, Portfolio, 3 Units

This is a required laboratory class for all senior art and graphic design majors and should be taken in the final semester of study. Instruction includes portfolio preparation, artist statements, gallery and client relations, graduate school options, business networking, and the role of the Christian artist in today's culture. Meets six hours weekly. *Meets the General Education Requirement: Integrative and Applied Learning.*
Special Fee Applies
**Prerequisite:** Review of artistic competencies.

## ART 452, Exhibition Capstone, 1 Unit

This senior-level capstone course gives students the opportunity to create individual exhibitions centered around their own artwork.
Special Fee Applies
**Prerequisite:** ART 431, Writing 3, and senior standing or instructor's consent.

## ART 460, Photography IV, 3 Units
This advanced-level studio course is a further study in contemporary art photography. Emphasis is placed on developing significant personal imagery and critical analysis. Meets six hours weekly.
Special Fee Applies
**Prerequisite:** ART 360 and RAC (Review of Artistic Competencies) or instructor consent

## ART 465, Advanced Photography Studio, 1-3 Units
Under the mentorship of the professor, each student is guided toward exhibition-ready photographic work. Students must own or have access to a 35mm film camera and provide their own supplies. Course may be repeated for a total of 6 units.
Special Fee Applies
**Prerequisite:** ART 460

## ART 466, Commercial Photography, 3 Units
This advanced-level studio course concentrates on commercial photography. Emphasis is placed on location photography, lighting and equipment, studio and portrait photography, design, digital production, workflow, and post-production, client relations, and marketing. The course tailors experiences to meet student's goal as a professional photographer. Meets 6 hours weekly.
**Prerequisite:** ART 160 and ART 260

## ART 470, Sculpture IV, 3 Units
This senior-level studio course concentrates on independent creativity, individual development, mastery of materials and processes, and the production of professional quality sculpture. Meets six hours weekly.
Special Fee Applies
**Prerequisite:** ART 370 and Review of Artistic Competencies

## ART 471, Sculptural Processes, 1-3 Units
This studio course for the advanced general studio art major with an emphasis in sculpture tailors experiences to meet the individual student's goals as a professional sculptor. It may be repeated for 6 units total. Meets six hours weekly.
Special Fee Applies

## ART 475, Art Internship, 1-4 Units
Graphic design and art majors participate in either volunteer or paid internship positions that are directly linked to their area of concentration, gaining on-site and professional experience.
**Prerequisite:** BFA Visual Art, Art, or Graphic Design major or minor

## ART 495, Special Topics in Art, 3 Units
This advanced level studio/research or lecture course allows for occasional offerings of diverse topics in art not covered by regular department courses. Special interests of faculty and students may be targeted under this category. Selection varies depending on student interest and faculty availability. It may be repeated for six units total, as topic varies.
Special Fee Applies

## ART 496, Senior Seminar: Art Ethics, 3 Units
This course examines ethical issues in the contemporary art world from a Christian perspective. Included is the examination of ethical dilemmas faced by artists in today's postmodern culture.
**Prerequisite:** Senior Standing

## ART 497, Readings, 1-4 Units
Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## ART 498, Directed Research, 1-4 Units
This course provides instruction in research design and techniques, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Junior or Senior Standing

## ART 501, Integration: Theory and Practice I, 2 Units
This seminar course stimulates students' thinking regarding the relationship between the life of art making and the personal development of faith issues.

## ART 502, Integration: Theory and Practice II, 2 Units
In this second-semester course, students write a comprehensive artist's statement reflecting both artistic issues and faith concerns. It forms the basis for future renditions, wall statements, and concept statements for proposed projects.

## ART 503, Foundations of Art Education, 3 Units

This course explores the historical and philosophical foundations of art education. Students also examine concepts regarding how artistic learning occurs in children in K-12 settings, including special populations, and investigate how these concepts shape current art education practice related to the movement from STEM to STEAM.

## ART 504, Contemporary Issues in Art Education, 3 Units

This course explores contemporary issues in multifaceted areas of art education, including (but not limited to) the rationale for art education (advocacy), community connections and multiculturalism, special populations, creativity, and visual culture. Through weekly reading assignments, discussions, and individual projects, students examine scholarly writings, creative practices, and contemporary issues as they shape art education.

## ART 505, Teaching the Visual Arts I: K-12, 3 Units

This course provides an introduction to basic visual art education pedagogy, including classroom management, lesson planning and teaching, standards-based instruction, teaching strategies for students with diverse identities and needs, and the application of technology to support teaching and learning. Students who do not have a teaching background or credential consider strategies, models, and processes for meeting the needs of a broad range of K-12 students of all cultural or ethnic identities.

## ART 506, Teaching the Visual Arts II: Higher Education, 3 Units

This course provides an introduction to visual art education pedagogy for higher education, including course planning and design, studio and lecture-based instruction, and the application of technology to support teaching and learning. Students who do not have a teaching background or credential consider strategies, models, and processes for meeting the needs of a broad range of visual art learners of all cultural or ethnic identities.

## ART 510, Introduction to Graduate Studies/Critical Issues in Art I, 2 Units

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

## ART 511, Curriculum and Planning in Art Education, 3 Units

This course covers theory and application for the development of art curricula in K-12 classrooms. Based on contemporary theory and methods of application, emphasis is on strategic classroom planning and assessment.

## ART 512, Artistic Growth and Human Development, 3 Units

Students in this course examine major theories of human development, discussing and critiquing them in terms of application to art education practice. Course material provides relevant connections between artistic growth theories and research as applied to contemporary issues of human development.

## ART 513, Studio Art Exploration and Application I, 3 Units

Students in this course engage in studio residency experiences that enable them to expand their drawing and two-dimensional design skills and their visual communication skills as they explore a variety of design processes and techniques, as well as compositional and aesthetic concepts.

## ART 520, Critical Issues in Art II, 2 Units

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

## ART 525, Professional Practice, 3 Units

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

## ART 530, Graduate Studio: Special Topics I, 2 Units

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

## ART 540, Graduate Studio: Special Topics II, 2 Units

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

## ART 545, Directed Experience, 3 Units

Students in this course have an opportunity for field experience as a teaching assistant for a faculty member in the Department of Art or as an intern in an arts organization. Each student arranges for a position related to their course of study, then works with a faculty supervisor to complete reflective assignments that complement their experience in the professional environment. Enrollment is contingent upon department approval.

## ART 550, History of 19th-Century Art, Criticism, and Theory, 3 Units

This course aims to provide an in-depth study of the art of 19th-century Europe and America, and an introduction to a variety of methods by which art is customarily understood.

## ART 553, Art History and Museum Education: 19th-century Europe and America, 3 Units

This course offers an in-depth study of the art of 19th-century Europe and America, and an introduction to a variety of customary methods for understanding art. Course material also covers all aspects of the educational role of museums for art educators and their constituents through the lens of art history.

## ART 555, History of 20th-Century Art, Criticism, and Theory, 3 Units
This course aims to provide an in-depth study of the art of 20th-century Europe, America, and beyond.

## ART 560, Reading and Translating French, 3 Units
This optional elective course develops proficiency in reading French at an intermediate level, reviewing basic grammar concepts and stylistic elements.

## ART 565, Methodologies of Art History, 3 Units
This course provides an advanced examination of art history in the form of a survey of methods used by practitioners since the 16th century.

## ART 570, Theories and Practices of Abstraction, 3 Units
Students in this course engage in an in-depth study of abstract painting and sculpture of Europe and America from the 1880s to roughly 1970, and explore the relationship between the academy and the deconstruction of the figure.

## ART 575, Writing About Art, 3 Units
This course addresses a range of strategies for interpreting and building experiences and meanings that address both the individual and shared experience of makers and viewers of visual art.

## ART 576, History of Modern and Contemporary Sculpture, 3 Units
This course examines the origins and development of modern and contemporary sculpture from the 19th century to the present. An important theme running through the course is the changing definition of sculpture itself within its social and political contexts. Students also explore various new artistic practices, including video, performance, installation, and earth art, and investigate their relationship to sculptural tradition and innovation.

## ART 577, Visual Culture, 3 Units
This course asks how all of our visual languages from high art to popular culture should be organized and addressed as art historians.

## ART 580, Critique, 1 Unit
This critique course is to be taken the first term in residence and consists of in-depth processing of the artist's work. Both student and faculty evaluation are the primary content of the class.

## ART 581, Critique, 1 Unit
This second critique course consists of in-depth processing of the artist's work created up to this point in the program. Student and faculty evaluation are the primary content of the course.
**Prerequisite:** ART 580 and ART 590

## ART 582, Critique, 1 Unit
This third critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class.
**Prerequisite:** ART 581 and ART 591

## ART 583, Critique, 1 Unit
This fourth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class.
**Prerequisite:** ART 582 and ART 592

## ART 584, Critique, 1 Unit
This fifth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class.
**Prerequisite:** ART 583 and ART 593

## ART 585, Critique, 1 Unit
This sixth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class.
**Prerequisite:** ART 584 and ART 594

## ART 590, Independent Studio, 5 Units
This independent studio course is required following the first term in residence. A faculty-mentor is selected to supervise the development of student work.
**Prerequisite:** ART 580

## ART 591, Independent Studio, 4 Units
This is the second required independent studio course. A faculty-mentor is selected each semester to supervise the development of student work.
**Corequisite:** ART 581

## ART 592, Independent Studio, 5 Units

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

## ART 593, Independent Studio, 4 Units

This is the fourth independent studio course. A faculty-mentor is selected each semester to supervise the development of student work.
**Prerequisite:** ART 592;
**Corequisite:** ART 583

## ART 594, Independent Studio, 5 Units

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

## ART 595, Independent Studio, 4 Units

This is the final required independent studio course. A faculty-mentor is selected each semester to supervise the development of student work.
**Prerequisite:** ART 594;
**Corequisite:** ART 585

## ART 600, Regional Modernism, 3 Units

Students in this course examine select issues in the history of art created in the modern era, with a focus on a particular region. Topics vary depending on instructor.

## ART 601, Integration: Theory and Practice III, 2 Units

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

## ART 602, Integration: Theory and Practice IV, 3 Units

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

## ART 603, Methods in Art Education Research, 3 Units

Students in this course explore research methods rooted in theories and current practices of the visual arts. Students examine current research trends, focusing on qualitative and quantitative art education scholarly research, and learn how to recognize research methods and explore new themes within the context of creation of their own ideas toward a final capstone project.

## ART 605, Modernism and the Museum, 3 Units

The birth and growth of the modern museum has emerged as a significant institution for the art historian and artist. This course will consider the objects, buildings, and landscapes and explores how their contexts of display influence our understanding of history, education, and the object.

## ART 610, Critical Issues in Art III, 2 Units

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

## ART 613, Studio Art Exploration and Application II, 3 Units

Students in this course engage in studio residency experiences that enable them to expand their photography and digital media skills, and develop mastery in concept, composition, and execution of technique, as they investigate various forms of expression and techniques that use the principles and elements of design.

## ART 615, Modernism and Religion, 3 Units

Catholic and Protestant views of art have a long history with the appreciation, facilitation, and creation of art. This course examines the radical and dramatic relationship between religion and modern art from the Industrial Revolution to the mid-20th century.

## ART 618, Master's Capstone I, 3 Units

Students complete a capstone writing project, converting an existing graduate research paper or project into a polished example of scholarship. Each student must revise the paper/project for content and style, and the final product must be of the quality one might see in a scholarly journal or at a professional conference.
**Prerequisite:** Successful completion of 4 required courses and 4 elective courses.

## ART 620, Critical Issues in Art IV, 3 Units

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

## ART 621, Art Education Master's Capstone I, 3 Units

Students in this course research and write a capstone proposal and literature review related to the field of art education.
**Prerequisite:** ART 603

### ART 622, Art Education Master's Capstone II, 3 Units

Students in this course complete the art education research projects that started in ART 621.
**Prerequisite:** ART 621

### ART 625, Master's Capstone II, 3 Units

Students in this course produce a capstone portfolio demonstrating the breadth and depth of their master's experience and articulating the value of the degree to potential employers or admissions committee members.
**Prerequisite:** ART 618

### ART 630, Graduate Studio III, 3 Units

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

### ART 640, Graduate Studio IV, 3 Units

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

### ART 690, Creative Work Project, 2 Units

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

### ART 695, Exhibition Preparation, 3 Units

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

### ART 697, Special Topics, 1-3 Units

This advanced level studio/research or lecture course allows for occasional offerings of diverse topics in art not covered by regular department courses. Special interests of faculty and students may be targeted under this category. Selection varies depending on student interest and faculty availability.

### ART 699, Independent Study/Readings in Art, 1-3 Units

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

### PRAR 150, Introduction to Art, 3 Units

This combination lecture/studio course introduces students to fine art history and processes. Students develop a deeper understanding of the history, forms, and styles of architecture, painting, printmaking, and sculpture. The studio experiences expand students' personal awareness of art and themselves. *Meets the General Education Requirement: Humanities: Fine Arts.*
Special Fee Applies

# BA in Art

45 units

The art major (https://www.apu.edu/vpa/programs/art-major/) provides a solid foundation for those who wish to continue in the creative field.

To qualify for a solo senior exhibition, students must enroll in ART 431 by the end of their junior year and present a qualifying exhibition proposal.

## Requirements

- Students must successfully complete a portfolio Review of Artistic Competencies (RAC) before progressing to upper-division courses. The review dates are announced every term and are available in the Department of Art. Special fee applies.

- Students must maintain at least a 2.0 grade-point average in major courses to graduate.

| Code | Title | Units |
| --- | --- | --- |
| **Core Courses** | | **24** |
| ART 125 | New Genre Art Forms I [1] | |
| or ART 160 | Photography I | |
| ART 130 | Two-Dimensional Design | |
| ART 135 | Three-Dimensional Design | |
| ART 145 | Drawing I [1] | |
| ART 146 | Painting I | |
| ART 170 | Sculpture I [1] | |
| or ART 105 | Ceramics I | |
| ART 210 | Printmaking: Relief | |

| | | |
|---|---|---|
| or ART 111 | Printmaking: Serigraph | |
| ART 450 | Portfolio [2] | |
| **Art History Component** | | **9** |
| Select three of the following: | | |
| ART 354 | History of Ancient Art and Architecture [1] | |
| ART 356 | Writing 3: History of Modern Art and Architecture [3] | |
| ART 357 | History of Contemporary Art and Architecture [1] | |
| ART 359 | Women In Art | |
| ART 361 | History of Early Christian and Medieval Art and Architecture [1] | |
| ART 362 | History of Renaissance to Rococo Art and Architecture [1] | |
| DSGN 258 | History of Graphic Design and Illustration | |
| **Electives** | | **12** |
| Select 12 units from the following: | | |
| ART 206 | Ceramics II | |
| ART 260 | Photography II | |
| ART 270 | Sculpture II | |
| ART 305 | Ceramics III | |
| ART 306 | Ceramics IV | |
| ART 310 | Fundamental Art Experiences [1] | |
| ART 312 | Secondary Art: Methods, Materials, and Curriculum | |
| ART 315 | Printmaking II | |
| ART 230 | Figurative Lab | |
| ART 240 | Drawing and Painting II | |
| ART 341 | Painting III | |
| ART 345 | Mixed Media | |
| ART 350 | Illustration | |
| ART 360 | Photography III | |
| ART 365 | Printmaking III | |
| ART 370 | Sculpture III | |
| ART 403 | Multicultural Art [1] | |
| ART 406 | Ceramic Studio Processes | |
| ART 413 | Multicultural Art Processes | |
| ART 431 | Gallery Design | |
| ART 445 | Drawing and Painting Processes | |
| ART 452 | Exhibition Capstone | |
| ART 460 | Photography IV | |
| ART 465 | Advanced Photography Studio | |
| ART 466 | Commercial Photography | |
| ART 470 | Sculpture IV | |
| ART 471 | Sculptural Processes | |
| ART 475 | Art Internship | |
| ART 495 | Special Topics in Art | |
| DSGN 120 | Introduction to Computer Graphics | |
| **Total Units** | | **45** |

[1]   **Meets the General Education Humanities: Fine Arts requirement. In the Core Courses table above, this applies to** ART 160 and **ART 105, not** ART 125 or **ART 170.**

[2]   Meets the General Education Integrative and Applied Learning requirement.

[3]   **Meets the General Education Writing 3 requirement.**

## Recommended General Education Courses

| Code | Title | Units |
| --- | --- | --- |
| **Intellectual and Practical Skills** | | |
| GE 100 | First-Year Seminar | 3 |
| WRIT 110 | Writing 1: The Art and Craft of Writing | 3 |
| Writing 2 | | 3 |
| WRIT 221 | Writing 2: Writing for Visual Thinkers | |
| Writing 3 | | 3 |
| ART 356 | Writing 3: History of Modern Art and Architecture | |
| Oral Communication | | 3 |
| COMM 111 | Public Communication | |
| Personal Wellness | | 1 |
| FFL XXX: Fitness for Life | | |
| Quantitative Literacy | | 3 |
| Select one of the following: | | |
| MATH 110 | College Algebra | |
| MATH 115 | Mathematics in Society | |
| MATH 130 | Introduction to Statistics | |
| **Knowledge of Human Cultures and the Physical and Natural World** | | |
| Humanities: Fine Arts | | 3 |
| Select one of the following: | | |
| ART 361 | History of Early Christian and Medieval Art and Architecture | |
| ART 362 | History of Renaissance to Rococo Art and Architecture | |
| Humanities: History | | 3 |
| HIST 152 | United States History Since 1877 | |
| Humanities: Literature | | 3 |
| ENGL 111 | Studies in Literature | |
| Social Sciences | | 3 |
| PSYC 110 | General Psychology | |
| or SOC 120 | Introduction to Sociology | |
| Natural Sciences w/lab | | 4 |
| **Biblical, Theological, and Philosophical Formation** | | |
| MIN 108 | Christian Life, Faith, and Ministry | 3 |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |
| UBBL 230 | Luke/Acts | 3 |
| PHIL 100 | Introduction to Philosophy | 3 |
| Upper-Division Bible | | 3 |
| Theology | | 3 |
| **Personal and Social Responsibility** | | |
| Civic Engagement | | 3 |
| Intercultural Competence | | 3 |
| **Integrative and Applied Learning** | | **3** |
| **Total Units** | | **62** |

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competencies with traditional and nontraditional materials, tools, and techniques.
2. Practice aesthetic engagement and critical judgment through writing and speaking.

3. Identify art historical time periods and place artworks within their art historical time periods.
4. Articulate how Christian faith impacts artistic creation both historically and in contemporary art.

# BFA in Art

75 units

Students must apply for the art major (BFA) (https://www.apu.edu/vpa/programs/art-major-bfa/) after they have completed 18 units of core courses (or equivalent portfolio content). The application form with specific portfolio expectations may be obtained in the Department of Art (https://www.apu.edu/vpa/art/); applications are due in late September for the spring semester and in early March for the fall semester. Contact the department for deadlines and additional information at art@apu.edu or (626) 815-2064.

## Requirements

- Students must successfully complete a portfolio Review of Artistic Competencies (RAC) before progressing to upper-division courses. The review dates are announced every term and are available in the Department of Art.

All students must maintain at least a 2.0 grade-point average in major courses to graduate.

| Code | Title | Units |
| --- | --- | --- |
| **Core Courses** | | |
| ART 105 | Ceramics I | 3 |
| ART 125 | New Genre Art Forms I | 3 |
| ART 130 | Two-Dimensional Design | 3 |
| ART 135 | Three-Dimensional Design | 3 |
| ART 145 | Drawing I | 3 |
| ART 146 | Painting I | 3 |
| ART 160 | Photography I [1] | 3 |
| ART 170 | Sculpture I | 3 |
| ART 230 | Figurative Lab | 3 |
| ART 403 | Multicultural Art [1] | 3 |
| ART 431 | Gallery Design | 3 |
| Select one of the following: | | |
| ART 111 | Printmaking: Serigraph | 3 |
| or ART 210 | Printmaking: Relief | |
| **Art History Courses** | | **12** |
| Select four of the following: | | |
| ART 354 | History of Ancient Art and Architecture [1] | |
| ART 356 | Writing 3: History of Modern Art and Architecture [2] | |
| ART 357 | History of Contemporary Art and Architecture [1] | |
| ART 359 | Women In Art | |
| ART 361 | History of Early Christian and Medieval Art and Architecture [1] | |
| ART 362 | History of Renaissance to Rococo Art and Architecture [1] | |
| DSGN 258 | History of Graphic Design and Illustration | |
| **Concentration** [3] | | **15** |
| Select one of the following: | | |
| Ceramics | | |
| ART 206 | Ceramics II | |
| ART 305 | Ceramics III | |
| ART 306 | Ceramics IV | |
| ART 406 | Ceramic Studio Processes | |
| Drawing and Painting | | |
| ART 240 | Drawing and Painting II | |
| ART 341 | Painting III | |
| ART 350 | Illustration | |

| | | |
|---|---|---|
| ART 445 | Drawing and Painting Processes | |
| **Photography** | | |
| ART 260 | Photography II | |
| ART 360 | Photography III | |
| ART 460 | Photography IV | |
| ART 465 | Advanced Photography Studio | |
| or ART 466 | Commercial Photography | |
| **Sculpture** | | |
| ART 270 | Sculpture II | |
| ART 370 | Sculpture III | |
| ART 470 | Sculpture IV | |
| ART 471 | Sculptural Processes | |
| **Capstone Courses** | | |
| ART 450 | Portfolio [4] | 3 |
| ART 452 | Exhibition Capstone | 1 |
| ART 475 | Art Internship | 2 |
| ART 495 | Special Topics in Art | 3 |
| ART 496 | Senior Seminar: Art Ethics | 3 |
| **Total Units** | | **75** |

[1]   Meets the General Education Humanities: Fine Arts requirement.
[2]   Meets the General Education Writing 3 requirement.
[3]   For all process courses (ART 406, ART 445, ART 465, ART 471), a maximum of 3 units may be taken at one time.
[4]   Meets the General Education Integrative and Applied Learning requirement.

## General Education Program Requirements and Recommendations

Several BFA courses also fulfill General Education requirements. Additionally, the BFA has specific recommendations for other General Education requirements.

| Code | Title | Units |
|---|---|---|
| **Skills and University Requirements** | | |
| GE 100 | First-Year Seminar | 3 |
| WRIT 110 | Writing 1: The Art and Craft of Writing | 3 |
| Writing 2 | | 3 |
| WRIT 200 | Writing 2: Writing for Christian Practice | |
| WRIT 210 | Writing 2: Writing in the Humanities | |
| WRIT 220 | Writing 2: Film Analysis and Criticism | |
| Writing 3 | | 3 |
| ART 356 | Writing 3: History of Modern Art and Architecture | |
| Quantitative Literacy | | 3 |
| MATH 110 | College Algebra | |
| MATH 115 | Mathematics in Society | |
| MATH 120 | | |
| MATH 130 | Introduction to Statistics | |
| Oral Communication | | 3 |
| COMM 111 | Public Communication | |
| Physical Education | | 1 |
| PE XXX | Fitness for Life or Varsity Sport | |
| **Knowledge of Human Cultures and the Physical and Natural World** | | |
| Humanities: Fine Arts | | 3 |
| ART 361 | History of Early Christian and Medieval Art and Architecture | |
| ART 362 | History of Renaissance to Rococo Art and Architecture | |
| ART 403 | Multicultural Art | |

| Humanities: History | | 3 |
|---|---|---|
| HIST 152 | United States History Since 1877 | |
| Humanities: Literature | | 3 |
| ENGL 111 | Studies in Literature | |
| Social Science | | 3 |
| PSYC 110 | General Psychology | |
| or SOC 120 | Introduction to Sociology | |
| Natural Science w/lab | | 4 |
| **Biblical, Theological, and Philosophical Formation** | | |
| MIN 108 | Christian Life, Faith, and Ministry | 3 |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |
| UBBL 230 | Luke/Acts | 3 |
| PHIL 100 | Introduction to Philosophy | 3 |
| Upper-Division Bible | | 3 |
| Theology | | 3 |
| **Personal and Social Responsibility** | | |
| Civic Knowledge and Engagement | | 3 |
| Intercultural Communication | | 3 |
| Integrative and Applied Learning | | 3 |
| **Total Units** | | **62** |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competencies with traditional and nontraditional materials, tools, and techniques.
2. Demonstrate an understanding of aesthetic engagement, artistic perception, and critical judgment through writing and speaking.
3. Demonstrate an understanding of the history of art and architecture from ancient to contemporary.
4. Develop an understanding of the Christian worldview in relation to the arts.

# MA in Art Education

The MA in Art Education (https://www.apu.edu/vpa/programs/masters-in-art-education/) supports a new generation of art teachers who value the unique processes and knowledge that come with a robust studio practice and the subsequent integration of those skills into the classroom. Aspiring and seasoned art educators hone their commitment to the studio and classroom and strengthen their research and contribution to the field of art education.

## Requirements

| Code | Title | Units |
|---|---|---|
| ART 503 | Foundations of Art Education | 3 |
| ART 504 | Contemporary Issues in Art Education | 3 |
| ART 511 | Curriculum and Planning in Art Education | 3 |
| ART 512 | Artistic Growth and Human Development | 3 |
| ART 513 | Studio Art Exploration and Application I | 3 |
| ART 553 | Art History and Museum Education: 19th-century Europe and America | 3 |
| ART 603 | Methods in Art Education Research | 3 |
| ART 613 | Studio Art Exploration and Application II | 3 |
| ART 621 | Art Education Master's Capstone I | 3 |
| ART 622 | Art Education Master's Capstone II | 3 |
| **Total Units** | | **30** |

## MA in Art Education Preparatory Courses

The Department of Art offers foundational courses that assist students without previous teaching experience or a teaching credential and/or students who do not meet the entrance requirements for full admission. Courses in K-12 and higher education art teacher training give students the necessary prerequisite knowledge and skills needed to study the field of art education at the graduate level. If any of these prerequisite courses are required, a determination will be based on a review of each student's unique combination of undergraduate coursework at Azusa Pacific University (or another accredited institution of higher learning) and any relevant work experience.

| Code | Title | Units |
| --- | --- | --- |
| ART 505 | Teaching the Visual Arts I: K-12 | 3 |
| ART 506 | Teaching the Visual Arts II: Higher Education | 3 |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop advanced research skill and use of data that enhance the work of an art educator.
2. Display an understanding of skills related to art instruction and curriculum development.
3. Articulate how faith and ethics impacts art instruction.
4. Integrate historical and cultural artistic influences in art education.
5. Engage in aesthetic inquiry and understand creative practice (and the practice of other artists/educators) through the process of looking, reading, making, and finally through writing about these practices.

# MA in Modern and Contemporary Art History

The MA in Modern and Contemporary Art History (https://www.apu.edu/vpa/programs/art-history-masters/) is an innovative, fully online program that focuses exclusively on modern and contemporary art. Rooted in solid historical training and current critical methods, the program develops students' skills in visual analysis, close reading of texts, and the cultivation of independent and original research. Upon completion of the program, students are equipped with skills that are vital to further academic study as well as to the pursuit of a variety of careers in the arts.

## Program Highlights

- Courses offered in a convenient online format
- Part-time or full-time study allowed
- Courses delivered in accelerated 8-week terms that start several times per year
- Multiple entry points that enable students to select the best time to start their graduate education
- Experienced faculty who are professionally active scholars committed to student success

## Foreign Language Requirement

Before completing the MA program, students must demonstrate knowledge of a modern foreign language (note: American Sign Language does not fulfill this requirement). Students may fulfill the requirement by:

- Passing ART 560 Reading and Translating French (offered online by APU). Note that ART 560 does not count as coursework toward the degree.
- Passing a CLEP language exam (https://clep.collegeboard.org/?navId=gf-clep&navId=gf-clep) with a score of 50 or better. The CLEP exam may be taken at one of more than 1,800 designated test centers worldwide. Available language exams include French Language: Levels 1 and 2; German Language: Levels 1 and 2; and Spanish Language: Levels 1 and 2.

- Presenting evidence of completion of a semesterlong course in a foreign language from an accredited college or university with a grade of *B* or better. The course may be at the undergraduate level, but it must cover oral and written aspects of the language. Contact the director of the MA program for more information on how to submit the documentation necessary to fulfill the foreign language requirement in this manner.
- Native speakers of a language other than English *may* be considered for exemption from the language requirement, along with students who have completed study in a foreign language at a foreign university. Contact the director of the MA program for more information.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | **12** |
| ART 550 | History of 19th-Century Art, Criticism, and Theory | 3 |
| ART 555 | History of 20th-Century Art, Criticism, and Theory | 3 |
| ART 565 | Methodologies of Art History | 3 |
| ART 575 | Writing About Art | 3 |
| **Electives** | | **18** |
| Choose 18 units from the following courses: | | |
| ART 545 | Directed Experience | |
| ART 570 | Theories and Practices of Abstraction | |
| ART 576 | History of Modern and Contemporary Sculpture | |
| ART 577 | Visual Culture | |
| ART 600 | Regional Modernism | |
| ART 605 | Modernism and the Museum | |
| ART 615 | Modernism and Religion | |
| ART 697 | Special Topics | |
| **Optional Foreign Language Course** [1] | | |
| ART 560 | Reading and Translating French | |
| **Master's Capstone** | | **6** |
| ART 618 | Master's Capstone I | 3 |
| ART 625 | Master's Capstone II | 3 |
| **Total Units** | | **36** |

[1]  This course is available to meet the foreign language requirement; it does not count toward the required 36 units for the degree.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Students obtain advanced knowledge of specialized areas of art history and gain proficiency in interpreting images/objects in ways that consider the historical contexts in which they were produced and received.
2. Students are versed in the historiography and methodologies of art history and are able to apply the fundamental methods of the discipline in their academic work.
3. Students are able to assess and critique complex scholarly arguments and to critically evaluate the strength of the visual and textual evidence presented.
4. Students develop advanced skill in art historical research and are able to locate and enlist research resources in both print and digital form and assess the strengths and weaknesses of various types of resources.
5. Students acquire the writing and communication skills necessary for the accurate investigation and dissemination of art historical research.

6. Students demonstrate reading proficiency in a foreign language.

7. Students graduating with an M.A. in Art History are prepared for entry into a Ph.D. program or the job market.

# MFA in Visual Art

The MFA in Visual Art program (https://www.apu.edu/vpa/programs/mfa-in-visual-art/) is a terminal degree that seeks to cultivate the entire person, motivating students to achieve their highest possible level of development and articulation through their art. Along with intensive faculty-student mentoring relationships, students study art theory and practice, historical and contemporary precedents, social context and interaction, audience, and professional presentation.

## Program Format

APU's MFA program accommodates the working artist/educator by requiring students to be on campus for two residencies each year, with students participating in the same cohort for the duration of the program, learning and growing together. Additionally, during these on-site times, students partner with MFA professors, visiting artists, and speakers who serve as artist-mentors, pushing and encouraging students to explore and develop beyond their current aesthetic and stylistic positions.

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

## Requirements

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

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Additional Requirements

Students must complete at least 19 semester units in residence at Azusa Pacific University. Courses are scheduled so that the maximum length of the program is three years and four summers. Classes, critiques, and workshops are held throughout three weeks in July and one weekend in January—these residencies are required, with no exceptions. A maximum of eight years is allowed for completion of the degree.

A 3.0 grade-point average (GPA) is considered satisfactory progress in the MFA program. In the event that the student's GPA drops below the minimum 3.0, the student is placed on academic probation and given one enrollment period to raise it to the satisfactory level.

## Program Learning Outcomes
### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage in and contribute toward problems/questions of relevance within the contemporary art world.
2. Develop advanced research skills and products.
3. Display an understanding of worldviews and religious issues in relation to the visual arts.
4. Understand the professional art world, academic context, and personal aspirations.
5. Prepare to engage in professional exhibitions, conferences, presentations, and publications (function as a working artist).
6. Pursue serving as an arts educator in an academic context.

# Minor in Art

18 units

Students must maintain at least a 2.0 grade-point average in program courses to graduate.

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| ART 130 | Two-Dimensional Design | 3 |
| ART 145 | Drawing I [1] | 3 |
| ART 146 | Painting I | 3 |
| Select one of the following: | | 3 |
| ART 354 | History of Ancient Art and Architecture [1] | |
| ART 356 | Writing 3: History of Modern Art and Architecture [2] | |
| ART 357 | History of Contemporary Art and Architecture [1] | |
| ART 359 | Women In Art | |
| ART 361 | History of Early Christian and Medieval Art and Architecture [1] | |
| ART 362 | History of Renaissance to Rococo Art and Architecture [1] | |
| DSGN 258 | History of Graphic Design and Illustration | |
| **Art Electives** | | |
| Select two of the following: | | 6 |
| ART 105 | Ceramics I [1] | |
| ART 111 | Printmaking: Serigraph | |
| ART 125 | New Genre Art Forms I | |
| ART 135 | Three-Dimensional Design | |
| ART 160 | Photography I [1] | |
| ART 170 | Sculpture I | |
| ART 210 | Printmaking: Relief | |
| **Total Units** | | **18** |

[1]    Meets the General Education Humanities: Fine Arts requirement.
[2]    Meets the General Education Writing 3 requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competencies with traditional and nontraditional materials, tools, and techniques.
2. Identify art historical time periods and place artworks within their art historical time periods.
3. Articulate how Christian faith impacts artistic creation both historically and in contemporary art.

# Minor in Art History

18 units

The art history minor prepares students to develop a broad understanding of the meaning and purposes of visual communication, while promoting critical engagement and the attainment of knowledge of historically significant ideas and objects.

## Requirements

Students must maintain at least a 2.0 grade-point average in program courses to graduate. The program requires that students complete 18 units from the following list of art history courses:

| Code | Title | Units |
|------|-------|-------|
| ART 354 | History of Ancient Art and Architecture [1] | 3 |
| ART 356 | Writing 3: History of Modern Art and Architecture [2] | 3 |
| ART 357 | History of Contemporary Art and Architecture [1] | 3 |
| ART 359 | Women In Art | 3 |
| ART 361 | History of Early Christian and Medieval Art and Architecture [1] | 3 |
| ART 362 | History of Renaissance to Rococo Art and Architecture [1] | 3 |
| ART 475 | Art Internship | 1-4 |
| ART 497 | Readings | 1-4 |
| ART 498 | Directed Research | 1-4 |
| DSGN 258 | History of Graphic Design and Illustration | 3 |
| **Total Units** | | **18** |

[1] Meets the General Education Humanities: Fine Arts requirement.
[2] Meets the General Education Writing 3 requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Recognize and categorize art works seen in class and not previously encountered.
2. Identify art historical time periods and the function and meaning of the art within these time periods.
3. Relate stylistic and technical artistic aspects of objects and monuments to the social, cultural, and intellectual contexts of the periods.
4. Make comparisons across art historical time periods, styles, and worldviews.
5. Articulate how faith impacts artistic creation.

# Department of Cinematic Arts

## Mission Statement

The Department of Cinematic Arts (https://www.apu.edu/vpa/cinematicarts/) fosters a learning community dedicated to the creative and scholarly principles of visual storytelling. Integrating mastery of craft with spiritual growth and the development of meaningful collaboration, the department encourages transformational art from a culturally engaged Christian worldview.

# Department Overview

The Department of Cinematic Arts offers a Bachelor of Fine Arts in Cinematic Arts Production; a Bachelor of Arts in Cinematic Arts with three concentrations: Entertainment Executive, Production and Post, and Screen Studies; a Bachelor of Arts in Screenwriting; a Bachelor of Arts in Animation and Visual Effects; and a Bachelor of Arts in Games and Interactive Media. In addition, students from other majors can earn one of two minors: Screenwriting or Screen Studies. The following table can help you decide which of the department's majors is best for you:

|  | Unit Requirements | Areas of Study | Which Major is my best fit |
|---|---|---|---|
| BFA in Cinematic Arts Production | 73-74 Units | Cinematography, Directing, Editing, Producing, Production Design, and Sound Design | This major is for students interested in cinematic storytelling and the creative art, personnel, and technical processes involved in creating worlds and the characters and situations that populate them. This immersive four-year program requires a supplemental application as an incoming student or permission from production professors during freshman year. |
| BA in Cinematic Arts | 46-49 Units | Entertainment Executive, Production and Post, and Screen Studies | This major offers three concentrations. Entertainment Executive focuses on creative, logistical, and business (finance/marketing) producing. Production and Post develops basic production skills with a greater emphasis on postproduction. Screen Studies is dedicated to better understanding screen art through a close examination of history, theory, analysis, and criticism. The unit requirement for each concentration is suitable for those wishing to double major or for transfer students. |
| BA in Screenwriting | 46 Units | Feature Film, Television, and Short-form Screenwriting (includes Episodic Drama, Situation Comedy, and Sketch Comedy for the Writer/Performer) | This major is for students whose creative passion is focused on writing for film and/or television. The reasonable unit requirement allows students to double major or minor in another field of interest. |
| BA in Animation and Visual Effects | 63 Units | 2D and 3D Character Animation, Storyboarding, Character Design, Layout, Visual Development, CG Modeling, Rigging, Visual Effects Animation, and Compositing | This major is for students who like to draw cartoon characters, monsters, fantasy creatures, or animals with attitude; or who desire to create fantastic stories or characters for feature animation or television, or visual effects for major motion pictures. This major is a four-year program requiring a supplemental application. |
| BA in Games and Interactive Media | 54-56 Units | 2D, 3D, and Tabletop Game Design; Game Theory, Mechanics, Development, and Documentation; 2D and 3D Game Art Design; UV Texturing and Mapping; 3D Modeling and Rigging; 2D and 3D Animation; Game VFX; Game UX/UI Design | This major is for students who want to know how to design and develop games. The unit requirement allows students to complement their degree with a minor, such as computer science, art, screenwriting, or creative writing. This major is a four-year program requiring a supplemental application. |

Cinematic arts faculty are working professionals who have collectively accumulated hundreds of industry credits and who are passionate about mentoring students as they hone their craft. Azusa Pacific University's proximity to Hollywood allows students to benefit from collaborative opportunities and learn from visiting professionals.

Department facilities include an edit lab equipped with 21 work stations, a 70-seat screening room outfitted with DTS-HD 7.1 digital surround sound, a 1,500-square-foot sound stage that includes a green screen and Foley stage, and a 1,450-square-foot equipment distribution center stocked with professional production equipment. The department is an Avid Learning Partner and teaches Avid postproduction workflows exclusively.

# Cinematic Arts Program Learning Outcomes

Department faculty train and mentor students in production, writing, criticism, animation, and entertainment management, combining artistic excellence with scholarship. Students learn how to do the following:

## Story

Apply principles of cinematic storytelling to creative and analytical works.

## Technical Practice

Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.

## Knowledge/Analysis

Articulate, critique, and apply the historical, social, and theoretical contexts of the cinematic arts.

## Professional Development

Implement the protocol, vocabulary, and work ethic necessary for professional careers.

## Collaboration

Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.

## Spiritual/Faith

Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

# Department Policies

The following three degree programs require second applications beyond the general APU application: BFA in Cinematic Arts Production, BA in Animation and Visual Effects, and BA in Games and Interactive Media.

Those interested in the BFA in Cinematic Arts Production can apply as incoming freshmen or during their freshman year, contingent upon the recommendation of their CINE 260 instructor(s). Acceptance to the degree program during one's freshman year will in no way hinder the successful four-year completion of this degree. All BFA majors must earn no less than a *C* in every major course. Courses in these majors can be retaken once, but upon any course needing to be repeated, the student will be required to appear before the chair and/or faculty to make an appeal to remain in the major and, upon receiving permission, will be required to receive academic counseling and undergo a periodic review of his/her progress. If more than one course needs to be retaken, the student may be dropped from the BFA program and be required to reapply for admission into that major, if desired.

The BA in Animation and Visual Effects and the BA in Games and Interactive Media are four-year majors. Applicants to either of these majors must apply as incoming freshmen or with the understanding that they are committing to a four-year program. Each program is based on a cohort model in which coursework is completed in a progressive, sequential pattern. Students in these degree programs must earn no less than a *C* in each of their major courses. Falling below this threshold at any time may necessitate the student appearing before their respective program director and receiving academic counseling. If the final grade for any major-required course falls below a *C*, the student may be dropped from the major. If this is the case, a student may appeal to retake a course and reapply to the major. Upon receiving permission to retake a course and reapply to this, the student acknowledges that by doing so, they may fall a full year behind in the goal of completing their major requirements.

BA in Cinematic Arts majors must retain an overall *C* average (2.0 grade-point average) to graduate. Counseling is advised any time a student's GPA falls below this threshold.

BFA in Cinematic Arts Production majors have at least one significant hands-on production course each year. In CINE 462/CINE 494 projects, students are guaranteed a singular or shared (no more than two students sharing) department head role (producer, director, first assistant director, cinematographer, editor, sound designer, production designer, etc.), though no student is guaranteed to be placed in his or her desired role. Some roles (producers/directors) are assigned via a pitching process conducted before a faculty selection panel. Other roles are assigned by mutual agreement between student producers and faculty or are designated by faculty, who reserve the right to assign or deny production roles based on a student's demonstrated performance on previous productions, skills-related coursework, or exceptional circumstances. Likewise, faculty reserve the right to assign or deny screen credit based upon a student's demonstrated performance in their assigned roles. Students whose scripts or story ideas are selected for Production Development/Capstone Production Development consideration will be required to enroll in a development course the semester

prior to production (either CINE 316 Production Development or CINE 416 Capstone Production Development). In some cases, faculty may opt to replace/assign a writer to a script designated for production. Unless otherwise approved, only those students who have successfully completed CINE 319 Directing for the Camera will be considered for directing an upper-division project. Consideration will also be based on past production-related coursework as well as production professor recommendations.

While BFA majors have priority on department head roles on upper-division productions, BA in Cinematic Arts majors can apply for department head roles (or shared department head roles) or may be appointed to these roles by the professor of record as long as they have taken the courses that qualify them for the role, or by departmental permission in exceptional cases. Common roles for students in the Production and Post concentration are editor or sound designer; common roles for students in the Entertainment Executive concentration are producer (budgets), producer (marketing/distribution), or first assistant director.

All students enrolled in a set/production-based cinema course must read and agree to adhere to the guidelines articulated in the APU Cinematic Arts Production Bible (in the case of non-cinematic-arts students enrolled in a GE cinematic arts production course, such as CINE 160, each must adhere to guidelines articulated by their professor and/or referred to in their course syllabus.) Prior to production, each student's project must be vetted and approved by the department's safety and risk management coordinator. Each student must also sign the required safety, legal, insurance, permitting, permissions, and equipment release agreements; failure to sign one or more of these documents in no way releases a student from their obligation to adhere to the policies contained within them. Failure to follow the guidelines and policies contained within these documents, as well as those outlined in the Production Bible, may result in consequences such as late fees or damaged-equipment fees, receiving an *Incomplete (I)* or grade deduction until the equipment issue is resolved, the denial of equipment privileges, receiving a project grade reduction, academic disciplinary action, and/or withdrawal from the major.

Students enrolling in specific skills level or production courses—including, but not limited to, CINE 216, CINE 323, CINE 338, CINE 415, CINE 462, and CINE 494—may be required to contribute to the semester's film budget or the course's supplemental materials fee. Such contributions will not exceed $250 per student per semester for film budgets, or $150 for supplemental materials fees.

While students may own the intellectual property rights (copyright) of material they author, APU retains all ownership and distribution rights to films produced with APU equipment and/or within any APU course and/or under departmental authorization. APU also retains the right to use the produced screenplay for continued educational and/or promotional purposes (course examples, assignments, festival entry, etc.). Students wishing to post, share, or distribute films produced at or through APU must receive prior departmental permission in writing to do so.

When films, projects, assignments, exercises, or games produced by the Department of Cinematic Arts are intended for public presentation, such as Premiere Night, a festival, or a competitive entry, we hold each respectively to the standard of the Motion Picture Association of America's PG-13 rating, the Entertainment Software Rating Board "T" (Teen) rating, and in conjunction with the conscientious majority view of the Department of Cinematic Arts faculty. We feel this is reasonable and responsible for a Christian academic institution committed to exploring the challenges of flourishing in a fallen world, as well as the joys and sorrows of the human condition without celebrating evil. It also makes our student work accessible to a broad audience.

Films produced at the 400 level (live action and animation) are not guaranteed to screen at Premiere Night. All upper-division films intended for public exhibition must be submitted to, and approved by, a faculty screening committee. To be considered for public exhibition, each film must adhere to the ratings standards outlined in the preceding paragraph, as well as the department's technical, aesthetic, and legal requirements stated in the APU Cinematic Arts Production Bible. No film approved for Premiere Night will be permitted to be exhibited, posted, or shared prior to that event.

# Programs

## Majors

- Animation and Visual Effects (BA) (p. 210)
- Cinematic Arts (BA) (p. 214)
- Cinematic Arts Production (BFA) (p. 218)
- Games and Interactive Media (BA)
- Screenwriting (BA) (p. 217)

## Minors

- Screen Studies (p. 220)
- Screenwriting (p. 220)

# Courses

## ANIM 103, 3D Art I, 3 Units

This course introduces students to the basic principles and applied techniques of 3D computer-generated imaging. Included are basic modeling techniques, UVW mapping, 3D texturing techniques, lighting, and rendering.

## ANIM 111, Digital Methods, 2 Units

This course offers a foundational overview of digital tools used for entertainment design. Subjects include concept ideation and sketching, raster and vector graphics, basic 3D techniques, animation and motion graphics processes, and the principles of design.

## ANIM 117, Color and Design, 3 Units

Students in this course explore theory and practice of the fundamentals of strong visual design through color, shape, form, and line, with an emphasis on learning the importance of design in cinematic composition.
**Prerequisite:** BA in Animation and Visual Effects majors only

## ANIM 190, Introduction to Animation Principles and Techniques, 3 Units

This course introduces students to the basic principles and applied techniques of character animation. Students learn how to make characters and objects seemingly come to life through frame-by-frame manipulation, exploring the fundamentals of movement, gesture, timing, and weight.
**Prerequisite:** BA in Animation and Visual Effects majors only

## ANIM 192, Animation Preproduction, 3 Units

This course introduces students to the animation filmmaking preproduction process through their creation of a preproduction package for an animated film of the student's own conception.
**Prerequisite:** C or better in ANIM 190; BA in Animation and Visual Effects majors only.

## ANIM 200, Animation Production I, 3 Units

Building on the foundational animation preproduction experience, this course introduces students to the animation filmmaking process. Students create an entertaining, character-driven, animated short film with a soundtrack.
**Prerequisite:** ANIM 192; BA in Animation and Visual Effects majors only.

## ANIM 202, Storyboarding for Animation I, 3 Units

This 2-D drawing course introduces students to storytelling methods using sequential drawings for animation. Staging, camera movement, framing, and cutting theory are discussed, and assignments help students learn screen design and storytelling basics. Course material also covers different types of storyboards-TV, feature, commercial, and VFX, all used to communicate story, performance, and cinematic design.
**Prerequisite:** C or better in ANIM 117, ANIM 190, and ART 230; B.A. in Animation and Visual Effects majors only.

## ANIM 204, Layout Fundamentals, 3 Units

This course offers an in-depth study of the compositional elements that make up strong background design for animation. Through 2D drawing assignments, students learn to utilize camera angles, cinematic storytelling, and techniques in drawing and design to create story locations.
**Prerequisite:** B.A. in Animation and Visual Effects majors only.

## ANIM 205, 3D Art II, 3 Units

This course introduces students to the basic principles and applied techniques of 3D computer animation. Subjects include keyframe animation techniques and animating a 3D character rig.
**Prerequisite:** ANIM 103

## ANIM 207, Action Analysis for Animation, 2 Units

Animation is all about understanding how something moves in real life before it can be caricatured. In this course, students learn the mechanics behind human and animal locomotion through close analysis of the form in motion. Live models and film clips are used for reference.
**Prerequisite:** C or better in ANIM 117, ANIM 190, and ART 230; B.A. in Animation and Visual Effects majors only.

## ANIM 212, Character Design I, 3 Units

This course introduces the fundamentals of designing characters for animated television series, features, or corporate mascots. Drawing skills required.
**Prerequisite:** B.A. in Animation and Visual Effects majors only.

## ANIM 305, Visual Development, 3 Units

Students in this 2D drawing and painting course explore the visual possibilities of an animated feature, TV series, and/or video game through 2D digital design. World building and character design are utilized to bring a project's story to life.
**Prerequisite:** ANIM 111

## ANIM 307, CG Character Animation II, 3 Units

Students in this intermediate-level animation course gain a deeper understanding of CG animation as they create performance-driven character animation. Premade creature and character models are used to explore movement and acting with dialogue on a scene-by-scene basis.
**Prerequisite:** ANIM 205, ANIM 207, and 28 completed ANIM units.

## ANIM 309, Digital Concept Painting, 3 Units

Digital concept art is the first phase of storytelling in animation, film, and gaming. In this 2D drawing and painting course, students learn digital painting techniques and fundamentals in regard to concept art creation utilizing industry-standard painting applications.
**Prerequisite:** ANIM 111, ANIM 204, and ANIM 212.

### ANIM 345, Advanced Story Concepts, 3 Units

Students in this course learn the process of conceptualizing and developing stories for original animated feature films, series, and shorts, as well as video games. In addition to understanding the foundations of visual story-building art, students learn the basics of writing story treatments and developing pitch-ready concept packages, as well as the skills to successfully pitch their ideas.
**Prerequisite:** ANIM 202

### ANIM 358, Rigging for Animation, 3 Units

The important bridge between CG modeling and animation is creating the "rig," or bone structure, to move the model. This course introduces CG rigging techniques and fundamentals in Maya software, and students make basic rigs for objects, creatures, and human forms, with an emphasis on how things articulate.
**Prerequisite:** ANIM 205, ANIM 207, and 28 completed ANIM units.

### ANIM 390, 3D Character Modeling, 3 Units

Students in this course learn to use 3D modeling and sculptural software in order to leverage the design skills gained in previous courses to create high-quality character models.
**Prerequisite:** ANIM 103

### ANIM 392, Character Animation II, 3 Units

Students in this intermediate course develop lifelike characters through frame-by-frame manipulation, particularly human and animal locomotion, with special consideration given to weight, timing, and performance. Deeper emphasis is placed on dialogue scenes used to create stronger personalities with emotional substance and appeal.
**Prerequisite:** ANIM 190, ANIM 192, and 28 completed ANIM units.

### ANIM 395, Animation Film Workshop, 3 Units

Working in teams, students in this open-lab course complete animated short films with sound known as third-year films.
**Prerequisite:** ANIM 190 and ANIM 200

### ANIM 402, Storyboarding for Animation II, 3 Units

Students in this 2-D drawing course advance in storytelling methods and character development through an in-depth exploration and application of staging, camera movement, framing, cutting theory, and pacing. Formats of storyboarding include TV and feature animation.
**Prerequisite:** ANIM 202 and ANIM 204

### ANIM 404, CG Layout and Previsualization, 3 Units

This course covers CG layout and previsualization using industry-grade software and creation engines. Students learn and apply key principles and techniques, including camera mechanics, staging, lighting, and pacing. By the end of the course, students have a range of visual vocabulary and technical skills from which to draw while communicating their ideas visually and problem solving in a production environment.
**Prerequisite:** ANIM 202 and ANIM 204

### ANIM 445, Portfolio Review and Career Preparation, 1 Unit

Students in this course focus on creating a professional art portfolio, understanding the importance and application of networking skills, and developing the means to best showcase their work to prospective employers. Students learn online portfolio building skills, how to navigate and employ the social networking space, how to receive and apply peer and professional criticism, how to secure an internship, successful job interviewing skills, and best practices in how to succeed as a working professional.
**Prerequisite:** Must be a BA in Animation and Visual Effects or BA in Games and Interactive Media major with fourth-year standing.

### ANIM 493, Capstone Project in Animation, 3 Units

This course provides an opportunity for students to participate in and/or create a culminating work that integrates learning from previous courses in the major. All projects should be tied to the student's major (or concentration area) and must be approved by their program director or faculty advisor.
**Prerequisite:** Instructor Consent

### ANIM 495, Special Topics in Animation and Visual Effects, 1-3 Units

This course presents topics not covered by regular department courses. Trends in animation, visual effects or special interests of faculty and students may be targeted under this category.
**Prerequisite:** Instructor Consent

### ANIM 497, Readings, 1-3 Units

This course consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor.
**Prerequisite:** Instructor Consent

## ANIM 498, Directed Research, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 45 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Instructor Consent

## ANIM 499, Thesis/Project, 1-3 Units

This course is an opportunity for undergraduate students to explore an idea, contribute to research, examine industry trends/methods, or develop a project under the guidance of a faculty member in the animation area.
**Prerequisite:** Instructor Consent

## CINE 101, Christianity and the Creative Process, 3 Units

This course is a study of theater, film, and broadcasting vis-a-vis Christianity and the arts. Issues of ethics and social justice in the context of cultural studies are considered. Emphasis is placed on spiritual, artistic, and community development. *Meets the General Education Requirement: Humanities: Fine Arts.*

## CINE 119, Introduction to Directing, 3 Units

Course emphasizes dramatic form and mechanics of story, including the use of editorial, cinematographic, sound and design crafts, to communicate a coherent vision among producers, cast, and crew. Students apply their growing mastery of these subjects in a collaborative environment and explore how the Christian faith informs both story and the processes of practical application.
**Corequisite:** CINE 260

## CINE 160, Introduction to Digital Filmmaking, 3 Units

This course introduces students to the vocation and processes of filmmaking from story conception, creation and development through pre-production, principal photography, post-production, and exhibition. By the end of this course, students will not only have learned the fundamental skills and principles employed by filmmaking professionals - writers, directors, producers, creative artists and technicians - but also how to evaluate their own films in light of the current cultural context. Students must provide their own smartphones equipped with video recording and editing capabilities. *Meets the General Education Requirement: Humanities: Fine Arts.*

## CINE 174, Introduction to Storytelling, 3 Units

This course offers students a deep dive into the notion of "story" and how it manifests in a variety of formats. Subjects include narratology, comparative mythology, and the monomyth, as well as the practical techniques of writing for all aspects of the entertainment industry. Utilizing instruction and assignments provided through a series of specific, discipline-oriented lectures, students are exposed to a wide array of integrative approaches to world-building, developing fictional characters, and writing well-formed story structures. The goal of this course is to provide an understanding of how stories and characters are developed within different industries and prepare students to write and tell their own personal stories within their creative work.

## CINE 186, Action Analysis [Proposed], 2 Units

Students will learn the mechanics behind human and animal locomotion through close analysis of the form in motion.

## CINE 200, History of Art and Music for Cinematic Arts, 3 Units

This lecture course introduces cinematic arts students to major works of Western art and music from the prehistoric era to the mid-20th century, to give them visual and musical literacy skills for their work in the cinematic arts.

## CINE 216, Performance and Production, 1-3 Units

This course provides credit for students working with instructors as they study, prepare, and perform theater, film, or television productions. Course may be repeated for up to 6 units toward graduation.

## CINE 260, Cinema-TV Production I, 4 Units

This course equips students with the creative competencies and technical skills for writing, producing, directing, and picture- and sound-editing narrative short films. Coursework focuses on developing compelling stories and communicating them through dynamic visuals, effective performances, and imaginative sound design.
**Corequisite:** CINE 119

## CINE 275, History of Television and Digital Media, 3 Units

An in-depth look at the history and operations of electronic media, including television, cable and the streaming services of the Internet. The technological basis of each medium will be explored as well as the aesthetic opportunities and limitations. Programming and business structures of advertising, pay-per-view, and public broadcasting will be examined. 1st & 14th Amendment considerations-issues surrounding the freedom of expression/press as well as responsibilities-will form topics for debate/discussion. In the light of "narrative theology" both televisual stories and scriptural stories will be examined, not so much for "the rules they give" but rather for what they reveal about the human condition and the possibilities of redemption. *Meets the General Education Requirement: Humanities: Fine Arts.*

## CINE 280, Writing the Short Screenplay, 3 Units

Students will integrate their knowledge of story and character to develop scripts appropriate for short films. This course stresses the importance of rewriting and meeting deadlines for the screenwriting process. Screenplays written during the class will be considered for production by advanced cinematic arts courses.

## CINE 285, History of Film, 3 Units

The changes and developments in film are examined for their relationship to corresponding social and aesthetic contexts. Readings and discussions examine the interdependent relationships between social movements, technological advances, aesthetic trends and business practices. *Meets the General Education Requirement: Humanities: Fine Arts.*

## CINE 295, Film and Television Business, 3 Units

This class introduces students to the structure and business of the television and motion picture industries. Topics include broadcast, cable and local television, commercial production, advertising, programming, marketing, and ratings. Students learn how movies are made from the business of screenwriting through marketing and DVD release.

## CINE 316, Production Development, 3 Units

This collaborative workshop leads writers through the script development process. Students work with the instructor to develop a preapproved script concept (focusing on structure, character, and theme) and write two complete drafts of a short film script.
**Prerequisite:** CINE 280 and department approval.

## CINE 317, Cinematic Design, 3 Units

This course bridges the gap between theory and application of the visual components that make meaning in a visual story. Instruction is achieved through a combination of lecture, demonstration, and multiple student assignments applying course material to practice.
**Prerequisite:** CINE 260 and BFA Production Majors only

## CINE 319, Directing for the Camera, 3 Units

This course gives aspiring cinematic artists a working knowledge of the skills and technique needed to direct actors and create transformational art. It introduces many aspects of this discipline. Students will be evaluated on their ability, expertise, and commitment to implement new techniques.
**Prerequisite:** CINE 119, CINE 260, and for BFA Production majors only

## CINE 320, Cinematography, 3 Units

This comprehensive course covers the fundamentals of lighting, exposure, use of film and motion picture cameras, general use of equipment, safety procedures, and methodology for working on location and in the studio. This course is required for students who desire to fill a cinematography position on an advanced project.
**Prerequisite:** CINE 260 and BFA Production Majors only

## CINE 321, Film and Television Editing, 3 Units

Students learn skills and techniques of cinematic storytelling via the editing and postproduction processes. This course emphasizes proficiency using a nonlinear editing system, the history of significant achievement in editing, and the editor's unique role in the cinematic process. Required for any student who desires to fill an editing position on an advanced production.
**Prerequisite:** CINE 260; Cinematic Arts Production or Cinematic Arts: Production and Post majors only.

## CINE 322, Sound Design, 3 Units

This course focuses on practical and aesthetic considerations relating to recording, editing, and mixing sound for cinematic productions, and is required for students who desire to fill a sound position on an advanced production.
**Prerequisite:** CINE 260; Cinematic Arts Production or Cinematic Arts: Production and Post majors only.

## CINE 323, Production Design, 3 Units

Students will learn about the various disciplines involved in becoming a production designer for cinematic arts, Emphasis will be placed on understanding past designers within their historical contexts and postulating forthcoming trends, as well as developing a working knowledge of manual tactile design. Visual expression faculties must be well developed to succeed in this course.
**Prerequisite:** CINE 260

## CINE 335, Cinema-TV Production II, 5 Units

This intermediate-level course in cinema-TV production emphasizes product and process. Students learn the distinct roles of writing, producing, directing, cinematography, editing, and sound through a story-centered, collaborative, and iterative process.
Special Fee Applies
CINE 260, CINE 280, Cinematic Arts Production or Cinematic Arts: Production and Post majors only; corequisite: CINE 361

## CINE 338, Documentary and Entrepreneurial Production, 3 Units

Students in this course explore the content and production methods used in nondramatic productions - for example, short documentaries that feature people or nonprofit organizations. Product advertising or other kinds of entrepreneurial filmmaking are also examined. These productions are studied in terms of style and production techniques; style of production considers things such as compression of information and layering of graphics and images, and that knowledge is used in crafting an original advertising spot or other production. These techniques are then practiced in new projects featuring student-selected content or subjects.

Special Fee Applies

**Prerequisite:** CINE 260 and one of CINE 319, CINE 320, CINE 321, CINE 322, CINE 323.

## CINE 341, Media Criticism and Theory, 3 Units

Students in this course examine the origins and development of film criticism and theory through a close analysis of selected writings. Specialized critical approaches such as genre, auteur, feminist, and Marxist are framed by a cultural studies approach, giving an understanding of film as an expression of art and popular culture.

**Prerequisite:** WRIT 220

## CINE 351, Film and Social Issues, 3 Units

This course explores the relationship between ethnic, racial, and gender groups that historically have been under-represented, misrepresented, or marginalized in mainstream commercial cinema. Considerable emphasis is placed upon the cinematic treatment of important historical and current events, multicultural phenomena, and sociopsychological issues and movements. *Meets the General Education Requirement: Intercultural Competence.*

## CINE 360, Studies in Popular Culture, 3 Units

This course carefully examines popular cultural forms, institutions, rituals, artifacts, icons, communication practices, thought patterns, worldviews, value systems, and ideologies possibly created thereby. Topics range from the private and public experiences of popular culture in movies, television, and recordings to fast food, automobiles, and blue jeans, along with their relationship to wider cultural contexts and Christian faith.

## CINE 361, Production Management, 3 Units

Focusing on the business and management areas of media production, this course includes modules on business plans, budgets, investors, revenue streams, project procurement, equipment/facilities management, freelance hiring, personnel contracts, and talent/crew management. The creative and ethical components of producing will be examined under the light of industry demands and the church's historic concern with economic justice.

**Prerequisite:** CINE 260

## CINE 362, Entertainment Development, 3 Units

This course teaches the methods creative producers use to find, develop, pitch, package, and manage cinematic arts products. Coursework emphasizes pitching, script coverage, and other responsibilities of a producer during the acquisition process. These skills are essential for producers but highly recommended for students aspiring to create content.

**Prerequisite:** CINE 295

## CINE 363, Entertainment Financing, 3 Units

This course focuses on funding, risk assessment, distribution methods, and recoupment for cinematic arts products. The methodology focuses primarily upon case studies in the contemporary arts and entertainment industry. The course is essential for students pursuing producing and highly recommended for those interested in entertainment business.

**Prerequisite:** CINE 295 and CINE 361

## CINE 364, Entertainment Marketing, 3 Units

This course enables students to create a marketing plan for cinematic arts products and covers marketing issues and techniques from development through distribution. This course is essential for students interested in executive and producing-related careers and highly recommended for those interested in entertainment business.

**Prerequisite:** CINE 295

## CINE 375, Writing 3: Screenwriting, 3 Units

This course emphasizes the analysis and writing of film screenplays and television scripts. It serves as a workshop for story planning and scripting in the genres of drama and comedy, and for learning creative, redemptive approaches to marketable and effective media formats and presentations. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2 and department consent.

## CINE 385, Intermediate Screenwriting, 3 Units

This course focuses on screenwriting fundamentals: structure, scene development, character, theme, dialogue, and conflict. Using case studies from film and television, students learn to analyze screenplays and teleplays rather than focusing on the integrated experience of the script, directing, editing, and performance elements.

**Prerequisite:** ENGL 303 or CINE 375

## CINE 387, Writing 3: Nonfiction Writing for Visual Media, 3 Units

This course offers exploration of the essentials of good writing for successful nonfiction programs in visual media such as documentary film, documentary television, media ministry, promotional media, and more. Students learn how to research and write proposals, outlines, treatments, and scripts. Study of scripts and screenings of model nonfiction programs enrich the course and serve as practical examples. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2

## CINE 388, Sketch Comedy for the Writer/Performer, 3 Units

This course covers the writing, performance, and production of original sketch comedy. Building upon basic improvisation and creative skills, students will sharpen their writing and performance techniques to create truthful and original characters and sketches. Topics include constructing a scene, maximizing comedic potential, integrating popular culture and societal conversation, and experimenting with new media platforms. Students will collaborate to produce a show performed before a live audience at semester's end.
**Prerequisite:** THTR 374 or CINE 375

## CINE 391, Visual Effects and Compositing, 3 Units

This course covers visual effects and compositing with an emphasis on general concepts that might apply to film, animation, and games. Techniques include enhancing shots with CG elements, compositing from multiple sources, and combining CG/miniatures footage with live-action footage. Also covered are preplanning plates, green screen setups, motion tracking, and adding transparent shadows.

## CINE 415, Advanced Television Production, 4 Units

This course offers advanced instruction in the techniques of television production for multicamera studio and on-location environments. Students learn the skills necessary for preproduction, principal photography, and post-production, as well as the importance of operating under studio deadlines. This workshop class requires significant production time in addition to class time. This course requires a lab fee of at least $30/unit.
**Prerequisite:** CINE 335 and Instructor consent

## CINE 416, Capstone Production Development, 3 Units

This collaborative workshop course leads above-the-line personnel and department heads through the process of preproduction. Students undertake activities including market/audience analysis, script development, and fundraising, and integrate applied preproduction tasks such as budgeting, scheduling, production planning, casting, scouting, and permitting.
**Prerequisite:** CINE 361 and instructor permission

## CINE 420, Topics in Cinema and History, 3 Units

This course explores the relationship between film and history regarding a specific historical era, studying films made at that era and about that era. Students are expected to attend weekly film screenings in addition to scheduled classes. This course may be repeated once for credit as the topic varies.
**Prerequisite:** WRIT 110

## CINE 422, Advanced Post-Production, 3 Units

This course concentrates on advanced post-production techniques including sound mixing (integration of sound effects, Foley, music, and backgrounds) and finalizing picture (color grading, codecs, etc.). Projects are often tied to other advanced production or capstone films.
**Prerequisite:** CINE 321

## CINE 444, Advanced Film Theory, 3 Units

This course provides a deeper look at the medium of motion pictures from the point of view of film theorists ranging from semiotics (film as language), realism, expressionism, auteur theory, cinema as art, montage, film as narrative, literature and adaptations to the screen, documentary and propaganda approaches, genre conventions, psychology, sociology, mythology, and ideology. Discussion of the film audience and the role of the Christian critic is included. Foreign films are a special focus of study, together with unusual examples of cinematic expression, story films, drama as social comment, and the musical.

## CINE 451, World Cinema, 3 Units

In our world of new media, multiple technological content exhibition platforms, and the global village, the place of cinema has never been more varied and exciting. The World Cinema course will explore the history, aesthetics, and business of motion pictures outside of the Hollywood and British hegemony. National cinemas to be considered include those of Mexico, India, Russia, China, Latin America, Asia, Africa, and non-English-speaking Europe. Through film screenings, readings, lectures, and engaged discussion, students will gain a diverse, intercultural perspective, enriching their own appreciation of the world of cinema, and broadening their personal perspectives beyond that of the United States. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** WRIT 110

## CINE 462, Advanced Cinema Production, 5 Units

Students in this course work collaboratively as a crew to complete a festival-ready film for screening and distribution. Students serve in specific roles such as producers, directors, cinematographers, editors, and sound designers. The course emphasizes visual storytelling through an iterative production and critique process.
Special Fee Applies
**Prerequisite:** CINE 335

## CINE 475, Civic Engagement Through Media, 3 Units

This service-learning course applies the student's knowledge of media in service to the surrounding community either locally or internationally. Students lend their expertise and energy in partnering with non-profit organizations to create media or provide training in storytelling and technical skills. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
**Prerequisite:** CINE 260

## CINE 481, Contemporary Auteurs, 3 Units

This is a seminar course examining a variety of theories and critical approaches, focusing on two-three contemporary contemporary cinema auteurs. This course includes in-depth study of directors such as Scorsese, J. Coen & E. Coen, Kubrick, Schrader, and Eastwood, their connections to film history, theoretical constructs and critical stances, as well as common and divergent themes in their films and what they say about the human condition.

## CINE 483, Genre Studies, 3 Units

Students will examine a specific genre in cinematic arts, such as the American film musical, fantasy, romantic comedy, or science fiction. Students will consider the genre with respect to significant changes in the culture as a whole and in relation to other media, such as literature and theater. Numerous related topics will be covered that involve attention to aesthetic, cultural, and political dimensions of film and television, as well as the complex dynamics of societal trends. Consideration will be given to the social and cultural implications of media artifacts in their historical contexts.

## CINE 485, Advanced Screenwriting, 3 Units

This screenwriting seminar addresses artistry, excellence, professionalism, and spirituality. Through intense study and assigned readings and films, students learn how to hone the craft of cinematic storytelling and organically integrate faith within their writing to create screenplays with an unusual quality and depth.
**Prerequisite:** ENGL 303 or CINE 375

## CINE 486, Topics in Film Analysis, 3 Units

This course examines the terms, methods, and techniques of film analysis in the context of a special topic that varies each semester depending on the instructor (e.g., Film Noir, Images of Women in Film, Shakespeare on Film, The Western). Emphasis is on formal analysis of film language, with consideration of other critical approaches to film.

## CINE 487, Television Writing: Episodic Drama, 3 Units

This course recreates the environment of working on an hour-long television drama. Students gain practical experience in the collaborative process of writing episodic dramas and are prepared for future employment as writers, producers, or directors on a dramatic television series. As part of the course, students complete a 60-page dramatic teleplay.
**Prerequisite:** CINE 375 or instructor consent

## CINE 488, Television Writing: Situation Comedy, 3 Units

This course allows students to experience the process of writing a television sitcom. From the creation of a viable series concept to rewriting a script to meet the needs of the actual production, students work as part of a writing staff rather than as individuals and discover how their specific writing skills contribute to the project's overall success.
**Prerequisite:** CINE 375 or instructor consent

## CINE 490, Internship and Career Preparation for Cinematic Arts, 1-3 Units

This course gives students an opportunity to integrate their cinematic arts coursework with off-campus experiential learning activities in the entertainment industry. In addition to an on-site internship, students participate in course assignments, reflection, and group discussions in order to develop a career plan, hone interviewing and networking skills, and produce personal marketing materials. The course may be repeated for up to 6 units toward graduation.
**Prerequisite:** CINE 295

## CINE 491, Classroom Practicum, 1-3 Units

This course gives students practical experience in classroom teaching and tutoring. Students assist in classroom duties as well as complete assignments related to the development of a communication perspective. Three units must be taken for the communication major; an additional 3 units may be taken for credit toward graduation.

## CINE 493, Capstone Project in Cinematic Arts, 3 Units

This course provides an opportunity for students to participate in and/or create a culminating work that integrates learning from previous courses in the major. All projects should be tied to the student's major (or concentration area) and must be approved by their program director or faculty advisor. Such culminating work may include, but is not limited to: creation of a screenplay or teleplay, participation in an animation project, development of an entertainment business plan, or the revision/expansion of an essay suitable for submission to a scholarly journal or academic conference. With faculty approval, Entertainment Executive and Production and Post students may petition for one of the following courses to fulfill this requirement: CINE 338, CINE 415, CINE 462, or CINE 494. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Instructor permission

## CINE 494, Production Capstone, 3 Units

This course provides opportunity for groups of students to create a culminating television, documentary, or narrative fiction project that integrates the learning from previous production courses in the major and serves as a portfolio for the students involved. With approval, the project may be a creative reel or individual portfolio. All projects must be approved according to department guidelines. Course may be repeated for up to 6 units toward graduation. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** CINE 415, or CINE 338, or CINE 462 or Instructor's consent.

## CINE 495, Special Topics, 3 Units

This course presents topics not covered by regular department courses. Trends in the entertainment industry or special interests of faculty and students may be targeted under this category. Examples have included the American film musical, science fiction film, sound design, post colonial theater, and world theater. Course may be repeated for up to 6 units toward graduation.

## CINE 496, Ethics in Cinematic Arts, 3 Units

This seminar in media ethics helps students understand ethical dilemmas encountered by practitioners of film, television, and digital media in a variety of situations. Through the study of mass communication theories and criticism, students learn the powerful ways that entertainment media define, create, maintain, and/or change cultural realities and understand the ethical implications therein.

## CINE 498, Directed Research, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Junior or Senior Standing

## CINE 499, Thesis/Project, 1-3 Units

This course is an opportunity for undergraduate students to explore an idea, contribute to research, examine industry trends/methods, or develop a project under the guidance of a faculty member in the cinematic arts area.
**Prerequisite:** Instructor permission

## GAME 101, Game Development Process, 2 Units

This course offers an introductory survey of the video game industry and several game production processes. Included are game design tools and techniques, game development terminology, game industry roles, idea brainstorming, game prototyping, pitching, and more.

## GAME 115, Game Development I, 3 Units

Material in this introductory course covers game design workflow, fundamental game design, and development techniques so students can complete playable digital game levels. Students learn how to design and plan game flows, maps, and basic interactivity. Game development best practices and scripting are also introduced.
**Prerequisite:** GAME 101

## GAME 130, Game Design and Theory, 3 Units

Students in this course gain a practical foundation in game design with a focus on concept development, design decomposition, and prototyping. Using game design theory, analysis, physical prototyping, playtesting, and iteration, students learn how to translate game ideas, themes, and metaphors into gameplay and player experiences. Students are further exposed to the basics of effective game idea communication.
**Prerequisite:** GAME 101

## GAME 210, Game Narrative, 3 Units

This course gives students an understanding of classic dramaturgy-characterization, motivation, story patterns, structures, styles, genres, etc. Students investigate these storytelling techniques to create emotionally rich characters and worlds through the use of branching narratives, objectives, and rewards.
**Prerequisite:** GAME 101

## GAME 215, Game Level and Environmental Design, 3 Units

Students in this course investigate the development of compelling environments from the ground up, conceptually and practically. Course material covers architecture, perspective, drawing, visual storytelling, art direction, textures, creating atmosphere, nature, game cinematography, and lighting.

## GAME 221, Game UX and UI Design, 2 Units

This course introduces students to the aesthetics, terminology, and common trends of user experience and user interface design for games, including accessibility and user-centered design. Topics include 2D and 3D spaces, user/camera perspectives, wayfinding, and menu systems.
**Prerequisite:** BA in Games and Interactive Media majors only

## GAME 225, Game Development II, 3 Units

This course builds on the core principles of GAME 115 Game Development I and delves into the many systems and mechanics that make up the practice of applied game design, including game AI and basic visual effects.
**Prerequisite:** GAME 115

## GAME 310, Game Prototype Studio, 3 Units

This intensive studio-based course builds up students' repertoire of fast-prototyping skills and provides them with invaluable experience starting and finishing the development of games. The course consists almost entirely of the creation of playable prototype games, and each prototype is confined within a certain genre or conceptual theme, or within unique technical constraints.
**Prerequisite:** GAME 230

## GAME 325, Game Development III, 3 Units

This course builds on the core principles of GAME 225 Game Development II and focuses on interactive virtual reality experiences.
**Prerequisite:** GAME 225

## GAME 335, Programming for Interactive Media, 3 Units

This course provides concentrated praxis in computer programming with an emphasis on games and interactive media. Included are the basic mechanics of code, object-oriented programming, interfacing external scripts with game engines, debugging, and more.
**Prerequisite:** GAME 115

## GAME 394, Game Studio Apprenticeship, 3 Units

This course positions students to view and assist those enrolled in GAME 494 Game Studio Capstone. This includes brainstorming a future capstone game project and pitching the idea to a selection committee (composed of faculty from across the campus, as well as industry veterans) that chooses the games that will advance.
**Prerequisite:** GAME 230

## GAME 396, Game Production, 2 Units

Students in this course dive deep into producing games and interactive media. Topics include how to organize and support the creative, technical, and business aspects of game development, how to define project requirements, assembling a team, preproduction methodologies, game design documentation, current team and project management strategies, and more.
**Prerequisite:** GAME 394

## GAME 475, Civic Engagement Through Games, 3 Units

This service-learning course gives students the opportunity to apply their knowledge of games and interactive media in service to local or international communities. Students lend their expertise and energy in partnering with nonprofit organizations to create games and interactive media or provide training in storytelling and technical skills. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
**Prerequisite:** Instructor consent required

## GAME 494, Game Studio Capstone I, 3 Units

This is the first of a series of courses that give students an opportunity to create a culminating work that integrates learning from previous courses in the major. Students bring together their individual talents as designers, programmers, artists, writers, composers, producers, etc., in cross-disciplinary teams (music, animation, communications, business, and various other programs as needed), and the deliverables created during the fall semester are the foundation for polished materials in the spring semester. All projects must be approved by the department, and each project must encompass at least 100 hours of work. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** GAME 394

## GAME 496, Game Studio Capstone II, 3 Units

This is the second and last in a series of courses that give students an opportunity to create a culminating work that integrates learning from previous courses in the major. Students bring together their individual talents as designers, programmers, artists, writers, composers, producers, etc., in cross-disciplinary teams (music, animation, communications, business, and various other programs as needed), and the deliverables created during the fall semester are the foundation for polished materials in the spring semester. All projects must be approved by the department, and each project must encompass at least 100 hours of work. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** GAME 494

## SCW 501, Cinematic Arts and Culture, 3 Units

A study of film and television's roles as culture shapers. Students will consider issues of faith, ethics, and social justice and their relationship to cinematic arts. Particular emphasis will be placed on spiritual, artistic, and community development.

### SCW 519, Directing for Screenwriters, 3 Units

An in-depth workshop/lecture demonstration on pre-production, production, and post-production processes and the aesthetics of film and video. The course will emphasize dramatic form and mechanics of story, including use of design, cinematographic, sound, and editorial crafts to communicate a coherent vision among producers, crew, and cast. Students will apply knowledge of these subjects in a collaborative working environment.

### SCW 520, Script Analysis for Screenplays and Teleplays, 3 Units

Students in this course analyze feature films and television series from the screenwriter's point of view via an in-depth study of each story's dramaturgical elements. This study deepens the understanding of these principles and techniques for each student's own creative work.

### SCW 575, Screenwriting: Story and Character, 3 Units

This course focuses on dramaturgical principles needed to write for film and television. Building on Aristotelian three-act structure, students learn to create dimensional characters and craft narratives suitable for visual storytelling. Particular emphasis is placed on theme, genre, scene, and sequence construction.

### SCW 595, Entertainment Production, 3 Units

Students in this seminar course gain a working knowledge base in the key phases of entertainment production: development, financing, production management, and marketing.

### SCW 611, Adaptation for Film and Television, 3 Units

Students in this course explore using source material-such as true stories, myths, fairy tales, and classic literature-to create screenplay and teleplay adaptations. Through screenings, readings, lectures, and exercises, students examine the process and efficacy of taking stories that originated in one medium and making them suitable for film or television.

### SCW 615, Web Series Development and Production, 3 Units

In this workshop course, students study and practice the essential elements and conventions for developing, writing, and producing an original web series. Topics include concept, structure, character, and target audience, as well as marketing and distribution of the web series. Students create a three-episode web series and shoot, edit, and screen the pilot episode.

### SCW 685, Writing the Feature Screenplay, 3 Units

This seminar course focuses on the integration of dramaturgical principles of story and character development as students write an original, feature-length screenplay. They also examine classic films from the canon of American cinema to gain an enhanced understanding of narrative and learn to implement constructive criticism from peers and the course instructor.

### SCW 687, Writing the Drama Pilot, 3 Units

This course focuses on the creation of an original, dramatic television series. Each student will create a series bible that defines the concept, major characters, and brief descriptions for season one episodes. During the semester, the instructor will lead a virtual writers room as student peers provide feedback as each writes a pilot episode. In addition, the course will explore current trends in broadcast, cable, and streaming television services.

### SCW 688, Writing the Comedy Pilot, 3 Units

This course focuses on the creation of an original, comedic television series, with each student creating a series bible defining the concept, major characters, and brief descriptions for season-one episodes. During the semester, the instructor leads a virtual writers room with student peers providing feedback as each writes a pilot episode. The course also explores current trends in broadcast, cable/satellite, and streaming television services.

### SCW 699, Screenplay/Teleplay Portfolio Workshop, 3 Units

This course prepares second-year students to submit a portfolio of screenplays and/or teleplays to agents, managers, or producers for representation and/or employment opportunities. The course instructor matches each student with a professional screenwriter who helps ensure that work in the portfolio is commercially viable. In addition, students explore marketing strategies-such as blogs, social media, and building a brand-and their usefulness in starting a career in the entertainment industry.
**Prerequisite:** SCW 685, SCW 687 or SCW 688, and instructor permission.

# BA in Animation and Visual Effects

75 units

Learn more about the animation and visual effects major.  (https://www.apu.edu/vpa/programs/animation-visual-effects-major/)

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Animation and Visual Effects** | | |
| CINE 174 | Introduction to Storytelling | 3 |
| ART 230 | Figurative Lab | 3 |
| ANIM 111 | Digital Methods | 2 |

| | | |
|---|---|---|
| ANIM 190 | Introduction to Animation Principles and Techniques | 3 |
| ANIM 192 | Animation Preproduction | 3 |
| ANIM 103 | 3D Art I | 3 |
| CINE 317 | Cinematic Design | 3 |
| ANIM 200 | Animation Production I | 3 |
| ANIM 202 | Storyboarding for Animation I | 3 |
| ANIM 212 | Character Design I | 3 |
| WRIT 220 | Writing 2: Film Analysis and Criticism [1] | 3 |
| CINE 375 | Writing 3: Screenwriting [2] | 3 |
| ANIM 392 | Character Animation II | 3 |
| ANIM 395 | Animation Film Workshop | 3 |
| ANIM 445 | Portfolio Review and Career Preparation | 1 |
| CINE 451 | World Cinema [3] | 3 |
| CINE 475 | Civic Engagement Through Media [4] | 3 |
| ANIM 493 | Capstone Project in Animation (course is taken twice) | 6 |
| Select one of the following: | | 3 |
| CINE 275 | History of Television and Digital Media [5] | |
| CINE 285 | History of Film [5] | |
| Select one of the following: | | 3 |
| ANIM 204 | Layout Fundamentals | |
| ANIM 205 | 3D Art II | |
| Select five of the following (not taken above): | | 15 |
| ANIM 204 | Layout Fundamentals | |
| ANIM 205 | 3D Art II | |
| ANIM 305 | Visual Development | |
| ANIM 390 | 3D Character Modeling | |
| ANIM 402 | Storyboarding for Animation II | |
| ANIM 404 | CG Layout and Previsualization | |
| CINE 320 | Cinematography | |
| CINE 322 | Sound Design | |
| CINE 391 | Visual Effects and Compositing | |
| CINE 416 | Capstone Production Development | |
| CINE 490 | Internship and Career Preparation for Cinematic Arts | |
| CINE 495 | Special Topics | |
| GAME 115 | Game Development I | |
| GAME 210 | Game Narrative | |
| GAME 215 | Game Level and Environmental Design | |
| **Total Units** | | **75** |

[1]    Meets the General Education Writing 2 requirement.
[2]    Meets the General Education Writing 3 requirement.
[3]    Meets the General Education Intercultural Competence requirement.
[4]    Meets the General Education Civic Knowledge and Engagement requirement.
[5]    Meets the General Education Humanities: Fine Arts requirement.

## Suggested Study Plan: Years 1 and 2

| Course | Title | Units |
|---|---|---|
| **Year I** | | |
| **Fall** | | |
| GE 100 | First-Year Seminar | 3 |
| ANIM 111 | Digital Methods | 2 |

| Course | Title | Units |
|---|---|---|
| ANIM 190 | Introduction to Animation Principles and Techniques | 3 |
| ART 230 | Figurative Lab | 3 |
| GE Quantitative Literacy (MATH 110, MATH 115, or MATH 130) | | 3 |
| | **Units** | **14** |
| **Spring** | | |
| WRIT 110 | Writing 1: The Art and Craft of Writing | 3 |
| ANIM 192 | Animation Preproduction | 3 |
| CINE 174 | Introduction to Storytelling | 3 |
| ANIM 117 | Color and Design | 3 |
| MIN 108 | Christian Life, Faith, and Ministry | 3 |
| GE Personal Wellness | | 1 |
| | **Units** | **16** |
| **Year II** | | |
| **Fall** | | |
| WRIT 220 | Writing 2: Film Analysis and Criticism | 3 |
| ANIM 200 | Animation Production I | 3 |
| ANIM 202 | Storyboarding for Animation I | 3 |
| GE Oral Communication | | 3 |
| ANIM 103 | 3D Art I | 3 |
| GE Humanities: Literature | | 3 |
| | **Units** | **18** |
| **Spring** | | |
| PSYC 290 | Human Growth and Development | 3 |
| ANIM 205 | 3D Art II | 3 |
| BIOL 101 | Biology and Society | 4 |
| ANIM 212 | Character Design I | 3 |
| ANIM 204 | Layout Fundamentals | 3 |
| | **Units** | **16** |
| | **Total Units** | **64** |

# Suggested Study Plan: Years 3 and 4: Animation

| Course | Title | Units |
|---|---|---|
| **Year III** | | |
| **Fall** | | |
| ANIM 305 | Visual Development | 3 |
| ANIM 392 | Character Animation II | 3 |
| ANIM 309 | Digital Concept Painting | 3 |
| UBBL 100 | Introduction to Biblical Literature: Exodus/ Deuteronomy | 3 |
| CINE 375 | Writing 3: Screenwriting | 3 |
| | **Units** | **15** |
| **Spring** | | |
| UBBL 230 | Luke/Acts | 3 |
| ANIM 345 | Advanced Story Concepts | 3 |
| GE Humanities: History | | 3 |
| ANIM 395 | Animation Film Workshop | 3 |
| ANIM 402 | Storyboarding for Animation II | 3 |
| | **Units** | **15** |
| **Year IV** | | |
| **Fall** | | |
| GE Theology | | 3 |

| CINE 451 | World Cinema | 3 |
|---|---|---|
| ANIM 493 | Capstone Project in Animation | 3 |
| GE Foreign Language 1 | | 3 |
| GE Humanities: Fine Arts | | 3 |
| | **Units** | **15** |
| **Spring** | | |
| ANIM 493 | Capstone Project in Animation | 3 |
| ANIM 445 | Portfolio Review and Career Preparation | 1 |
| GE Upper-Division Bible | | 3 |
| CINE 475 | Civic Engagement Through Media | 3 |
| GE Foreign Language 2 | | 3 |
| GE Philosophy | | 3 |
| | **Units** | **16** |
| | **Total Units** | **61** |

## Suggested Study Plan: Years 3 and 4: Visual Effects

| Course | Title | Units |
|---|---|---|
| **Year III** | | |
| **Fall** | | |
| ANIM 390 | 3D Character Modeling | 3 |
| CINE 375 | Writing 3: Screenwriting | 3 |
| ANIM 307 | CG Character Animation II | 3 |
| UBBL 100 | Introduction to Biblical Literature: Exodus/ Deuteronomy | 3 |
| GE Humanities: Fine Arts | | 3 |
| | **Units** | **15** |
| **Spring** | | |
| UBBL 230 | Luke/Acts | 3 |
| ANIM 358 | Rigging for Animation | 3 |
| ANIM 395 | Animation Film Workshop | 3 |
| GE Humanities: History | | 3 |
| ANIM 404 | CG Layout and Previsualization | 3 |
| | **Units** | **15** |
| **Year IV** | | |
| **Fall** | | |
| GE: Theology | | 3 |
| CINE 451 | World Cinema | 3 |
| ANIM 493 | Capstone Project in Animation | 3 |
| CINE 391 | Visual Effects and Compositing | 3 |
| GE Foreign Language 1 | | 3 |
| | **Units** | **15** |
| **Spring** | | |
| ANIM 493 | Capstone Project in Animation | 3 |
| ANIM 445 | Portfolio Review and Career Preparation | 1 |
| GE Upper-Division Bible | | 3 |
| CINE 475 | Civic Engagement Through Media | 3 |
| GE Foreign Language 2 | | 3 |
| GE Philosophy | | 3 |
| | **Units** | **16** |
| | **Total Units** | **61** |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Story – Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts and productions.
2. Technical Practice – Demonstrate proficiency in the aesthetic, practical, and technical aspects of writing, production, or criticism.
3. Knowledge/Analysis – Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. Professional Development – Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. Collaboration – Serve as a member of a creative team in leadership and servanthood roles to meet project goals.
6. Spiritual/Faith – Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

# BA in Cinematic Arts

46-49 units

The cinematic arts major (https://www.apu.edu/vpa/programs/cinematic-arts-major/) (BA) (https://www.apu.edu/vpa/programs/cinematic-arts-major/) offers three concentrations:

**Entertainment Executive:** This concentration is geared toward those more interested in the business suite rather than the film set. It appeals to those who have an orientation to detail (budgeting, scheduling, and permitting), while at the same time engaging the creative producing processes (packaging stars with stories, collecting capital to produce programming, and following up with domestic and international marketing plans).

**Production and Post:** This concentration focuses on developing basic skills in film production (writing, directing, and producing), with a greater emphasis on mastery of postproduction (editing and sound). It is designed for students unable to meet the 75-unit/8-semester Bachelor of Fine Arts in Cinematic Arts Production program demands but who are still interested in preparing for a wide range of production careers in the entertainment industry.

**Screen Studies:** Through in-depth study of film history, theory, and criticism, this concentration explores the function and meaning of cinematic media within its context as a vibrant industry, an agent of cultural change, and a powerful means of reflecting our Creator's image. Equips students interested in careers as scholars, media programmers, archivists, reviewers, festival organizers, and curators.

## Requirements

All cinematic arts majors must complete the core requirements as well as the requirements for one of the concentrations.

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| CINE 119 | Introduction to Directing | 3 |
| CINE 200 | History of Art and Music for Cinematic Arts | 3 |
| CINE 260 | Cinema-TV Production I | 4 |
| CINE 295 | Film and Television Business | 3 |
| CINE 361 | Production Management | 3 |
| WRIT 220 | Writing 2: Film Analysis and Criticism [1] | 3 |
| Select one of the following: | | 3 |
| CINE 275 | History of Television and Digital Media [2] | |
| CINE 285 | History of Film [2] | |
| Select one of the following: | | 3 |
| CINE 375 | Writing 3: Screenwriting [3] | |
| CINE 387 | Writing 3: Nonfiction Writing for Visual Media [3] | |
| Select one of the following: | | 3 |
| CINE 341 | Media Criticism and Theory (required in the screen studies concentration; screen studies students must choose a different option here) | |
| CINE 360 | Studies in Popular Culture | |
| CINE 420 | Topics in Cinema and History | |
| CINE 481 | Contemporary Auteurs | |
| CINE 483 | Genre Studies | |
| CINE 486 | Topics in Film Analysis | |

| CINE 496 | Ethics in Cinematic Arts | |
|---|---|---|
| **Recommended Course** | | |
| CINE 490 | Internship and Career Preparation for Cinematic Arts [4] | |
| **Concentration** | | |
| Select one concentration area below | | 18-21 |
| **Total Units** | | **46-49** |

[1]  Meets the General Education Writing 2 requirement.
[2]  Meets the General Education Humanities: Fine Arts requirement.
[3]  Meets the General Education Writing 3 requirement.
[4]  May be repeated up to a maximum of 6 units.

## Production and Post Concentration

| Code | Title | Units |
|---|---|---|
| CINE 280 | Writing the Short Screenplay | 3 |
| CINE 321 | Film and Television Editing | 3 |
| CINE 322 | Sound Design | 3 |
| CINE 335 | Cinema-TV Production II | 5 |
| CINE 493 | Capstone Project in Cinematic Arts [1] | 3 |
| Select one of the following: | | 3 |
| CINE 391 | Visual Effects and Compositing | |
| CINE 422 | Advanced Post-Production | |
| **Total Units** | | **20** |

[1]  Meets the General Education Integrative and Applied Learning requirement.

## Entertainment Executive Concentration

| Code | Title | Units |
|---|---|---|
| CINE 280 | Writing the Short Screenplay | 3 |
| CINE 362 | Entertainment Development | 3 |
| CINE 363 | Entertainment Financing | 3 |
| CINE 364 | Entertainment Marketing | 3 |
| CINE 493 | Capstone Project in Cinematic Arts [1] | 3 |
| Select one of the following: | | 3 |
| CINE 216 | Performance and Production (Production Crew) | |
| CINE 316 | Production Development | |
| CINE 416 | Capstone Production Development | |
| **Total Units** | | **18** |

[1]  Meets the General Education Integrative and Applied Learning requirement.

## Screen Studies Concentration

| Code | Title | Units |
|---|---|---|
| CINE 341 | Media Criticism and Theory (required for concentration; cannot count for core) | 3 |
| CINE 351 | Film and Social Issues [1] | 3 |
| CINE 451 | World Cinema [1] | 3 |
| CINE 493 | Capstone Project in Cinematic Arts [2] | 3 |
| Select three of the following not selected to fulfill requirements above: | | 9 |
| CINE 360 | Studies in Popular Culture | |
| CINE 420 | Topics in Cinema and History | |
| CINE 444 | Advanced Film Theory | |
| CINE 481 | Contemporary Auteurs | |

| | | |
|---|---|---|
| CINE 483 | Genre Studies | |
| CINE 486 | Topics in Film Analysis | |
| CINE 495 | Special Topics (Film and TV Studies) | |
| CINE 496 | Ethics in Cinematic Arts | |
| **Total Units** | | **21** |

[1] Meets the General Education Intercultural Competence requirement.
[2] Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Story: Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts, and productions.
2. Technical Practice: Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.
3. Knowledge/Analysis: Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. Professional Development: Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. Collaboration: Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.
6. Spiritual/Faith: Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

# BA in Games and Interactive Media

## Make a Difference as a Video Game Designer

69 units

Bring your creative ideas to life as you prepare for an innovative career in the games and interactive media industries. This immersive degree program (https://www.apu.edu/vpa/programs/games-major/) is a confluence of story and play; we believe that truth may be found in both.

Learn to build games of all types, benefitting from a well-rounded curriculum that integrates the iterative process of storytelling, game mechanics, art, sound, and more. Study under supportive faculty-mentors who work in the industry, and alongside a collaborative community of students engaged in art and design. Capitalize on the department's connections with video game companies such as Blizzard, EA, and Square Enix, and APU's proximity to the multimedia industry hub of Los Angeles.

At APU, we are not simply game makers, we are game changers!

## Requirements

| Code | Title | Units |
|---|---|---|
| CINE 174 | Introduction to Storytelling | 3 |
| ANIM 103 | 3D Art I | 3 |
| ANIM 111 | Digital Methods | 2 |
| GAME 101 | Game Development Process | 2 |
| GAME 115 | Game Development I | 3 |
| CINE 275 | History of Television and Digital Media [1] | 3 |
| GAME 130 | Game Design and Theory | 3 |
| CINE 322 | Sound Design | 3 |
| GAME 215 | Game Level and Environmental Design | 3 |
| ANIM 205 | 3D Art II | 3 |
| GAME 221 | Game UX and UI Design | 2 |
| GAME 225 | Game Development II | 3 |
| CINE 341 | Media Criticism and Theory | 3 |
| GAME 310 | Game Prototype Studio | 3 |
| GAME 394 | Game Studio Apprenticeship | 3 |
| CINE 451 | World Cinema [2] | 3 |

| CINE 475 | Civic Engagement Through Media [3] | 3 |
|---|---|---|
| GAME 396 | Game Production | 2 |
| GAME 335 | Programming for Interactive Media | 3 |
| CINE 496 | Ethics in Cinematic Arts | 3 |
| GAME 494 | Game Studio Capstone I [4] | 3 |
| ANIM 445 | Portfolio Review and Career Preparation | 1 |
| GAME 496 | Game Studio Capstone II [4] | 3 |
| **Select two of the following:** | | **6** |
| ANIM 212 | Character Design I | |
| ANIM 305 | Visual Development | |
| ANIM 390 | 3D Character Modeling | |
| CINE 295 | Film and Television Business | |
| CINE 317 | Cinematic Design | |
| CINE 320 | Cinematography | |
| CINE 391 | Visual Effects and Compositing | |
| CINE 490 | Internship and Career Preparation for Cinematic Arts | |
| CINE 495 | Special Topics | |
| GAME 210 | Game Narrative | |
| GAME 325 | Game Development III | |
| **Total Units** | | **69** |

[1]   Meets the General Education Humanities: Fine Arts requirement.
[2]   Meets the General Education Intercultural Competence requirement.
[3]   Meets the General Education Civic Knowledge and Engagement requirement.
[4]   Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. demonstrate broad understanding of game design and development, focusing on game theory and mechanics, level and environmental design, immersion, game user experience.
2. apply critical principles and skills pertinent to games and interactive media duties in their employment and professional practice.
3. apply universally respectful and globally centric practices pertinent to games and interactive media duties in international and domestic contexts.
4. demonstrate understanding of contemporary research questions, results, and areas of application relating to the design and development of computer games.

# BA in Screenwriting

46 units

Students with a passion for storytelling embrace the screenwriting major (https://www.apu.edu/vpa/programs/screenwriting-major/), which equips them to write for mainstream Hollywood films and television series. After learning the basics of production, students dive into an intensive sequence of courses taught by produced writers, active professionals, and scholars practicing the best of historic and contemporary narrative dramatic structure. The program culminates in writing original screenplays or pilots that are often pitched to be produced as student films by APU's nationally recognized, award-winning production teams.

## Requirements

| Code | Title | Units |
|---|---|---|
| CINE 101 | Christianity and the Creative Process [1] | 3 |
| CINE 119 | Introduction to Directing | 3 |
| CINE 174 | Introduction to Storytelling | 3 |
| CINE 260 | Cinema-TV Production I | 4 |
| CINE 280 | Writing the Short Screenplay | 3 |

| CINE 295 | Film and Television Business | 3 |
|---|---|---|
| CINE 375 | Writing 3: Screenwriting [2] | 3 |
| CINE 385 | Intermediate Screenwriting | 3 |
| CINE 485 | Advanced Screenwriting | 3 |
| CINE 496 | Ethics in Cinematic Arts | 3 |
| CINE 493 | Capstone Project in Cinematic Arts [3] | 3 |
| Select one of the following: | | 3 |
| CINE 275 | History of Television and Digital Media [1] | |
| CINE 285 | History of Film [1] | |
| Select two of the following: | | 6 |
| CINE 388 | Sketch Comedy for the Writer/Performer | |
| CINE 487 | Television Writing: Episodic Drama | |
| CINE 488 | Television Writing: Situation Comedy | |
| Select one of the following: | | 3 |
| CINE 420 | Topics in Cinema and History | |
| CINE 481 | Contemporary Auteurs | |
| CINE 483 | Genre Studies | |
| CINE 486 | Topics in Film Analysis | |
| **Total Units** | | **46** |

[1]    Meets the General Education Humanities: Fine Arts requirement.
[2]    **Meets the General Education Writing 3 requirement.**
[3]    **Meets the General Education Integrative and Applied Learning requirement.**

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Story: Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts, and productions.
2. Technical Practice: Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.
3. Knowledge/Analysis: Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. Professional Development: Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. Collaboration: Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.
6. Spiritual/Faith: Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

# BFA in Cinematic Arts Production

73-74 units

The Bachelor of Fine Arts (BFA) in Cinematic Arts Production major (https://www.apu.edu/vpa/programs/cinematic-arts-production-major-bfa/) is a robust program covering all aspects of film production that prepares graduates for employment in a highly competitive but richly compelling industry. As freshmen, BFA students begin the process of crafting engaging and entertaining stories. In addition to the coveted directing role, students are immersed in writing, production management, cinematography, editing, and sound design, as well as designing and building sets and props. As students progress through this program, they engage in increasingly complex productions and learn to collaborate in several specialty areas. At the junior and senior levels, students assume department head roles on larger-budget films that annually screen at spring semester's end to full houses in our Hollywood Premiere Night.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| CINE 119 | Introduction to Directing | 3 |
| CINE 341 | Media Criticism and Theory | 3 |
| CINE 260 | Cinema-TV Production I | 4 |

| CINE 280 | Writing the Short Screenplay | 3 |
|---|---|---|
| CINE 295 | Film and Television Business | 3 |
| CINE 317 | Cinematic Design | 3 |
| CINE 335 | Cinema-TV Production II | 5 |
| CINE 361 | Production Management | 3 |
| CINE 416 | Capstone Production Development | 3 |
| CINE 475 | Civic Engagement Through Media [1] | 3 |
| CINE 490 | Internship and Career Preparation for Cinematic Arts | 3 |
| CINE 494 | Production Capstone [2,3] | 3 |
| CINE 496 | Ethics in Cinematic Arts | 3 |
| WRIT 220 | Writing 2: Film Analysis and Criticism [4] | 3 |
| THEO 200 | Theology and the Christian Life [5] | 3 |
| Select one of the following: | | 3 |
| CINE 275 | History of Television and Digital Media [6] | |
| CINE 285 | History of Film [6] | |
| Select one of the following: | | 3 |
| CINE 351 | Film and Social Issues [7] | |
| CINE 451 | World Cinema [7] | |
| Select one of the following: | | 3 |
| CINE 375 | Writing 3: Screenwriting [8] | |
| CINE 387 | Writing 3: Nonfiction Writing for Visual Media [8] | |
| Select one of the following: | | 3 |
| CINE 360 | Studies in Popular Culture | |
| CINE 420 | Topics in Cinema and History | |
| CINE 481 | Contemporary Auteurs | |
| CINE 483 | Genre Studies | |
| CINE 486 | Topics in Film Analysis | |
| Select three of the following: | | 9 |
| CINE 316 | Production Development | |
| CINE 319 | Directing for the Camera | |
| CINE 320 | Cinematography | |
| CINE 321 | Film and Television Editing | |
| CINE 322 | Sound Design | |
| CINE 323 | Production Design | |
| CINE 338 | Documentary and Entrepreneurial Production | |
| CINE 362 | Entertainment Development | |
| CINE 363 | Entertainment Financing | |
| CINE 364 | Entertainment Marketing | |
| CINE 391 | Visual Effects and Compositing | |
| CINE 422 | Advanced Post-Production | |
| CINE 495 | Special Topics (Production) | |
| Select one of the following: | | 4-5 |
| CINE 415 | Advanced Television Production | |
| CINE 462 | Advanced Cinema Production | |
| **Total Units** | | **73-74** |

[1]   Meets the General Education Civic Knowledge and Engagement requirement.
[2]   May be repeated up to a maximum of 6 units, but only 3 units count toward the major.
[3]   Meets the General Education Integrative and Applied Learning requirement.
[4]   Meets the General Education Writing 2 requirement.
[5]   Meets the General Education Theology requirement.
[6]   Meets the General Education Humanities: Fine Arts requirement.
[7]   Meets the General Education Intercultural Competence requirement.

[8]　Meets the General Education Writing 3 requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Story: Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts, and productions.
2. Technical Practice: Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.
3. Knowledge/Analysis: Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. Professional Development: Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. Collaboration: Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.
6. Spiritual/Faith: Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

# Minor in Screen Studies

## Requirements

18 units

| Code | Title | Units |
|------|-------|-------|
| WRIT 220 | Writing 2: Film Analysis and Criticism [1] | 3 |
| CINE 275 | History of Television and Digital Media [2] | 3 |
| CINE 285 | History of Film [2] | 3 |
| CINE 341 | Media Criticism and Theory | 3 |
| Select two of the following: | | 6 |
| CINE 351 | Film and Social Issues [3] | |
| CINE 360 | Studies in Popular Culture | |
| CINE 420 | Topics in Cinema and History | |
| CINE 444 | Advanced Film Theory | |
| CINE 481 | Contemporary Auteurs | |
| CINE 483 | Genre Studies | |
| CINE 486 | Topics in Film Analysis | |
| **Total Units** | | **18** |

[1]　Meets the General Education Writing 2 requirement.
[2]　Meets the General Education Humanities: Fine Arts requirement.
[3]　Meets the General Education Intercultural Competence requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Students will be able to explain the significance of film and television history to contemporary screen culture.
2. Students will be able to write analyses of films concentrating on style, structure, and narrative.

# Minor in Screenwriting

18 units

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| CINE 174 | Introduction to Storytelling | 3 |
| CINE 280 | Writing the Short Screenplay | 3 |
| CINE 375 | Writing 3: Screenwriting [1] | 3 |
| CINE 385 | Intermediate Screenwriting | 3 |
| Select one of the following: | | 3 |
| CINE 275 | History of Television and Digital Media [2] | |
| CINE 285 | History of Film [2] | |
| Select one of the following: | | 3 |
| CINE 388 | Sketch Comedy for the Writer/Performer | |
| CINE 487 | Television Writing: Episodic Drama | |
| CINE 488 | Television Writing: Situation Comedy | |
| **Total Units** | | **18** |

[1] Meets the General Education Writing 3 requirement.
[2] Meets the General Education Humanities: Fine Arts requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Story: Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts, and productions.
2. Technical Practice: Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.
3. Knowledge/Analysis: Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. Professional Development: Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. Collaboration: Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.
6. Spiritual/Faith: Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

# Department of Design

## Explore the Horizons of Your Creativity with APU's Design Studies Major or the MA in User Experience Design

The Department of Design offers degree programs featuring top-level instruction that infuses faith, imagination, and design praxis, preparing new generations of designers to make a difference in the design industry.

The design studies major prepares students for the creative professions of the present and future. The process of design incorporates skills required for the 21st century. Design is everywhere—from the Nike logo and stop signs to the menu you read at In-N-Out Burger. The influence of design includes how you decide what to wear in the morning and when you choose to use a particular toothpaste. Design is about making connections where others do not see them; it involves asking "What if?" questions that motivate creativity and encompasses the resources to solve everyday problems. If you enjoy the challenge of learning, thinking strategically, and expanding ideas using visual communication, APU's Bachelor of Arts in Design Studies could be for you.

The core values of beauty, story, and meaningfulness, guided by an inclusive pedagogy, help students identify the complexity of contemporary visual communication problems and apply interdisciplinary collaboration as part of human-centered design solutions. This focus emphasizes critical thinking skills, the importance of design research, the application of technology, and fine-tuning the design message through iterative feedback. Students at APU identify their social and ethical responsibilities as designers, from the Christian-based focus of a *God First* education. Coursework emphasizes learning design foundations that integrate artistry with technology; identifying and exercising the creative voice; and building collaborative relationships with practicing designers and alumni.

All design studies majors and minors are required to have a laptop computer with access to the Adobe Creative Cloud.

At the graduate level, the department offers a Master of Arts in User Experience Design, which prepares current and aspiring UI/UX professionals to tailor and shape human-centered interactive tools to be intuitive, useful, and pleasing. The program approaches human-centered design from an

artistic perspective in which students learn to manage and lead creative and collaborative projects that communicate effectively through design across a range of art, technology, commercial, and cultural domains.

## Programs

### Major

Design Studies (BA) (p. 225)

### Minor

Design Studies (p. 229)

### Master's

Master of Arts in User Experience Design (p. 228)

## Courses

### DSGN 115, Using Digital Media in a Visual World, 3 Units

This course introduces students to common software/media used to create digital, visual communications. Emphasis includes the application of software to improve communications in a culture that is increasingly visual. The course is for design studies majors and minors as well as for students who are not but nonetheless desire to learn to use digital media more effectively. Students are required to have access to professional-level software. *Meets the General Education Requirement: Humanities: Fine Arts.*

### DSGN 120, Introduction to Computer Graphics, 3 Units

This course introduces the computer as a medium used for graphic design and art. Design principles are explored in creating and organizing visual communication and other media. Students are introduced to software programs that are included in the Adobe Creative Suite. Meets six hours weekly. Special Fee Applies

### DSGN 121, Design Fundamentals I, 4 Units

Students in this course learn the principles and elements of design (line, shape, color, composition, typography) as they learn about and begin using vector-drawing tools. Students also learn drawing for ideation (quick sketching techniques using various media) and craftsmanship skills used by designers. Special Fee Applies
**Prerequisite:** DSGN 115 or instructor permission

### DSGN 122, Design Fundamentals II, 4 Units

Students in this course learn page-layout and typography skills, with an emphasis on understanding the fundamental aspects of the use of type in design work. Students also learn drawing for ideation (quick sketching techniques using various media) and craftsmanship skills used by designers. Special Fee Applies
**Prerequisite:** DSGN 115 or instructor permission

### DSGN 123, Design Fundamentals III, 4 Units

This course introduces aspects of pixel-based, bitmapped, or digital image-making and design. Students apply principles of design using Photoshop, Lightroom, or other relevant software. Original digital photography is applied to design projects. Ideation skills are enhanced, appropriate craftsmanship skills are developed, and time-based media is introduced. This course is necessary for completing the Design Portfolio Review requirement.
**Prerequisite:** DSGN 115 or instructor permission

### DSGN 222, Introduction to Digital Interface, 2 Units

This course introduces the fundamentals of working with digital interfaces using current software. This course is necessary for completing the Design Portfolio Review requirement.
**Prerequisite:** DSGN 115

### DSGN 258, History of Graphic Design and Illustration, 3 Units

Students in this course study the evolution of printed words and symbols across time and through various cultures. From the printing press to the computer, art and design reflect and influence society. This lecture course examines chronologically the development of visual communication.

### DSGN 281, Elements and Principles of Typography, 3 Units

This studio course focuses on the appropriate use of type, image, and layout, building upon the fundamentals of designing with type. Course material emphasizes the development of skills needed for integrating type and image, and students work on becoming visual storytellers and applying metaphor.
**Prerequisite:** DSGN 115 or DSGN 120

## DSGN 282, Digital Design I, 3 Units

This course introduces students to current web and mobile design concepts and technologies, with a focus on responsive layout techniques. Students plan and design web and/or mobile applications using an online platform that adjusts itself for a wide range of devices, while intentionally considering the communication objective.
**Prerequisite:** DSGN 115 or DSGN 222 or instructor consent.

## DSGN 380, Writing 3: Visual Storytelling and Design Identity, 3 Units

Good design, like good storytelling, brings ideas to life. In this course, students apply the idea of "design as storytelling" and write about their identity, first as imago Dei ("image of God") created individuals, and second as designers who contribute to the cultural world of visual communication. Course material covers ideas that speak to aspects of identity within the profession of design that also parallel principles from Christian faith. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2 course

## DSGN 383, Illustrating with Type, 3 Units

Students in this intermediate-level studio course explore and develop concepts used in solving graphic design and visual communication problems. Projects provide opportunities for creatively integrating traditional media and contemporary design processes and techniques. Emphasis is on design research and applying it to current software resources and design issues.
**Prerequisite:** DSGN 281 or instructor permission

## DSGN 384, Digital Design II, 3 Units

This intermediate-level studio course equips students with a broad set of skills needed for user interface (UI) and user experience design (UXD). Students develop skills in ideation, needs assessment, rapid prototyping, and evaluation of interfaces. Course material includes research approaches, wire-framing, data-driven design, emotional design, analytics, and basic coding.
**Prerequisite:** DSGN 282 or instructor permission.

## DSGN 430, Applied Design, 3 Units

This upper-division elective course requires that students apply "design thinking:" research, ideation, visual story-telling, and creative production to design products to raise awareness of local or national social, political, and/or civic concerns. Under supervision from the professor, students identify an issue of personal interest that will activate their curiosity, cultivate creativity, and design products that visually communicate an awareness of social and civic issues. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
**Prerequisite:** DSGN 115 or instructor consent.

## DSGN 446, Graphic Design Processes, 1-3 Units

This course for the advanced graphic design major tailors experiences to meet the individual student's goal as a graphic designer, and may be repeated for 6 units total.
Special Fee Applies

## DSGN 450, Design Portfolio, 3 Units

This course provides opportunities for design studies students to prepare a professional portfolio and develop skills and resources that will be beneficial to pursuing a creative profession. Instruction includes portfolio, website and resume design, interview preparation, writing designer goals, client relations, graduate school options, business networking, and the role of the Christian designer in today's culture. *Meets the General Education Requirement: Integrative and Applied Learning.*

## DSGN 475, Design Internship, 1-4 Units

In keeping with the belief that learn-by-doing experiences afford the greatest opportunities for growth and development, the design studies program recommends internship experiences in a variety of possibilities: experiential and interactive design, branding and identity design, entertainment design, time-based media, and concept development. Internships are individually tailored to meet the needs of the student.
**Prerequisite:** Design studies major or minor

## DSGN 481, Design Branding, 3 Units

This capstone design studies studio course engages students beyond the classroom by providing networking, mentorship, resources, and professional experience working to rebrand visual identity systems. Students work in teams to develop solutions for systems-level design problems as a way to build their portfolio and gain practical insight working in partnership alongside actual clients.
**Prerequisite:** DSGN 383 or instructor permission

## DSGN 495, Special Topics in Design, 3 Units

This advanced level studio/research or lecture course allows for occasional offerings of diverse topics in art not covered by regular department courses. Special interests of faculty and students may be targeted under this category. Selection varies depending on student interest and faculty availability. May be repeated for credit as topic varies.

## DSGN 503, Research and Design Process Methods, 3 Units

This is a foundation course in user experience design (UXD), covering the fundamental theories, techniques, practices, workflows, and tools associated with the practice. Students learn how to apply these concepts through a semester-long project. Key concepts include user research, contextual design, design thinking, ideation, iterative design, prototyping, and design documentation.

## DSGN 504, Digital Experience Design, 3 Units
This seminar course examines how different UX designers function and thrive in various fields and organizations, especially within our increasingly digital society. Topics include UX in social media and marketing, product and service development, entertainment media, and digital innovation.

## DSGN 506, Web Design Principles [Proposed], 3 Units
Equipped with a historical understanding of the Web's evolution and key industry-standard design guidelines to ensure strong online presentation, students will have a foundational knowledge of website creation, and will apply it to the planning, design and development of your own Web page over the course of the semester. Students will create, code and post basic HTML and CSS files to the Internet. Critical thinking will be encouraged through class interactions, projects, and online postings.

## DSGN 507, Digital Imagery in Web Design [Proposed], 3 Units
This course familiarizes students with the development and impact of imagery in interactive media. Students will learn how visual 'language' is the basis for developing contextual symbolic meanings that are shared throughout a culture. Semiotics, information design and persuasive communication will be explored in this course. Students will develop communicative images using their knowledge gained through lectures, discussion, projects, collaboration and Adobe Photoshop training.

## DSGN 514, UX Research A/B Testing, 3 Units
This course focuses on research methods, data analysis, and synthesis in A/B testing for user experience research and design. Students explore a strategic process of how to create their own tests and platforms for gathering information and data on users with digital and accessible tools. By the end of the course, students understand how to plan, create, and launch online research.

## DSGN 515, Innovation Design, 3 Units
Students learn a unique process of design through idea conception, experimentation, and prototyping in order to experience the process of innovation. Students also learn how to translate experiential learning into something that can be performed in the digital world, and are encouraged to seek multi-disciplinary methods and inspirations when innovating new digital products and experiences.

## DSGN 516, Interactive Narrative/Story, 3 Units
Students in this course examine the application of storytelling within the context of user experience design (UXD). Students investigate the creation and analysis of narratives to provide clarity and distinctiveness, capture attention, inspire to action, create a meaningful journey, and forge a lasting, emotional impact with end users.

## DSGN 517, Digital Media Layout and Design [Proposed], 3 Units
This course introduces students to the skills and concepts that will help create documents for both print and interactivity. Using Adobe InDesign, students will apply their understanding of color, type, layout, and design to create a portfolio project. While InDesign permits several possible workflows, this course will focus on those that most readily translate into digital design.

## DSGN 518, Web Interactivity and Engagement [Proposed], 3 Units
The purpose of this course is to provide students with an understanding of the most practical tool of a web manager, the content management system (CMS). Using WordPress, students will gain an understanding of CMSs and how they are valuable tools for saving time and handling large amounts of data. Students will also learn more about server scripting using PHP and database integration with MySQL.

## DSGN 521, Research Methods and Collaboration in Digital Communications [Proposed], 3 Units
This course is designed to make students think strategically about how, why and with whom they interact via digital media. By the end of the course, students should have fundamental understanding of research tools that will help them plan for and evaluate the effectiveness of online communication methods, including a multitude of social media and web tools. Students will understand search engine optimization (SEO) and the consequences - costs and benefits - of local and global messaging and interactivity.

## DSGN 599, Independent Study, 1-3 Units
This course is an opportunity for graduate students to explore an idea, contribute to research, examine industry trends/methods, or develop a project under the guidance of a faculty member in the graduate design area.

## DSGN 606, Database Management and Scripting, 3 Units
This is an introductory course on the concepts of computer programming using Python programming language. Students learn to theorize the steps required to perform a task and create loops and functions. By the end of the course, students have a basic understanding of computer programming, basic knowledge of Python programming language, and the ability to share their scripts and collaborate with others.

## DSGN 607, Design Business and Entrepreneurship, 3 Units
Students in this course examine the fields of study related to the design business and explore the basic tenets of entrepreneurship as related to creating and running a design business.

### DSGN 608, Mobile Web Technology [Proposed], 3 Units

Mobile Web Technology concentrates on the importance of responsive design and how it has changed the way websites are designed to adapt to mobile devices. The class will include the use of JavaScript and jQuery as well as designing with advanced CSS and HTML5. The course will also include the creation of a mobile app.

### DSGN 609, Advanced Web Design: Corporate and Brand Identity on the Web [Proposed], 3 Units

This course synthesizes two different but complementary tools of communication: graphic design and assembly. Students will learn the fundamental design principles and techniques for effective visual communication. These principles and techniques are applied, through projects, to achieve a communication objective across different platforms. Students can expect a practical, hands-on experience. A key tool for creating your digital work in this course is Adobe Illustrator. Illustrator is an effective tool for creating original artwork, and for designing logos, banners, icons and navigational elements for online and print. The artwork can then easily be exported to the Web or imported into other programs.

### DSGN 612, Strategic Communication: Ethical Issues and Web Design [Proposed], 3 Units

This course introduces students to the discipline of strategic communications and the ethical and social issues that can arise from its practice. Students are given a background in important concepts in strategic communication, including branding, target audiences, technologies of strategic communication, the history and evolution of strategic communication, and other topics. With this knowledge, students utilize ethical thought and Christian principles to apply these to real-world strategic communications contexts.

### DSGN 613, Web Design Internship [Proposed], 3 Units

This course will provide students with the opportunity to complete projects related to the students' career goals under the supervision of an experienced practitioner in the field. By the end of the internship, students will have first-hand knowledge of trends in the field, the skills necessary to be employable after graduation, and the importance of networking. Each student will set goals from the beginning of the course with a supervising professor about what the student needs to accomplish during the internship, and the student will self-reflect about the progress made at the end of the term. The internship must be approved by the program director.

### DSGN 614, Web Design Independent Study [Proposed], 3 Units

This course is an option for students already employed in the web design field or in an area of the country where an internship is not available. Students will meet with the program director to outline goals, projects, and outcomes for the independent study. The goals is for the students to gain knowledge of trends in the field, skills necessary for employment, and the importance of networking. Course enrollment must be approved by the program director.

### DSGN 616, UXD Internship, 1-3 Units

This course provides an opportunity for direct experiences in applying the principles and skills of user experience design while performing specific tasks in the professional setting through an internship. Under faculty supervision, students individually arrange their work in positions related to user experience design. Students may also work with a faculty supervisor to develop learning objectives and complete reflective assignments that complement their experiences in the work environment. Other exercises and training may include career and group leadership meetings.
**Prerequisite:** Department approval

### DSGN 618, Master's Capstone I, 3 Units

Students in this course research and write a capstone proposal and case study review related to the field of user experience design.
**Prerequisite:** Successful completion of the required courses in the user experience design (UXD) program.

### DSGN 619, Web Design Project and Portfolio [Proposed], 3 Units

The course is designed to incorporate acquired design and communication skills into a real-world website, a communications pitch to a client, and a portfolio the student can use to find employment. The capstone project will incorporate skills such as branding, layouts, strategic communication, research methods, coding and web design. Students will develop a comprehensive communication campaign based on research and client needs. The completed campaign will be presented at the end of the course, and a professional portfolio of the students work will be critiqued and assembled for use. Students must have completed 24 units of DSGN graduate web design courses prior to enrolling in this course.

### DSGN 625, Master's Capstone II, 3 Units

Students in this course apply previous research in user experience design to the creation and pitching of a product prototype.
**Prerequisite:** DSGN 618

# BA in Design Studies

50 units

## Requirements

- Students must successfully complete the Design Portfolio Review (DPR) before progressing to the DSGN 450 Portfolio course. The review dates are announced every term and are available in the Department of Design.

- Students are advised to complete DSGN 121, DSGN 122, DSGN 123, and DSGN 222 before completing the DPR requirement.
- All students must maintain at least a 2.0 grade-point average in major courses to graduate.
- All majors and minors in the Department of Design are required to have a laptop computer with access to the Adobe Creative Cloud.

Learn more about the design studies major. (https://www.apu.edu/vpa/programs/design-studies-major/)

| Code | Title | Units |
|---|---|---|
| **Design Foundations** | | |
| DSGN 121 | Design Fundamentals I | 4 |
| DSGN 122 | Design Fundamentals II | 4 |
| DSGN 123 | Design Fundamentals III | 4 |
| DSGN 222 | Introduction to Digital Interface | 2 |
| DSGN 281 | Elements and Principles of Typography | 3 |
| DSGN 282 | Digital Design I | 3 |
| DSGN 380 | Writing 3: Visual Storytelling and Design Identity [1] | 3 |
| DSGN 383 | Illustrating with Type | 3 |
| DSGN 384 | Digital Design II | 3 |
| DSGN 450 | Design Portfolio [2] | 3 |
| DSGN 481 | Design Branding | 3 |
| **Art/Design History** | | |
| DSGN 258 | History of Graphic Design and Illustration | 3 |
| Choose one of the following (any of the courses not chosen for this requirement may be taken and counted toward the elective requirement): | | 3 |
| ART 354 | History of Ancient Art and Architecture [3] | |
| ART 361 | History of Early Christian and Medieval Art and Architecture [3] | |
| ART 362 | History of Renaissance to Rococo Art and Architecture [3] | |
| ART 357 | History of Contemporary Art and Architecture [3] | |
| **Electives (see table below)** | | **9** |
| **Total Units** | | **50** |

[1]    Meets the General Education Writing 3 requirement.
[2]    Meets the General Education Integrative and Applied Learning requirement.
[3]    Meets the General Education Humanities: Fine Arts requirement.

# Electives

Choose 9 units from the following:

| Code | Title | Units |
|---|---|---|
| **Design Courses** | | |
| DSGN 430 | Applied Design [1] | |
| DSGN 446 | Graphic Design Processes | |
| DSGN 475 | Design Internship | |
| DSGN 495 | Special Topics in Design | |
| **Art Courses** | | |
| ART 111 | Printmaking: Serigraph | |
| ART 130 | Two-Dimensional Design | |
| ART 135 | Three-Dimensional Design | |
| ART 145 | Drawing I [2] | |
| ART 146 | Painting I | |
| ART 160 | Photography I [2] | |
| ART 210 | Printmaking: Relief | |
| ART 230 | Figurative Lab | |
| ART 240 | Drawing and Painting II | |
| ART 260 | Photography II | |
| ART 350 | Illustration | |

| | | |
|---|---|---|
| ART 354 | History of Ancient Art and Architecture [2] | |
| ART 356 | Writing 3: History of Modern Art and Architecture [3] | |
| ART 357 | History of Contemporary Art and Architecture [2] | |
| ART 359 | Women In Art | |
| ART 360 | Photography III | |
| ART 361 | History of Early Christian and Medieval Art and Architecture [2] | |
| ART 362 | History of Renaissance to Rococo Art and Architecture [2] | |
| ART 460 | Photography IV | |
| ART 465 | Advanced Photography Studio | |
| or ART 466 | Commercial Photography | |

[1]  Meets the General Education Civic Knowledge and Engagement requirement.
[2]  Meets the General Education Humanities: Fine Arts requirement.
[3]  Meets the General Education Writing 3 requirement.

## Recommended General Education Courses

| Code | Title | Units |
|---|---|---|
| **Intellectual and Practical Skills** | | |
| GE 100 | First-Year Seminar | 3 |
| WRIT 110 | Writing 1: The Art and Craft of Writing | 3 |
| Writing 2 | | 3 |
| WRIT 200 | Writing 2: Writing for Christian Practice | |
| WRIT 210 | Writing 2: Writing in the Humanities | |
| WRIT 220 | Writing 2: Film Analysis and Criticism | |
| WRIT 221 | Writing 2: Writing for Visual Thinkers | |
| Writing 3 | | 3 |
| DSGN 380 | Writing 3: Visual Storytelling and Design Identity | |
| Oral Communication | | 3 |
| COMM 111 | Public Communication | |
| Physical Education | | 1 |
| PE 1XX: Fitness for Life | | |
| Quantitative Literacy | | 3 |
| MATH 110 | College Algebra | |
| MATH 115 | Mathematics in Society | |
| MATH 130 | Introduction to Statistics | |
| **Knowledge of Human Cultures and the Physical and Natural World** | | |
| Humanities: Fine Arts | | 3 |
| ART 361 | History of Early Christian and Medieval Art and Architecture | |
| ART 362 | History of Renaissance to Rococo Art and Architecture | |
| DSGN 115 | Using Digital Media in a Visual World | |
| Humanities: History | | 3 |
| HIST 152 | United States History Since 1877 | |
| Humanities: Literature | | 3 |
| ENGL 111 | Studies in Literature | |
| Social Sciences | | 3 |
| PSYC 110 | General Psychology | |
| PSYC 290 | Human Growth and Development | |
| Natural Sciences w/lab | | 4 |
| **Biblical, Theological, and Philosophical Formation** | | |
| MIN 108 | Christian Life, Faith, and Ministry | 3 |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |
| UBBL 230 | Luke/Acts | 3 |

| | | |
|---|---|---|
| PHIL 100 | Introduction to Philosophy | 3 |
| Upper-Division Bible | | 3 |
| Theology | | 3 |
| **Personal and Social Responsibility** | | |
| Civic Engagement | | 3 |
| Intercultural Competence | | 3 |
| Integrative and Applied Learning | | 3 |
| DSGN 450 | Design Portfolio | 3 |
| **Foreign Language** | | |
| Proficiency requirement may be met by APU proficiency test; an SAT, AP, CLEP, or FLATS test score; or completion of an APU language course numbered 102 or higher. | | |
| Available through APU study away programs: ECU (Ecuador) or PMB (Pietermaritzburg, South Africa). See full program options in the General Education and Study Away sections of this catalog. | | |
| **Total Units** | | **65** |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. General Knowledge and Essential Skills: Design work that demonstrates fluency with visual vocabulary, principles, composition, and excellence in craft and technical skills, developed with familiarity with professional standards, contemporary issues, and technological developments in design.

2. Inquiry, Research, and Critical Thinking: Construct innovative design solutions that result in measurable outcomes, through research, conceptualization, and synthesis of information, and using narrative devices and visual metaphor.

3. Visual and Written Articulation: Communicate effectively through written and oral presentations that demonstrate proficiency in the aesthetic, practical, and technical aspects of ideation, production, and criticism of design solutions.

4. Cultural Literacy and Sensitivity: Articulate, critique, and apply the historic, social, and theoretical contexts of visual communication by demonstrating knowledge and sensitivity towards diverse audiences and points of view.

5. Faith Integration: Demonstrate a sense of responsibility and ethical awareness as they evaluate design and developments in the field of design in light of a Christian worldview.

# MA in User Experience Design

Learn more about the Master of Arts in User Experience Design program. (https://www.apu.edu/vpa/programs/ux-design-degree/)

## Requirements

| Code | Title | Units |
|---|---|---|
| **User Experience Design Courses** | | **24** |
| DSGN 503 | Research and Design Process Methods | 3 |
| DSGN 504 | Digital Experience Design | 3 |
| DSGN 514 | UX Research A/B Testing | 3 |
| DSGN 515 | Innovation Design | 3 |
| DSGN 516 | Interactive Narrative/Story | 3 |
| DSGN 616 | UXD Internship [1] | 3 |
| DSGN 618 | Master's Capstone I | 3 |
| DSGN 625 | Master's Capstone II | 3 |
| **Other Art and Design Courses** | | **6** |
| DSGN 606 | Database Management and Scripting | 3 |
| DSGN 607 | Design Business and Entrepreneurship | 3 |
| **Total Units** | | **30** |

[1] Students who do not need an internship may choose to not take DSGN 616 and instead take an approved DSGN 599 Independent Study course, by instructor consent.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop reflective practices that are consistent with key principles of design process methods and theoretical frameworks of User Experience Design.
2. Apply design principles and guidelines over mobile and digital platforms of user interaction.
3. Demonstrate adaptive communication skills with project management stakeholders.
4. Practice individual and collaborative skills in design problem-solving.
5. Describe key business and management principles related to UXD practice.
6. Articulate design thinking ideas, design practice constructs, and design studies research in written form.

# Minor in Design Studies

18 units

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Core Courses** | | |
| DSGN 115 | Using Digital Media in a Visual World [1] | 3 |
| DSGN 281 | Elements and Principles of Typography | 3 |
| **Electives** | | **12** |
| Select 12 units from the following: | | |
| DSGN 258 | History of Graphic Design and Illustration | |
| DSGN 282 | Digital Design I | |
| DSGN 383 | Illustrating with Type | |
| DSGN 384 | Digital Design II | |
| DSGN 446 | Graphic Design Processes | |
| DSGN 481 | Design Branding | |
| DSGN 495 | Special Topics in Design | |
| ART 354 | History of Ancient Art and Architecture [1] | |
| ART 361 | History of Early Christian and Medieval Art and Architecture [1] | |
| ART 362 | History of Renaissance to Rococo Art and Architecture [1] | |
| ART 356 | Writing 3: History of Modern Art and Architecture [2] | |
| ART 357 | History of Contemporary Art and Architecture [1] | |
| ART 359 | Women In Art | |
| **Total Units** | | **18** |

[1] Meets the General Education Humanities: Fine Arts requirement.
[2] Meets the General Education Writing 3 requirement

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. General Knowledge and Essential Skills: Design work that demonstrates fluency with visual vocabulary, principles, composition, and excellence in craft and technical skills, developed with familiarity with professional standards, contemporary issues, and technological developments in design.
2. Inquiry, Research, and Critical Thinking: Construct innovative design solutions that result in measurable outcomes, through research, conceptualization, and synthesis of information, and using narrative devices and visual metaphor.
3. Visual and Written Articulation: Communicate effectively through written and oral presentations that demonstrate proficiency in the aesthetic, practical, and technical aspects of ideation, production, and criticism of design solutions.
4. Cultural Literacy and Sensitivity: Articulate, critique, and apply the historic, social, and theoretical contexts of visual communication by demonstrating knowledge and sensitivity towards diverse audiences and points of view.
5. Faith Integration: Demonstrate a sense of responsibility and ethical awareness as they evaluate design and developments in the field of design in light of a Christian worldview.

# Department of Music

## Mission and Overview

The Department of Music (https://www.apu.edu/music/) uses God's gift of music to develop musicians of character and competence in an environment of excellence, balance, and integrity. Merging classical and contemporary musical training within a Christian academic setting, APU's music programs prepare individuals for advanced studies and for success in their chosen careers.

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Information listed is subject to change.

## Program Learning Outcomes

Students who complete a Department of Music program are able to do the following:

PLO 1: Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.

PLO 2: Contextual Understanding: Demonstrate an understanding of music in historical, cultural, and stylistic contexts.

PLO 3: Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.

PLO 4: Career-Oriented Application: Demonstrate career-oriented application of skills.

PLO 5: Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

## Programs

### Master's

### Majors

### Minors

### Certificate

# Courses

## MUS 1B1, Applied Brass, 1-4 Units

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 1B2, Applied Brass, 1-4 Units

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 1C1, Applied Composition Class, 1-4 Units

This course offers beginning experiences in composition, basic elements of texture, analytical listening, writing melody, simple harmony, and notational conventions.
Special Fee Applies
**Prerequisite:** MUS 121 and MUS 296 (may be taken concurrently)

## MUS 1D1, Applied Percussion, 1-4 Units

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 1D2, Applied Percussion, 1-4 Units

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 1S1, Applied Strings, 1-4 Units

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 1S2, Applied Strings, 1-4 Units

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 1W1, Applied Woodwinds, 1-4 Units

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 1W2, Applied Woodwinds, 1-4 Units

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 2B1, Applied Brass, 1-4 Units

This course is a continuation of MUS 1B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 2B2, Applied Brass, 1-4 Units

This course is a continuation of MUS 1B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 2D1, Applied Percussion, 1-4 Units

This course is a continuation of MUS 1D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 2D2, Applied Percussion, 1-4 Units

This course is a continuation of MUS 1D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 2S1, Applied Strings, 1-4 Units

This course is a continuation of MUS 1S1. Applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 2S2, Applied Strings, 1-4 Units

This course is a continuation of MUS 1S2. Applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 2W1, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 1W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 2W2, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 1W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 3B1, Applied Brass, 1-4 Units

This course is a continuation of MUS 2B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 3B2, Applied Brass, 1-4 Units

This course is a continuation of MUS 2B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 3D1, Applied Percussion, 1-4 Units

This course is a continuation of MUS 2D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 3D2, Applied Percussion, 1-4 Units

This course is a continuation of MUS 2D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 3S1, Applied Strings, 1-4 Units

This course is a continuation of MUS 2S1. Applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 3S2, Applied Strings, 1-4 Units

This course is a continuation of MUS 2S2. Applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 3W1, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 2W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 3W2, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 2W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 4B1, Applied Brass, 1-4 Units

This course is a continuation of MUS 3B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 4B2, Applied Brass, 1-4 Units

This course is a continuation of MUS 3B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 4D1, Applied Percussion, 1-4 Units

This course is a continuation of MUS 3D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 4D2, Applied Percussion, 1-4 Units

This course is a continuation of MUS 3D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 4S1, Applied Strings, 1-4 Units

This course is a continuation of MUS 3S1. Applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 4S2, Applied Strings, 1-4 Units

This course is a continuation of MUS 3S2. Applied instruction in string instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 4W1, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 3W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 4W2, Applied Woodwinds, 1-4 Units

This course is a continuation of MUS 3W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.
Special Fee Applies

## MUS 99, Beginning Musicianship, 1 Unit

This course offers beginning experiences in music reading and dictation, stressing pitch centering-matching, pitch memory, and recognition with an introduction to simple solfege. This course does not count toward total units needed for graduation.

## MUS 100, Preparatory Organ, 1-3 Units

This course is for the student who requires additional study to reach the college level of performance. This course does not meet the curriculum requirements for the music major or minor.

## MUS 101, Beginning Voice Class, 1 Unit

Students learn the basic principles of effective singing and performing in a group setting. By actively participating in warm-up exercises, carefully observing other performers, and taking advantage of solo opportunities, students learn how to sing with greater freedom, power, and resonance. A study of vocal literature is also included.

## MUS 102, Intermediate Voice Class, 1 Unit

This is a continuation of MUS 101. This course may be repeated for credit.
**Prerequisite:** MUS 101

## MUS 103, Beginning Piano Class, 1 Unit

This course offers an introductory study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

## MUS 104, Elementary Piano Class, 1 Unit

This course continues the study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.
**Prerequisite:** MUS 103 or by audition

## MUS 105, Intermediate Piano Class, 1 Unit

Students receive a functional study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.
**Prerequisite:** MUS 104 or by audition

## MUS 106, Advanced - Intermediate Piano Class, 1 Unit

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.
**Prerequisite:** MUS 105 or by audition

## MUS 107, Advanced - Intermediate Piano Class, 1 Unit

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.
**Prerequisite:** MUS 106 or by audition

## MUS 108, Advanced Piano Class, 1 Unit

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.
**Prerequisite:** MUS 107 or by audition

## MUS 110, Elementary Guitar Methods, 1 Unit

This course is designed to teach the fundamentals of guitar in order to equip students to use the guitar in a classroom situation to teach music. Students must supply their own instruments.

## MUS 111, Applied Voice, 1-4 Units

This course provides study in correct posture, breathing, and vocal technique.
Special Fee Applies

## MUS 112, Applied Voice, 1-4 Units

This is a continuation of MUS 111.
Special Fee Applies
**Prerequisite:** MUS 111

## MUS 113, Applied Piano, 1-4 Units

Major and minor scales and corresponding arpeggios in four octaves at moderate tempo are studied. Exercises such as Hanon's, Bach Inventions, earlier sonatas by Viennese classicists, Chopin Preludes, and comparable works from Romantic and 20th century composers are included. Entrance is gained by audition only.
Special Fee Applies

## MUS 114, Applied Piano, 1-4 Units

This is a continuation of MUS 113. In addition to weekly private lessons, students attend a group master class each week.
Special Fee Applies
**Prerequisite:** MUS 113

## MUS 115, Applied Organ, 1-4 Units

This course provides technical studies of Gleason; simple compositions of the Renaissance and Baroque periods; Bach, easier preludes and fugues; and chorales from the Orgelbuchlein.
Special Fee Applies
**Prerequisite:** Instructor Consent

## MUS 116, Applied Organ, 1-4 Units

This is a continuation of MUS 115.
Special Fee Applies
**Prerequisite:** MUS 115

## MUS 118, Semi-Private Voice, 1 Unit

This course provides vocal instruction in a small-group setting (maximum of four students per class). Emphasis is on basic vocal technique, vocal exercises, vocal health, and song literature of various styles (classical, Christian contemporary, Broadway, popular, etc.). Literature studies is chosen at the instructor's discretion, but with the students' specific needs in mind. Solo performance is required within the class setting. This class is designed primarily for the non-music major, particularly APU choral singers, but may be used by nonvocal emphasis music majors to fulfill core requirement in voice class or applied voice.
Special Fee Applies

## MUS 119, Semi-Private Voice, 1 Unit

This is a continuation of MUS 118.
Special Fee Applies

## MUS 120, Music Fundamentals, 3 Units

This is an introductory course in the materials of basic music theory, involving music reading, writing, and relating notation to the musical keyboard. Topics include the musical staff, bass and treble clefs, time signatures, key signatures, intervals, scales, rhythm, chords, and musical listening. This course prepares students for MUS 121. *Meets the General Education Requirement: Humanities: Fine Arts.*

## MUS 121, Music Theory I, 3 Units

Students in this course study scales, modes, melody, phrase, cadence, intervals, simple two-part counterpoint, primary and secondary chords, and inversions. The course also covers ear training, simple keyboard harmony, and four-part writing. Concurrent enrollment in MUS 133 Practical Musicianship I or higher is expected, and concurrent enrollment in MUS 296 Introduction to Music Technology is highly recommended. *Meets the General Education Requirement: Humanities: Fine Arts.*
**Prerequisite:** MUS 120 with a grade of C or better, or a score of at least 80% on the music theory placement pretest.

## MUS 122, Music Theory II, 3 Units

This course is a continuation of MUS 121. Concurrent enrollment in MUS 134 Practical Musicianship II is recommended.
**Prerequisite:** Grade of C or better in MUS 121 (C- does not qualify) or instructor consent.

## MUS 130, Jubilant Song Ladies' Choir, 1 Unit

Entrance is gained by audition only. Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required.

## MUS 131, Jubilant Song Ladies' Choir, 1 Unit

This is a continuation of MUS 130.

## MUS 133, Practical Musicianship I, 1 Unit

This course focuses on sight singing and dictation of primarily diatonic music using a variety of instructional techniques, including solfege, the Kodaly method, computer-based approaches, and self-dictation.
**Prerequisite:** MUS 121, 122, 221, or 222 (any of which may be taken concurrently).

## MUS 134, Practical Musicianship II, 1 Unit

This course is a continuation of MUS 133, covering fully diatonic materials.
**Prerequisite:** Grade of C or better in MUS 133 (C- does not qualify) or instructor consent.

## MUS 140, University Choir, 1 Unit

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.
Special Fee Applies

## MUS 141, University Choir, 1 Unit

This is a continuation of MUS 140.
Special Fee Applies

## MUS 142, Symphonic Band, 0-1 Units

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

## MUS 143, Symphonic Band, 0-1 Units

This is a continuation of MUS 142.

## MUS 144, Bel Canto Women's Choir, 0-1 Units

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.
Special Fee Applies

## MUS 145, Bel Canto Women's Choir, 0-1 Units

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 144.
Special Fee Applies

## MUS 146, Gospel Choir, 0-1 Units

Members perform music for the historical African American sacred and contemporary repertoire, including spirituals, Gospel, church songs, community choir songs, contemporary Gospel, and original compositions and arrangements. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 147, Gospel Choir, 0-1 Units

This is a continuation of MUS 146. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 151, Chamber Ensemble - Strings, 0-1 Units

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small group experience for the music student. A minimum GPA of 2.0 is required.

## MUS 152, Chamber Ensemble - Strings, 1 Unit

This is a continuation of MUS 151.

## MUS 153, Chamber Ensemble: Brass, 0-1 Units

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

## MUS 154, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 153.

## MUS 155, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

## MUS 156, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 155.

## MUS 157, Chamber Ensemble - Percussion, 0-1 Units

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. A minimum GPA of 2.0 is required.

## MUS 158, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 157.

## MUS 160, Worship Leadership Formation, 3 Units

This course introduces students to the field of music and worship within various ministry contexts. By surveying the historical practice of and philosophical foundations for music ministry, students are encouraged to explore the relationship between their individual strengths, abilities, and passions and this field of ministry. Students are introduced to vocational options in music and worship ministry and presented with a holistic picture of the musician as minister.

## MUS 170, Oratorio Choir, 0-1 Units

This choir is composed of all music majors and minors. A public performance of major choral works is given each semester.

## MUS 172, Recorder Lab, 1 Unit

Music of the Renaissance and Baroque periods is performed on ancient instruments, including recorders, krumm horns, gambas, sackbuts, and natural trumpets.

## MUS 173, Men's Chorale, 0-1 Units

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.
Special Fee Applies

## MUS 174, Men's Chorale, 1 Unit

This is a continuation of MUS 173.
Special Fee Applies

## MUS 180, Handbell Choir, 1 Unit

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 181, Handbell Choir, 1 Unit

This is a continuation of MUS 180.
Special Fee Applies

## MUS 182, Jazz and Commercial Ensemble, 0-1 Units

This is an "augmented" big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. May be repeated for credit, though only two upper-division units may count toward the commercial music concentration. A minimum GPA of 2.0 is required.

## MUS 183, Jazz and Commercial Ensemble, 0-1 Units

This is a continuation of MUS 182.

## MUS 187, Wind Ensemble, 1 Unit

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 188, Wind Ensemble, 1 Unit

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required. This course is a continuation of MUS 187.
Special Fee Applies

## MUS 191, Jazz Improvisation Workshop, 1 Unit

This class is normally taken by students who have completed MUS 122 Music Theory II, though the instructor may make exceptions. Small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., are covered. Students are grouped by experience level in combos. This class is intended to prepare performers for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. May be repeated for credit.
**Prerequisite:** MUS 122

## MUS 192, Jazz Improvisation Workshop, 1 Unit

This is a continuation of MUS 191.

## MUS 195, Studio Orchestra, 0-1 Units

The APU Studio Orchestra prepares students to successfully engage in the multifaceted studio and live-performance environments of working professional musicians. This ensemble equips students with the broad palette of skills required of today's professional instrumental performers. Entrance is gained by audition only. May be repeated for credit.

## MUS 201, Introduction to World Music, 3 Units

This course is an introduction to classical, popular, and folk music traditions from around the world, with case studies drawn from Africa, Asia, Eastern Europe, India, Indonesia, Latin America, the Middle East, and native North America. Course discussions focus on the interactions between music and belief systems, contexts, aesthetics, and history, and examine the social organization of music, the components of musical repertoire, and the impact of material culture. Basic theories and methodologies of ethnomusicology are utilized. The course includes lectures, reading, extensive listening, and a group fieldwork project, and is appropriate for majors and nonmajors. *Meets the General Education Requirement: Intercultural Competence.*

## MUS 202, Singing The Faith, 3 Units

This course provides a broad overview of the history of Christian congregational singing and various forms, styles, and expressions included in their development. Emphasis is placed on early Christian worship, chant, hymnody, global hymnody, contemporary worship music, and foundational elements of congregational musical practice.

## MUS 203, Languages of Worship, 2 Units

This research seminar focuses on the use of sacred action and art forms used in worship, such as music, visual arts, literature, drama, film, architecture, and dance. Students study the creation of sacred space, time, language, movement, symbol, and their theological, historical, and practical applications.

## MUS 204, Music of Latin America, 3 Units

This ethnomusicology course teaches students how to listen to, think about, identify, and write about Latin music traditions of the Caribbean and North, Central, and South America. Students interested in world missions, world geography, anthropology, global studies, sociology, history, ethnic diversity, and geopolitics may find this course useful.

## MUS 205, Music of Asia, 3 Units

This ethnomusicology course teaches students how to listen to, think about, identify, and write about the classical, popular, and folk music traditions of Asia. Students interested in world missions, world geography, anthropology, global studies, sociology, history, ethnic diversity, and geopolitics may find this course useful.

## MUS 206, Introduction to Music Education, 2 Units

Designed for the prospective public school music specialist, the course consists of a study of the objectives, scope, and content of the public school's entire music program. Specific attention is given to music development through choral and instrumental ensembles and specialized music classes for K-12.

## MUS 210, Performance Forum, 0 Units

This course allows students to participate with major performing artists in conversational dialogue, and symposiums with area professionals on topics and disciplines that students are actively involved in. In addition, the Performance Forum gives students the opportunity to gain performance experience on stage in front of the music faculty and fellow students.

## MUS 211, Applied Voice, 1-4 Units

This course provides advanced study in correct vocal technique using various vocalise like Vaccai, Marchesi, Siefer, Concone and others.
Special Fee Applies
**Prerequisite:** MUS 111 and MUS 112

## MUS 212, Applied Voice, 1-4 Units

This is a continuation of MUS 211.
Special Fee Applies
**Prerequisite:** MUS 111 and MUS 112

## MUS 213, Applied Piano, 1-4 Units

Scales and arpeggios at rapid tempo are studied. Exercises such as Czerny's, Bach Sinfonias, intermediate sonatas by Viennese classicists, Chopin Nocturnes, and comparable works from 19th and 20th century composers are stressed. The course offers preparation for upper-division qualifying examination. In addition to weekly private lessons, students attend a group master class each week.
Special Fee Applies
**Prerequisite:** MUS 114

## MUS 214, Applied Piano, 1-4 Units

This is a continuation of MUS 213. In addition to weekly private lessons, students attend a group master class each week.
Special Fee Applies
**Prerequisite:** MUS 213

## MUS 215, Applied Organ, 1-4 Units

This course offers continued technical studies, Bach chorale, preludes and fugues, compositions of romantic and contemporary periods, and hymn playing for congregational singing.
Special Fee Applies
**Prerequisite:** MUS 115 and MUS 116

## MUS 216, Applied Organ, 1-4 Units

This is a continuation of MUS 215.
Special Fee Applies
**Prerequisite:** MUS 215

## MUS 217, Practical Musicianship III, 1 Unit

This course is a continuation of MUS 134, using mixed diatonic and chromatic materials and more complex rhythms.
**Prerequisite:** Grade of C or better in MUS 134 (C- does not qualify) or instructor consent.

## MUS 218, Semi-Private Voice, 1 Unit

This is a continuation of MUS 119.
Special Fee Applies

## MUS 219, Semi-Private Voice, 1 Unit

This is a continuation of MUS 218.
Special Fee Applies

## MUS 220, Practical Musicianship IV, 1 Unit

This course is a continuation of MUS 217, using more chromatic materials and more complex rhythms.
**Prerequisite:** Grade of C or better in MUS 217 (C- does not qualify) or instructor consent.

## MUS 221, Music Theory III, 3 Units

This course explores Renaissance and Baroque compositional techniques, modulation, chromatic harmony, classical formal structures, and exercises in analysis. Concurrent enrollment in MUS 217 Practical Musicianship III is recommended.
**Prerequisite:** Grade of C or better in MUS 122 (C- does not qualify) or instructor consent.

## MUS 222, Music Theory IV, 3 Units

This course explores chromatic nonharmonic tones; chromatically altered chords; harmonic texture; 9th, 11th, and 13th chords; modal harmony; and exercises in analysis. Concurrent enrollment in MUS 220 Practical Musicianship IV is recommended.
**Prerequisite:** Grade of C or better (C- does not qualify) in MUS 221 or instructor consent.

## MUS 223, Web-Based Tools, 2 Units

This course gives students practical experience in using Web-based technologies for tasks related to the commercial music industry. Students learn to use Internet tools for remote collaboration, gain experience in Web-based project management, and use Web design tools for creating online portfolios.
**Prerequisite:** C or higher in MUS 296

## MUS 224, Diction for Singers I, 1 Unit

Students study the principles for the International Phonetic Alphabet and apply the principles for the correct pronunciation of Italian and Latin. This class cannot be repeated for credit.
**Prerequisite:** Sophomore Standing

## MUS 225, Madrigal Singers, 1 Unit

Students have the opportunity to participate in an ensemble that performs acapella chamber music from various time periods beginning with the Renaissance. Entrance is gained by audition only.

## MUS 227, Diction for Singers II, 1 Unit

This is a continuation of MUS 224. Students employ the International Phonetic Alphabet and apply the principles for the correct pronunciation of German, French, English, and Spanish.
**Prerequisite:** MUS 224

## MUS 230, Jubilant Song Ladies' Choir, 1 Unit

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## MUS 231, Jubilant Song Ladies' Choir, 1 Unit

This is a continuation of MUS 230.

## MUS 232, Guitar Techniques, 1 Unit

This course is designed to prepare music education students to teach guitar in public schools. The course will cover basic guitar techniques as well as problems related to the guitar. Pedagogy, general maintenance, and guitar repair will also be discussed. This course is required for a music education emphasis at Azusa Pacific University.
**Prerequisite:** MUS 121, MUS 122, or instructor consent

## MUS 233, Improvisation for Music Education, 1 Unit

This course is designed to provide music education students with a study of methods and materials for teaching improvisation in K-12 schools including general music, bands, choirs, orchestras, pop groups, and world music ensembles. Students engage in improvisation exercises using their principal instrument or voice.
**Prerequisite:** MUS 122, MUS 134

## MUS 242, University Choir, 0-1 Units

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Special free applies. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## MUS 243, University Choir, 0-1 Units

This is a continuation of MUS 242.
Special Fee Applies

## MUS 244, Symphonic Band, 0-1 Units

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

## MUS 245, Symphonic Band, 1 Unit

This is a continuation of MUS 244.

## MUS 246, Bel Canto Women's Choir, 0-1 Units

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.
Special Fee Applies

## MUS 247, Bel Canto Women's Choir, 0-1 Units

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 246.
Special Fee Applies

## MUS 248, Gospel Choir, 0-1 Units

This is a continuation of MUS 147. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 249, Gospel Choir, 1 Unit

This is a continuation of MUS 248. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 250, Music and Civilization, 3 Units

This course is designed for nonmusic majors and promotes intelligent listening to music of all historical periods. Composers and their music are studied in relation to historical developments of their times. Students are also introduced to elements of music including orchestral instruments. *Meets the General Education Requirement: Humanities: Fine Arts.*

## MUS 250H, Music and Civilization - Honors, 3 Units

This course is designed for nonmusic majors and promotes intelligent listening to music of all historical periods. Composers and their music are studied in relation to historical developments of their times. Students are also introduced to elements of music including orchestral instruments. *Meets the General Education Requirement: Humanities: Fine Arts.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

## MUS 251, Chamber Ensemble: Strings, 0-1 Units

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

## MUS 252, Chamber Ensemble: Strings, 1 Unit

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 251.

## MUS 253, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

## MUS 254, Chamber Ensemble: Brass, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 253.

## MUS 255, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

## MUS 256, Chamber Ensemble: Woodwind, 1 Unit

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 255.

## MUS 257, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 158.

## MUS 258, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 257.

## MUS 270, Guitar Ensemble, 1 Unit

This course emphasizes performance of guitar music in quartets, trios, duos, and larger ensembles, with students performing music along with other instruments as well as vocalists. Music from the Renaissance to the present day is explored in any number of styles from contemporary to classical, including original student-written arrangements. The course develops musicianship, focusing on experience in performance practice, engaging in the wide canon of literature, and deepening aesthetic enjoyment through vast expressions of the Christian faith. Students must know how to read music and apply it directly to the guitar fingerboard, and this course fulfills the ensemble requirement for music majors whose primary instrument is guitar.

## MUS 271, Symphony Orchestra, 0-1 Units

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is also open to the public by audition. A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit.

## MUS 272, Symphony Orchestra, 0-1 Units

This is a continuation of MUS 271. Entrance is gained by audition only. May be repeated for credit.

## MUS 275, Men's Chorale, 0-1 Units

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.
Special Fee Applies

## MUS 276, Men's Chorale, 0-1 Units

This is a continuation of MUS 275.
Special Fee Applies

## MUS 281, Chamber Singers, 0-1 Units

Students performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.
Special Fee Applies

## MUS 282, Handbell Choir, 1 Unit

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 283, Handbell Choir, 1 Unit

This is a continuation of MUS 282.
Special Fee Applies

## MUS 285, Music Theater: Minor Roles and Chorus, 1 Unit

Admission to this class is determined by the director. Students study, prepare, and publicly perform entire Broadway musicals or selected portions and receive coaching in the dramatic and musical aspects of performance.

## MUS 289, Wind Ensemble, 0-1 Units

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 290, Wind Ensemble, 0-1 Units

This is a continuation of MUS 289.
Special Fee Applies

## MUS 296, Introduction to Music Technology, 2 Units

In this course, students will study the basic concepts pertaining to audio recording, MIDI programming, and music notation software. Students will apply this knowledge by completing a series of musical projects.
**Prerequisite:** MUS 121 (May be taken concurrently)

## MUS 297, Marching Band, 1 Unit

The Marching Band performs pregame and half-time shows at all five home football games. Additionally, the band may perform at other events representing the university such as the Azusa Golden Days Parade and high school marching band performances. The marching band offers an opportunity for music education majors to take leadership positions and have hands-on experience preparing them for future jobs as band directors. The band meets on Mondays from 7-10 p.m. and Saturdays from 9 a.m.-12 p.m. Football games occur on Saturday evenings beginning at 6 p.m. The ensemble is open to qualified students by audition. May be repeated for credit. Required minimum GPA is a 2.0.
Special Fee Applies

## MUS 301, Music of Africa, 3 Units

This is a survey of sub-Saharan traditional and contemporary music cultures of Africa. It examines the musical and extra musical forces that shape, maintain, and perpetuate Africa's musical and cultural expression. Discussion on the general characteristics, concepts, and ethnomusicological approach to the organization of musical sound and its meaning are emphasized. This class provides an overview of the musical sounds that are prevalent in each geographic region. Students develop ethnomusicological listening skills and the ability to identify aspects of the unity and diversity within the music cultures of traditional and contemporary Africa. This course is appropriate for majors and nonmajors.

## MUS 302, Soul Music, 3 Units

This course traces the history and development of African American popular music from the early 17th century to the 21st century with a focus on the concept of soul as an essential aspect of American popular culture, encouraging intercultural competence by providing students with a foundation of knowledge and aural analytical skill through which they can identify, understand, and appreciate the contributions of soul music to the aesthetic values of contemporary music culture - sacred (Gospel) and secular (rhythm and blues). This course is appropriate for majors and non-majors. *Meets the General Education Requirement: Intercultural Competence.*

## MUS 311, Applied Voice, 1-4 Units

Students study phrasing, style, and interpretation of vocal literature from the classic through romantic periods, including the song literature of the Church. Selected arias from oratorio and opera are examined.
Special Fee Applies
**Prerequisite:** MUS 212

## MUS 312, Applied Voice, 1-4 Units

This is a continuation of MUS 311.
Special Fee Applies
**Prerequisite:** MUS 212

## MUS 313, Applied Piano, 1-4 Units

Students study scales in thirds, sixths, and tenths, contrary motion, and the corresponding arpeggios. Exercises such as Cortot's, Bach's Well-tempered Clavier, easier Etudes of Chopin, romantic Beethoven Sonatas, and other works of comparable difficulty are explored. The course prepares piano performance majors for their junior recitals.
Special Fee Applies
**Prerequisite:** Upper-division qualifying examination or by audition

## MUS 314, Applied Piano, 1-4 Units

This is a continuation of MUS 313. The course prepares piano performance majors for their junior recitals. In addition to weekly private lessons, students attend a group master class each week.
Special Fee Applies
**Prerequisite:** Upper-division qualifying examination or by audition

## MUS 315, Applied Organ, 1-4 Units

This course offers a study of works of all periods and preparation for the student's junior recital.
Special Fee Applies

## MUS 316, Applied Organ, 1-4 Units

This is a continuation of MUS 315.
Special Fee Applies

## MUS 318, Semi-Private Voice, 1 Unit

This is a continuation of MUS 219.
Special Fee Applies

## MUS 319, Semi-Private Voice, 1 Unit

This is a continuation of MUS 318.
Special Fee Applies

## MUS 320, Keyboard Improvisation, 2 Units

Students study the practical applications of music theory to keyboard playing, including playing from chord charts and "by ear," improvisation of solos and accompaniments, and making appropriate changes to published piano parts. Melody harmonization in various styles are examined, as well as elements of jazz, pop, and Gospel keyboard styles. Primary emphasis is placed on voicing chords idiomatically, rhythmic "feels," and melodic styles.

## MUS 321, Counterpoint, 3 Units

Strict counterpoint in two, three, and four parts in all species is studied; an introduction to free counterpoint is also provided.
**Prerequisite:** MUS 221 and MUS 222

## MUS 322, Score Preparation and Printing, 2 Units

Students study music copying and manuscript preparation using pen and triangle; printing parts and scores using Logic Audio and Finale.
Special Fee Applies
**Prerequisite:** MUS 121, MUS 122, MUS 296

## MUS 323, Arranging and Rehearsal Technique, 3 Units

Students study elements of common commercial styles, acoustic versus synthesizer arranging, score/part preparation, vocal arranging techniques, and arranging for rhythm section. This course is an extension of concepts from MUS 221/222, including reharmonization, texture, countermelody, and voicing. In addition to smaller assignments, student complete 3 large projects, for which the student directs rehearsals in collaboration with Commercial Styles classes, which perform the arrangements.
Special Fee Applies
**Prerequisite:** MUS 222 and MUS 296, or instructor consent

## MUS 324, Songwriting, 2 Units

The course teaches the process of songwriting, including lyrical concept, musical style, structure, and an introduction to demo production.
**Prerequisite:** C grade in one of the following: MUS 121, MUS 122, MUS 221, or MUS 222. MUS 296

## MUS 325, Madrigal Singers, 1 Unit

This is a continuation of MUS 225.

## MUS 326, Live Sound Reinforcement, 2 Units

The course is part of the B.M. in Commercial Music emphasis core. Basic signal flow, microphones, mixing consoles, processors, speakers, mixing techniques, problem solving, and team applications are covered. Students complete a live sound reinforcement project where they are responsible for a musical concert/event.
**Prerequisite:** MUS 327 or instructor consent

## MUS 327, Audio I, 2 Units

Basic acoustics review, mixers, microphones, digital audio, monitoring systems, studio acoustics, mixing concepts, outboard effects, with applications to audio recording and live sound reinforcement.
Special Fee Applies
**Prerequisite:** MUS 296 or instructor consent

## MUS 328, Audio II, 3 Units

This course covers digital audio systems, recording, mixing and editing, mastering, etc. Students complete a multitrack recording using a computer-based audio recording system.
Special Fee Applies
**Prerequisite:** MUS 327 or instructor consent

## MUS 329, Keyboard Improvisation, 2 Units

The practical applications of music theory to keyboard playing, including playing from chord charts and "by ear," improvisation of solos and accompaniments, and making appropriate changes to published piano parts are covered in detail. Melodic harmonization in various styles; elements of jazz, pop, and gospel keyboard; voicing chords idiomatically; and rhythmic "feels" are explored.

## MUS 330, Elementary Music Methods, 3 Units

This course introduces students to methods and materials for planning and implementing general music experiences for all ages, with concentration on Pre-K through sixth grade children. Students will explore various teaching methods through singing, playing, movement, composition, and listening experiences, instructional techniques including Orff, Kodaly, Dalcroze, as well as learning strategies.
**Prerequisite:** MUS 206

## MUS 331, String Instrument Techniques, 1 Unit

The curriculum offers elementary instruction in the stringed instruments. Careful consideration is given to tone production, bowing, technique, study materials, care of instruments, and teaching procedures. Open to junior and senior music education majors only.

## MUS 332, Woodwind Instrument Techniques, 1 Unit

This course provides elementary instruction in the woodwind instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

## MUS 333, Brass Instrument Techniques, 1 Unit

Students receive elementary instruction in the brass instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

## MUS 334, Percussion Instrument Techniques, 1 Unit

This course provides elementary instruction in the percussion instruments. Careful consideration is given to technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

## MUS 335, Jubilant Song Ladies' Choir, 1 Unit

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## MUS 336, Jubilant Song Ladies' Choir, 1 Unit

This is a continuation of MUS 335.

## MUS 337, Music Business I, 2 Units

This course is part of the commercial music emphasis core. Students study careers in commercial music, journals of the business, and networking and career development, and receive an overview of the production process for music and post production, and introduction to: A&R, touring, contracting, copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc. Recommended for first-semester sophomores.

## MUS 338, Music Business II, 2 Units

Selected advanced topics in the music business, including copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc., are covered.
**Prerequisite:** MUS 337

## MUS 339, Hymnology, 2 Units

The great Christian hymns and hymn tunes are studied in their historical settings. Analysis and interpretation of hymns are offered. Standard hymnals are evaluated.

## MUS 340, University Choir & Orchestra, 1 Unit

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.
Special Fee Applies

## MUS 341, University Choir & Orchestra, 1 Unit

This is a continuation of MUS 340.
Special Fee Applies

## MUS 342, Symphonic Band, 0-1 Units

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

## MUS 343, Symphonic Band, 0-1 Units

This is a continuation of MUS 342.

## MUS 344, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.
Special Fee Applies

## MUS 345, Bel Canto Women's Choir, 1 Unit

This ensemble ministers to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance is gained by audition only.
Special Fee Applies

## MUS 346, Gospel Choir, 0-1 Units

This is a continuation of MUS 248. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 347, Gospel Choir, 1 Unit

This is a continuation of MUS 346. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 348, Song Literature Survey, 2 Units

This class surveys solo vocal music from the German, French, Italian, Russian, British, American, Spanish, and South American art song repertoire spanning from the Renaissance through the 21st-century (not including opera arias). Class sessions consist of listening and discussing appropriate repertoire, student presentations, and performance. Emphasis is placed on both musical and poetic interpretation. Each student performs a minimum of our times during the semester from this literature.

## MUS 349, Intermediate Logic Pro, 3 Units

This course features instruction in plug-in synthesizers, custom instrument creation, keyswitching methods, looping techniques, basic automated mixing, audio editing techniques, audio plug-ins environment window and real-time MIDI processing.
Special Fee Applies
**Prerequisite:** MUS 296

## MUS 350, History and Literature of Commercial Music, 3 Units

This course provides a study of commercial music since 1900, with particular emphasis on music in recording for conventional distribution, music for broadcast, music for film, TV and video, etc. Jazz, rock, country-western, hip hop, film music, Christian, and gospel music receive particular attention. Important songwriters, performers, and producers are studied, along with the impact of technology and mass distribution on musical style and the public taste. Students are exposed to the broad array of contemporary musical styles that are "commercial."
**Prerequisite:** A grade of "C" or better in both MUS 327 and MUS 337

## MUS 351, Ancient, Renaissance, and World Music Literature, 3 Units

This course provides a historical and stylistic study of the repertoire of serious Western music from ancient Greece through the Renaissance, plus other music of people and cultures from around the world. The course includes lectures, reading, listening, reports, and analysis.

### MUS 352, Writing 3: Baroque, Classical, and Early Romantic Music Literature, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time-frames. Students will examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western and non-Western cultures to facilitate the development of a mature and educated philosophy of music. The course also includes instruction in writing about music and music history. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2

### MUS 352H, Baroque, Classical, and Early Romantic Music Literature - Honors, 3 Units

Course content provides a continuation of MUS 351 with emphasis upon the baroque, classical, and early romantic periods. Meets the upper-division writing intensive course requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

### MUS 353, Concert Music, 1 Unit

Students are guided through listening by attending concerts.

### MUS 354, Church Music and Worship, 2 Units

This course acquaints students with current worship practices and trends and provides an analysis of current issues facing church musicians and worship leaders. The curriculum and reading for the course aids students in the critical evaluation of today's worship issues and challenges.

**Prerequisite:** Junior Standing and completion of MUS 202 and MUS 203

### MUS 355, Chamber Ensemble - Strings, 1 Unit

This is a continuation of MUS 252.

### MUS 356, Chamber Ensemble - Strings, 1 Unit

This is a continuation of MUS 355.

### MUS 357, Chamber Ensemble - Brass, 1 Unit

This is a continuation of MUS 254.

### MUS 358, Chamber Ensemble - Brass, 1 Unit

This is a continuation of MUS 357.

### MUS 359, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 256.

### MUS 360, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 359.

### MUS 361, Introduction to Conducting, 2 Units

Students receive instruction and drills in basic conducting skills, principles of interpretation, and rehearsal techniques for both choral and instrumental music.

**Prerequisite:** MUS 221 and MUS 222

### MUS 362, Choral Conducting, 2 Units

Students receive instruction in principles and techniques of conducting choral groups. Attention is given to interpretation, literature, and rehearsal skills. This is a practical course designed to give each student continuing training and experience in choral conducting.

**Prerequisite:** MUS 361

### MUS 363, Instrumental Conducting, 2 Units

The principles, techniques, and methods of conducting orchestral and band groups using standard instrumental literature are covered.

**Prerequisite:** MUS 361

### MUS 364, Critical Audio Listening Skills, 2 Units

This course covers recording environment terminology, sonic characteristics of microphones, processed audio signals, instruments and sections of instruments. Analysis and study of audio recordings, recording consoles, and variety of acoustic environments is also discussed.

**Prerequisite:** MUS 296 and MUS 327

### MUS 365, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 258.

### MUS 366, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 365.

## MUS 367, Technology for Worship, 3 Units

This course provides students with an understanding of technologies used for worship arts ministry, including digital and analog audio, lighting, video systems, presentation software, and assorted web-based tools for the worship leader. Philosophical and practical issues in the use of worship arts technology are discussed.

## MUS 371, Symphony Orchestra, 0-1 Units

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is open to the public by audition. A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit.

## MUS 372, Symphony Orchestra, 0-1 Units

This is a continuation of MUS 371. May be repeated for credit. Entrance is gained by audition only.

## MUS 373, Men's Chorale, 0-1 Units

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.
Special Fee Applies

## MUS 374, Men's Chorale, 1 Unit

This is a continuation of MUS 373.
Special Fee Applies

## MUS 375, Worship Arts Leadership, 3 Units

This course examines organizational structures for worship arts ministries in the Church and parachurch organizations. Attention is given to processes and structures that effectively organize musicians and artists for worship arts ministry and give space for God's work through His people. Topics include pastoral leadership, artistic team development, information management, facilities, budgets, scheduling, and ministry resources.
**Prerequisite:** MUS 160

## MUS 376, Worship Design, 3 Units

This course provides the student with a beginning framework for planning and designing a service of worship. Both artistic and practical issues are considered as various worship traditions (liturgical, Taize, free church, emergent, traditional, blended, etc.) and related musical styles are examined. Students have an opportunity to lead worship services they have planned and designed and gain experience with the practical components of worship (basic sound reinforcement, acoustics, rehearsal techniques, worship leading, etc.).
**Prerequisite:** MUS 202, MUS 203

## MUS 377, Worship Studio I, 1 Unit

This course is an in-depth study of the performance skills and abilities in music direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Gospel style and interpretation are stressed, and performance opportunities are given throughout the semester.

## MUS 378, Worship Studio II, 1 Unit

This course is a continuation of Worship Studio I, offering an in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Performance practices and interpretation of folk and ethnic styles are the primary focus. Performance opportunities are given throughout the semester.

## MUS 379, Guitar Fingerboard Harmony, 2 Units

This is a course in direct application of principles of diatonic and chromatic harmony as they are relevant to the guitar fingerboard. Students must have a thorough knowledge of reading music and a basic understanding of fundamentals of harmony and how chords are constructed.
**Prerequisite:** MUS 121, MUS 122, or instructor consent

## MUS 380, Chamber Singers, 0-1 Units

Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.
Special Fee Applies

## MUS 381, Handbell Choir, 1 Unit

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 382, Jazz and Commercial Ensemble, 0-1 Units

This is an "augmented" big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles, and/or private lessons may be required. May be repeated for credit, though only two upper-division units may count toward the Commercial Music emphasis. A minimum GPA of 2.0 is required.

## MUS 383, Jazz and Commercial Ensemble, 0-1 Units

This is a continuation of MUS 382.

## MUS 384, Handbell Choir, 1 Unit

This is a continuation of MUS 381.
Special Fee Applies

## MUS 387, Wind Ensemble, 1 Unit

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 388, Wind Ensemble, 1 Unit

This is a continuation of MUS 387.
Special Fee Applies

## MUS 389, Commercial Styles I, 1 Unit

This class is an in-depth study of jazz vocal styles which prepares performers for a wide range of jazz performance situations including live and recording venues. Jazz style and interpretation are stressed and performance opportunities are given throughout the semester.
**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## MUS 390, Commercial Styles II, 1 Unit

A continuation of Commercial Styles I, this course offers an in-depth study of Broadway and pop music vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Broadway and pop music style and interpretation are stressed and performance opportunities will be given throughout the semester.
**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## MUS 391, Jazz Improvisation Workshop, 1 Unit

This course covers small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., with students grouped in combos by experience level. Student-performers prepare for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for in unusual circumstances, concurrent enrollment in other ensembles and/or private lessons may be required. May be repeated for credit, though only 2 upper-division units may count toward the commercial music concentration.

## MUS 392, Jazz Improvisation Workshop, 1 Unit

This is a continuation of MUS 391.

## MUS 393, Junior Recital, 0 Units

Preparation and presentation of the junior recital program (approximately 30 minutes of music) as a requirement of the Bachelor of Music in Performance. This course must be taken during the semester in which the junior recital is presented. Topics include program preparation and research, recital protocol, advanced performance preparation, working with a collaborative performer/accompanist (when applicable). This course is taught by the student's major applied instructor.
**Prerequisite:** Performance majors to have completed 8 units of major applied area; permission of the applied instructor. Student must be concurrently enrolled in Applied Music in the term that the Junior Recital is presented.

## MUS 394, Critical Listening Skills For Audio Recording Professionals, 2 Units

Students study recording environment terminology and sonic manipulation including; sonic characteristics of microphones, processed audio signals, individual musical instruments and sections of instruments. Study and analysis of representative audio recordings, recording consoles, and a variety of acoustic environments is included.
**Prerequisite:** C or better in both MUS 220 and MUS 326

## MUS 395, History of Film Music, 3 Units

This course is divided into two large sections. The first develops a vocabulary of terms and methods for analyzing and interpreting film soundtracks, paying particular attention to music's role in the soundtrack and the overall relationship between soundtrack and image track. The second part focuses on the history of film sound, with particular attention given to soundtrack technology and how it has affected the aesthetic choices of filmmakers. Students explore the thesis that each major technological advance alters the structural relationships among the three relatively autonomous components of the soundtrack-dialogue, music, and effects. *Meets the General Education Requirement: Humanities: Fine Arts.*

## MUS 396, Advanced Music Technology, 2 Units

Advanced sequencing techniques, orchestral simulation, advanced editing and automated mixing, synthesizer program editing, and system exclusive and program editor/librarian software are covered. The course provides an introduction to MIDI/digital audio hybrid systems and synchronization using LTC, VITC, MIDI clock, and MIDI Timecode. Students complete a large project using these techniques.
Special Fee Applies
**Prerequisite:** MUS 296 and MUS 327

## MUS 397, Instrumental Collaboration for Pianists, 2 Units

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. Most of the repertoire is sonatas written by prominent composers. Students perform six times during the semester.

## MUS 398, Vocal Collaboration for Pianists, 2 Units

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, Fench, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation. Students perform six times during the semester.

## MUS 399, Keyboard Ensemble, 2 Units

This course offers guided experience in performance of keyboard literature for more than one performer. The class is open to students majoring in piano performance, organ performance, and to other qualified students upon audition and with permission of the instructor. Each student performs six times during the semester.

## MUS 401, Worship Studio III, 1 Unit

This course serves as a continuation of Worship Studio I and II, offering an in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Jazz interpretation and style are the primary focus. Performance opportunities are given throughout the semester.

## MUS 402, Worship Studio IV, 1 Unit

This course serves as a continuation of Worship Studio I, II, and III, offering in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Performance practice and interpretation of pop and rock styles are the primary focus. Performance opportunities are given throughout the semester.

## MUS 404, Instrumental Music Methods, 3 Units

This course is designed to provide music education students with a study of methods and materials for teaching instrumental music in K-12 schools, including concert bands, marching bands, orchestra, jazz and pop groups, and world music ensembles. Students engage in 15 hours of observation as well as practice teaching.
**Prerequisite:** MUS 206

## MUS 405, Choral Music Methods, 3 Units

Designed for the prospective school music specialist, the course will consist of a study of choral methods used in school music programs. Special attention will be given to developing musicality and musicianship through choral ensembles and specialized music classes, including all periods and genres of music.
**Prerequisite:** MUS 206

## MUS 407, Commercial Styles III, 1 Unit

A continuation of Commercial Styles I and II, this course offers an in-depth study of country western, folk and contemporary Christian music vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Country, folk and contemporary Christian music performance style and interpretation are stressed and performance opportunities will be given throughout the semester.
**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## MUS 408, Commercial Styles IV, 1 Unit

A continuation of Commercial Styles I, II and III, this course offers an in-depth study of rock and rhythm & blues (R&B) vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Rock and R&B musical performance style and interpretation are stressed and performance opportunities are given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## MUS 409, Jubilant Song Ladies' Choir, 1 Unit

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## MUS 410, Jubilant Song Ladies' Choir, 1 Unit

This is a continuation of MUS 409.

## MUS 411, Applied Voice, 1-4 Units

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation.
Special Fee Applies
**Prerequisite:** MUS 311 and MUS 312

## MUS 412, Applied Voice, 1-4 Units

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation. Appearances in recitals comprising literature from the above mentioned may be required at the discretion of the instructor. This may be in addition to the senior recital for the voice major.
Special Fee Applies
**Prerequisite:** MUS 411

## MUS 413, Applied Piano, 1-4 Units

Virtuoso studies such as Chopin's or Liszt's are examined, and advanced compositions by Bach, Beethoven, Romantic, and 20th-century composers are explored. A study of selected concerti is offered. This course prepares piano performance majors for their senior recitals.
Special Fee Applies
**Prerequisite:** MUS 314

## MUS 414, Applied Piano, 1-4 Units

This is a continuation of MUS 413. The course prepares piano performance majors for their senior recitals. In addition to weekly private lessons, students attend a group master class each week. Prerequisite: upper-division qualifying examination or by audition
Special Fee Applies
**Prerequisite:** Upper-division qualifying examination or by audition

## MUS 415, Applied Organ, 1-4 Units

This course offers advanced study of major works of all periods and intense preparation for the student's senior recital.
Special Fee Applies

## MUS 416, Applied Organ, 1-4 Units

This is a continuation of MUS 415.
Special Fee Applies

## MUS 417, Organ Literature I, 2 Units

This course is a survey of the historical development of the literature for the organ from the Middle Ages through the classical period. Organ builders from these centuries are also discussed. Class sessions consist of listening and discussing repertoire from these periods and sight reading some of the representative literature.

## MUS 418, Semi-Private Voice, 1 Unit

This is a continuation of MUS 319.
Special Fee Applies

## MUS 419, Semi-Private Voice, 1 Unit

This is a continuation of MUS 418.
Special Fee Applies

## MUS 420, Organ Literature II, 2 Units

This course is a survey of the historical development of the literature for the organ from the Romantic period through the 20th-century as well as contemporary works. Discussions include the study of major organ builders during this time.
**Prerequisite:** 2 units of Applied Organ

## MUS 421, Choral Arranging, 2 Units

Students learn the techniques of arranging and adapting song materials for choral ensembles of various sizes and compositions.
**Prerequisite:** MUS 222

## MUS 422, 20th Century Compositional Techniques, 3 Units

The stylistic techniques of major composers are reviewed. A major thrust of the class is the presentation of students' compositions.
**Prerequisite:** MUS 222

## MUS 423, Orchestration I, 3 Units

This course provides an introduction to orchestral and symphonic wind ensemble instruments. Scoring exercises for full ensembles and smaller combinations are emphasized.
**Prerequisite:** MUS 221; MUS 222 (may be taken concurrently) or instructor consent

## MUS 424, Projects in Music Theory, 2 Units

Personalized arranging, composition, and analytical projects are assigned according to the interest and capabilities of the student.
**Prerequisite:** MUS 221 and MUS 222

## MUS 425, Collegium, 1 Unit

The course emphasizes rehearsal and performance of chamber music, especially pre-19th century music. The course is open to students with instructor's permission only.

## MUS 426, Collegium, 1 Unit

This is a continuation of MUS 425.

## MUS 427, Form and Analysis, 3 Units

The forms of music from the 18th century to the present are covered. An analysis of both large and small forms is included.
**Prerequisite:** MUS 222

## MUS 428, Arranging II, 2 Units

Arranging for larger ensembles, more musical styles, arranging for live ensembles versus arranging for recording, advanced harmonic techniques, and textures and melodic procedures is covered. Students complete several small assignments in various styles, and one large project which is recorded by the Audio Recording class(es) or the Production Techniques class.
Special Fee Applies
**Prerequisite:** MUS 323 and MUS 423

## MUS 429, Piano Literature I, 2 Units

This course surveys the broad scope of piano literature from the invention of the piano to the early Romantic period. Class sessions consist of listening to and discussing appropriate repertoire and sight-reading of various pieces of the literature. Students are required to read the primary literature (or exerpts) as well as to listen, sight-read, analyze, and recognize, and prepare additional topics from books of secondary literature.

## MUS 430, Piano Literature II, 2 Units

This course surveys the broad scope of piano literature from the early Romantic period to the present day. Class sessions consist of listening to and discussing appropriate repertoire and sight-reading of various pieces of the literature.
**Prerequisite:** MUS 429

## MUS 432, Music in the Elementary Schools, 3 Units

Designed for the prospective elementary school teacher, the course consists of the objectives, scope, and content of the elementary school music program as described in the Visual and Performing Arts Framework for California Public School. Active participation in the skills of music and movement are required in order to understand the components and concepts in these performing arts. The course includes supervised practice teaching and opportunities for observation of teaching professionals.

## MUS 433, Music Methods for the Elementary and Secondary Schools, 3 Units

This course offers a sequential presentation of methods and materials available for the prospective music teacher of the spectrum of K-12. Widely accepted approaches and philosophies are discussed, including Dalcroze, Kodaly, Orff-Schuwerk, Yamaha, and Susuki. Students engage in guided observation and practice teaching.

## MUS 434, Piano Pedagogy, 2 Units

Students study various piano teaching methods and materials. The course includes supervised practice teaching and opportunities for observation of the professor.
**Prerequisite:** MUS 313 or instructor consent

## MUS 435, University Choir, 0-1 Units

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.
Special Fee Applies

### MUS 436, University Choir, 0-1 Units

This is a continuation of MUS 435.
Special Fee Applies

### MUS 437, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.
Special Fee Applies

### MUS 438, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 437.
Special Fee Applies

### MUS 440, Instrumental Pedagogy, 2 Units

Students study the methods and materials used in teaching brass, woodwind, string, or percussion instruments. The area of emphasis is determined by the student's specialization.

### MUS 441, Music in Worship, 3 Units

Students survey the history and practice of the use of music in worship services. Emphasis is given to the development of both liturgical and nonliturgical forms of worship. Students are involved in learning effective worship planning as they study the role of the minister, director of music, and organist.

### MUS 442, Church Music Administration, 2 Units

Students explore the process of developing the music program of the local church and the relationship of the minister of music to the congregation, music committee, and pastor. A graded choir program, equipment, and general organization are examined.

### MUS 443, Vocal Pedagogy, 2 Units

This course covers the study of teaching methods and practices in voice, detailed study of the vocal instrument, and sessions working one-on-one with a beginning voice student.

### MUS 444, Seminar in Church Music, 2 Units

This course is a research seminar dealing with contemporary problems in church music. An in-depth investigation of specific church music programs and supervised student assignments involving leadership in the music program of local churches is offered.

### MUS 445, Service Playing, 2 Units

This course shows the church musician how to handle the keyboard instruments in various church situations, including weddings, funerals, communions, and aspects of traditional services.

### MUS 446, Issues in Church Music, 2 Units

This course provides an analysis of current issues in church music and acquaints students with contemporary worship practices. The curriculum aids students in the evaluation of today's issues from an historical perspective.

### MUS 447, Music and Worship Internship I, 2 Units

Students who desire experience in a church music program should take this practicum. Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs.
**Prerequisite:** MUS 375; MUS 376 (may be taken concurrently)

### MUS 449, Symphonic Band, 1 Unit

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

### MUS 450, Symphonic Band, 1 Unit

This is a continuation of MUS 449.

### MUS 451, Repertoire for the Instrumental Music Classroom, 2 Units

This course equips students with a comprehensive knowledge of repertoire to be used as curriculum in the secondary instrumental music classroom through the context of band, orchestra, jazz band, and string orchestra.
**Prerequisite:** MUS 222 and MUS 361

### MUS 452, Instrumental Music Literature, 2 Units

This course offers a survey of string, woodwind, brass, guitar, or percussion literature considered from its historical, formal, stylistic, and aesthetic aspects. It also includes study of the history and development of the instruments. The course content varies according to the applied performance area of the student.

## MUS 453, American Music, 3 Units

Students study the development of American music from early psalmody to contemporary expressions. Music on the frontier, in urban culture, American education, and the Church is explored. A survey of the music of prominent American composers from William Billings to John Cage is included. The course is open to nonmusic majors with the instructor's consent.

## MUS 454, Music and Worship Internship II/Capstone, 2 Units

Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs. This course concludes with a "capstone project," coordinated between student and faculty. The project will include a sophisticated level of research, collaboration, creativity, and synthesis of learning acquired through previous coursework in the major. With approval, the project may serve as portfolio material. This course is a continuation of MUS 447.
**Prerequisite:** MUS 447

## MUS 455, Late Romantic and 20th-Century Music Literature, 3 Units

This course provides a study of Western music of the late Romantic and 20th century periods in historical context of broader developments in culture. American music and implications of recent developments, including computer and experimental music, are also included. *Meets the General Education Requirement: Humanities: History.*
**Prerequisite:** MUS 121

## MUS 456, Choral Literature, 2 Units

Students survey choral compositions from the Renaissance to the present. The course emphasizes the representative works from each of the major historical periods.

## MUS 457, Chamber Ensemble - Strings, 1 Unit

This is a continuation of MUS 356.

## MUS 458, Chamber Ensemble - Strings, 1 Unit

This is a continuation of MUS 457.

## MUS 459, Chamber Ensemble: Brass, 1 Unit

Premier chamber ensembles focus on refining performance practice and high-level musicianship in chamber music, and this course prepares students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

## MUS 460, Chamber Ensemble - Brass, 1 Unit

This is a continuation of MUS 459.

## MUS 462, Seminar in Conducting, 2 Units

Students study special problems in conducting, conduct choral and instrumental ensembles, observe rehearsals and performances under a master conductor, and research the historical aspects of conducting.
**Prerequisite:** MUS 361 and MUS 362

## MUS 464, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 360.

## MUS 465, Chamber Ensemble - Woodwind, 1 Unit

This is a continuation of MUS 464.

## MUS 466, Audio and Acoustics, 3 Units

This survey course is geared toward students who seek knowledge with basic concepts of acoustical conditions, electronics, sound systems, and recording techniques.

## MUS 467, Advanced Pro Tools, 2 Units

This course is a continuation of MUS 471. Additional topics covered include mixing and mastering principles.
**Prerequisite:** MUS 328 or instructor consent

## MUS 469, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 366.

## MUS 470, Chamber Ensemble - Percussion, 1 Unit

This is a continuation of MUS 469.

## MUS 471, Intermediate Pro Tools, 3 Units

This course explores methods for automation, audio editing, basic effects plugins, cue mix, synchronization, recording, and monitoring.
**Prerequisite:** MUS 327 or instructor consent

## MUS 472, Audio For Post Production, 2 Units

This course focuses on practical and aesthetic considerations relating to audio post-production. Topics covered include voice-over, ADR, dialogue and music editing, noise reduction, effects, mixing and lay-back.
Special Fee Applies
**Prerequisite:** MUS 467 (may be taken concurrently) or instructor consent

## MUS 473, Composing for Film and Television, 3 Units

An introduction to scoring and producing music for films and television, this course covers synchronization, software, compositional approaches; overview of history of film composition; synthetic, "live", and "mixed" approaches. "spotting" a film; and collaborating with a director. Students will score several short scenes and at least one short student film or other film.
**Prerequisite:** MUS 323, MUS 468, MUS 423

## MUS 474, Music Career Development, 2 Units

This course provides an in-depth study of music career planning, networking, promotion, advertising, and marketing, with special emphasis on using the internet. Social media, iTunes, internet collaboration and YouTube are covered. Career paths and combinations are explored. An important component of the course is appearance by diverse guest lecturers.
**Prerequisite:** MUS 223

## MUS 475, Men's Chorale, 1 Unit

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.
Special Fee Applies

## MUS 476, Men's Chorale, 1 Unit

This is a continuation of MUS 475.
Special Fee Applies

## MUS 478, Gospel Choir, 1 Unit

This is a continuation of MUS 346. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 479, Gospel Choir, 1 Unit

This is a continuation of MUS 478. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 481, Orchestration II, 3 Units

This course offers advanced study in orchestration, stressing the full orchestra and wind ensemble and includes scoring and demo creation using Logic Pro.
**Prerequisite:** MUS 349 and MUS 423

## MUS 483, Handbell Choir, 1 Unit

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 484, Preparing the Total Performer, 1 Unit

This class provides students with the principles necessary to achieve complete freedom to communicate before audiences. This is accomplished through class participation, performance, and group interaction. Students study essential principles and learn to master the skills necessary to present themselves in any situation. The course includes study of the release of body tension through the Alexander technique, the affect of body movement on an audience, and methods to overcoming fear and anxiety. Students learn to communicate the subtext of a piece/presentation through expressive use of the voice, body, and instrument. A student enrolling in this class should have some skill and experience in the performing or dramatic arts.

## MUS 486, Opera Workshop: Lead Roles and Minor Roles, 0-1 Units

Students study, prepare, and perform entire operas or selected portions and receive coaching in the dramatic and musical aspects of performance. Admission to this class is determined by the director.

## MUS 487, Handbell Choir, 1 Unit

This is a continuation of MUS 483.
Special Fee Applies

## MUS 489, Wind Ensemble, 0-1 Units

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 490, Wind Ensemble, 0-1 Units

This ensemble engages the most challenging music for collegiate musicians by the foremost composers of the genre, preparing students to engage various musical landscapes at the professional level. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.
Special Fee Applies

## MUS 491, Senior Recital, 0 Units

This course includes preparation for and presentation of the senior recital (approximately 60 minutes of music) as a requirement of the Bachelor of Music. This course must be taken during the semester in which the senior recital is presented. Topics include program preparation and research, stage presence, recital protocol, advanced performance preparation, working with a collaborative accompanist (when appropriate). This course is taught by the student's applied instructor. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Music majors who have completed 12 units of major applied area; permission of instructor. Student must be concurrently enrolled in Applied Music in the term that the Senior Recital is presented.

## MUS 492, Senior Project in Commercial Music, 0 Units

This is a capstone course in the Commercial Music Program. Students complete a major project apropos to their track, and equivalent in effort to a senior recital. The project will reflect the student's ability to synthesize and integrate knowledge and skills gained and developed in the course of their Commercial Music studies. Each project will be planned and executed with the assistance and oversight of a faculty advisor. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Senior standing and instructor consent

## MUS 494, Commercial Music Internship, 2 Units

This course offers monitored and evaluated professional work experience for the commercial music major. Under regular and periodic faculty supervision, students are placed in a music business environment related to their area of career interest. Placement is limited to situations available from or approved by the supervising instructor. (Note: Credit for prior experience is not available to fulfill the requirements of this course.)
**Prerequisite:** MUS 337 and 1 course of BUSI 110, MUS 338, MUS 328, or MUS 428 and instructor consent

## MUS 495, Production Techniques, 2 Units

The intent of this class is to work in production teams to produce a musical recording project. Each team includes students oriented towards arranging, engineering, music business, and performance. They take on a large project, divide the production tasks, and learn to work as a production team. Topics include session and arrangement planning, budgeting, contracting, preproduction techniques, recording of acoustic and electronic instruments, work process and synchronization, final mix, and mastering. Students are given a budget and use realistic figures for studio time, musicians, tape costs, etc. This is meant to be a shared project, with each student contributing particular skills and orientation to the final product, which can be used as a demonstration of the student's abilities and capacity for working in a production team. As a final step, each student evaluates others on the same production team.
Special Fee Applies
**Prerequisite:** MUS 327 & MUS 428; or MUS 323 & MUS 328; or BUSI 110 & MUS 338; or 10 units applied study and 1 unit each Jazz Ensemble and Improvisation

## MUS 496, Senior Seminar: Ethics in Music, 3 Units

This senior seminar serves musicians planning to work in the private and/or public sectors, including future full-time church musicians, school music educators, private teachers, performers, and freelance musicians. The course focuses on the integration of Christian faith, ethical issues and professional concerns that confront musicians in the work environment.
**Prerequisite:** Senior standing, completion of Writing 3

## MUS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## MUS 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Junior or Senior Standing

# MUS 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of creative output or research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing. The thesis or project may result in formal thesis, published article, electronic media, or annotated recital. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

# GMUS 500, Introduction to Graduate Research Methods, 3 Units

In this course, students assess and evaluate various research methods and fields of research in music, achieving mastery of the resources available in academic libraries and online databases. Students employ research tools to develop academic research projects, including abstracts, annotated bibliographies, research papers, and grant proposals. Emphasis and subjects of relevance apply to composers, performers, musicologists, educators, conductors, and researchers. Students interpret the major historical themes, events, and personalities in current academic research.

# GMUS 501A, Seminar in Musicology: The Renaissance, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the 14th century to the early 16th century.
**Prerequisite:** GMUS 500

# GMUS 501B, Seminar in Musicology: The Baroque, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the early 16th century to the mid-18th century.
**Prerequisite:** GMUS 500

# GMUS 502A, Seminar in Musicology: The Nineteenth Century, 3 Units

This course traces the development of music in Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 19th century.
**Prerequisite:** GMUS 500

# GMUS 502B, Seminar in Musicology: The Twentieth Century, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 20th century.
**Prerequisite:** GMUS 500

# GMUS 503, Advanced Analysis of Form and Style, 3 Units

The forms and structures of music, both choral and instrumental, from Bach to the present are studied. Particular attention is given to the effect of form on interpretation.
**Prerequisite:** MUS 427 or equivalent

# GMUS 504, Advanced Orchestration, 3 Units

This course offers discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings. It concentrates on using scoring knowledge as a conductor and on practical writing techniques.
**Prerequisite:** MUS 423 or equivalent

# GMUS 505, Advanced Choral Arranging, 3 Units

This course is designed to enhance skills in arranging music for performance, with emphasis on choral arranging.
**Prerequisite:** MUS 421 or equivalent

# GMUS 506, Special Topics in Musicology, 3 Units

This course addresses special topics from any period of musicology as decided by the instructor and department.
**Prerequisite:** GMUS 500

# GMUS 507A, Seminar A: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.
**Prerequisite:** GMUS 500

## GMUS 507B, Seminar B: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.
**Prerequisite:** GMUS 500

## GMUS 507C, Seminar C: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.
**Prerequisite:** GMUS 500

## GMUS 507D, Seminar D: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.
**Prerequisite:** GMUS 500

## GMUS 508A, Seminar A: Keyboard Collaborative Arts, 1 Unit

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

## GMUS 508B, Seminar B: KCA Instrumental Collaboration, 1 Unit

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

## GMUS 508C, Seminar C: KCA Issues in Keyboard Collaboration, 1 Unit

Students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each work they perform, communicating the content for each work in their own words. Class participants are encouraged to critique the performance of their colleagues after each performance.

## GMUS 508D, Seminar D: KCA Professional Preparation, 1 Unit

In this seminary, students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students learn to prepare professional recitals, chamber works, and vocal and choral works. Class participants are encouraged to critique the performance of their colleagues after each performance.

## GMUS 509A, Conducting I (Choral), 3 Units

Students develop advanced choral conducting and rehearsal techniques. Music from various historical periods and styles are studied and conducted.

## GMUS 510, Conducting II (Instrumental), 3 Units

Students develop advanced instrumental conducting and rehearsal techniques. Emphasis is placed on wind ensemble and orchestral conducting literature.

## GMUS 511, Applied Conducting, 1-3 Units

Each student in this course studies privately with an instructor in preparation for their conducting recital. Ensemble and repertory selections are determined during this course.

## GMUS 513, Philosophical and Psychological Foundations of Music Education, 2 Units

The course addresses philosophical understanding of the foundations of music education coupled with practical application of the principles of the psychology of music in the classroom.

## GMUS 514, Issues in Music Classroom Pedagogy, 2 Units

Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

## GMUS 515, Instrumental Pedagogy, 2 Units

Students survey method books and 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 Units

This course focuses on musical traditions in America, the development of music teaching, and gaining an understanding of the changing context of American society.

## GMUS 518A, Seminar A: Choral Conducting, 1 Unit

In this course, students study with an instructor and graduate colleagues in a weekly seminar setting, exploring cornerstone literature and fundamental repertoire of the choral art, encompassing Medieval Chant and historic musical compositions spanning the Renaissance, Baroque, and Classical periods within the Western European tradition.

## GMUS 518B, Seminar B: Choral Conducting Literature, 1 Unit

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and "historic informed performance" practices spanning the Romantic period through the 20th and early 21st centuries within the Western European tradition and contemporary choral landscape.

## GMUS 518C, Seminar C: Choral Performance Practice and Rehearsal Techniques, 1 Unit

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and "historic informed performance" practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts, as well as the affected literature.

## GMUS 518D, Seminar D: Professional and Current Issues in Choral Conducting, 1 Unit

In this seminar, students explore cornerstone issues and professional considerations of the choral profession. The focus is on professional conferences and organizations that connect students with professional conductors and colleagues, as well as on controversial issues regarding the choral art in current practice.

## GMUS 519A, Seminar A: Instrumental Conducting, 1 Unit

In this course, students develop advanced instrumental conducting and rehearsal techniques over a series of four seminars. Emphasis is placed on wind ensemble and orchestral conducting literature, performance practice, and historical context.

## GMUS 519B, Seminar B: Instrumental Conducting Literature, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, emphasis is placed on wind ensemble and orchestral conducting literature from the Romantic period through the 21st century.

## GMUS 519C, Seminar C: Instrumental Performance Practice and Rehearsal Techniques, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone literature and fundamental repertoire of the instrumental conducting art, and "historic informed performance" practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts as well as the affected literature.

## GMUS 519D, Seminar D: Professional and Current Issues in Instrumental Conducting, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone issues and professional considerations of the instrumental profession. Focus is given to professional conferences and organizations that connect students with professional conductors and colleagues, as well as to controversial issues regarding the instrumental conducting art in current practice.

## GMUS 520, Applied Instruction I, 1-3 Units

Individual instruction in an instrument or composition is given in this course. Additional fee is required.
**Prerequisite:** Admission to the graduate program or instructor's permission

## GMUS 524, Keyboard Literature, 2 Units

Students survey keyboard musical literature from all historical periods. Solo and small ensemble literature are emphasized.

## GMUS 525, Chamber Ensemble, 2 Units

This course provides opportunity to rehearse and perform with other musicians in both homogeneous and diverse musical groupings. Literature appropriate to the various groupings is explored.

## GMUS 526, Fingerboard Harmony, 2 Units

This course directly applies the principles of diatonic and chromatic harmony to the guitar fingerboard. Students learn to harmonize melodies on the guitar fingerboard by creating arrangements of various styles. The course also makes realizations of ancient tablature so that the student can make arrangements that adapt to the modern guitar.
**Prerequisite:** Bachelor of Music in guitar performance or Bachelor of Arts with an emphasis in music

## GMUS 527, Guitar Ensemble, 1 Unit

This course develops skills in sight reading and part playing in ensembles of varying sizes from duets to guitar orchestras. Graduate students have the opportunity to assist undergraduates as well as challenge themselves with the more difficult parts of the ensembles relating to upper registers and more technically demanding parts.

## GMUS 528, Organ Literature, 2 Units

A survey of music written for the pipe organ from pre-Renaissance times through the present will be studied. Various organ builders during the centuries will be discussed and how they influenced composition written during their time. Many works will be heard and examined.

## GMUS 529, Literature and Resources for Music Education, 2 Units

This course traces and analyzes appropriate literature for classroom teaching of musical ensembles, as well as resources for music educators.

## GMUS 530, Applied Voice, 1-3 Units

Individual instruction in voice is given in this course. Additional fee is required.
**Prerequisite:** Admission to the graduate program in vocal performance or instructor's permission

## GMUS 534, Vocal Literature A, 2 Units

Students explore a rich and diverse literature: the German Lied or art song. Each student selects a significant Lied composer as well as a Liederzyklus (song cycle) to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course's assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed to help in preparing the presentations. The professor chooses the content of presentations, and this work is assigned at the professor's discretion.

## GMUS 535, Vocal Literature B, 2 Units

Students in this course explore a rich and diverse literature of the art song in American, British, French, Italian, and Russian settings. Each student selects a significant composer as well as a national school or style to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course-assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed, to be used to prepare the presentations. The professor chooses the content of presentations, and work is assigned at their discretion.

## GMUS 536, Seminar in Professional Preparation, 1 Unit

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in professional performance situations. Students study the art of auditioning and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to giving a public audition.

## GMUS 537, Operatic History and Performance Practice, 3 Units

This course addresses the history of opera from its inception in 1600 to its current practice. The course includes a survey of operatic styles, types, and developments, and educates students about performance practices of the relevant time periods. Students attend and analyze opera performances as part of their coursework, and engage in critical thinking and writing regarding the topic of operatic history.

## GMUS 540, Advanced Vocal Pedagogy, 2 Units

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in solo and choral settings. Students study the anatomy of the larynx, as well as the physiology of breathing, respiration, vowel formants, timbre, registers, and vocal health. Students also read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to teaching a public practice voice lesson.
**Prerequisite:** GMUS 500

## GMUS 541A, Professional Vocal Coaching, 1 Unit

Through study, discussion, practice, and examination, students in this course gain a deeper understanding of the professional use of vocal coaching and how to respond in professional situations with a professional voice coach. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to receiving a professional-style vocal coaching.

## GMUS 541B, Advanced Vocal Coaching, 1 Unit

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in vocal coaching situations. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to taking a public practice voice coaching.

## GMUS 544, Music Technology Seminar, 3 Units

To broaden students' preparation in using Logic Pro, Finale, and Pro Tools, students learn music software that is new to them. Proficient students deepen their skills and/or learn another software system.

**Prerequisite:** MUS 296 or equivalent, MUS 327 or equivalent, and MUS 423; not required but highly recommended: MUS 322 or equivalent

## GMUS 550, Vocal Collaboration for Pianists, 2 Units

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation.

## GMUS 551, Instrumental Collaboration for Pianists, 2 Units

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. The repertoire is predominately instrumental sonatas.

## GMUS 561, History of Congregational Song, 2 Units

This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the lives of the men and women who wrote hymns, the times in which they lived, and the effect this had on their work. Some attention is given to the music to which these texts have been set.

## GMUS 562, Survey of Contemporary Worship Styles, 2 Units

This course investigates the philosophy, practice, and history of diverse worship styles and traditions being used today in the United States as well as around the world. Styles and expressions such as liturgical, traditional, contemporary, blended, Gen X, Taize, and global expressions are discussed and researched to identify their strengths and weaknesses in helping today's church voice its song of worship unto God.

## GMUS 563, Introduction to Technology and Worship, 2 Units

This course is an introduction to the historical, theological, philosophical, and practical uses of technology. Powerpoint, MIDI, sound systems, video projection, and multimedia of all kinds are examined in order to understand the appropriate role of technology in assisting the Church's worship unto God.

## GMUS 565, Aesthetics of Worship, 2 Units

This course focuses on the unique role of aesthetics in worship with particular emphasis on music and the visual symbols of faith and ritual. It includes the study of iconography, imagination, movement, and the dramatic integration of the arts in corporate worship.

## GMUS 567, Arranging: Choral and Instrumental, 2 Units

This course teaches advanced skills in arranging for choral and instrumental ensembles for use in worship services. Arranging for several musical levels is included, from less experienced to advanced levels.

## GMUS 588, Ensemble, 0-1 Units

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.

**Prerequisite:** The 0-unit option can be taken only with the permission of the associate dean of graduate studies.

## GMUS 590, Directed Research, 1-3 Units

This course offers individualized assistance in researching thesis materials. A completed prospectus is necessary for advancement to GMUS 591, where the thesis is completed. This course may be repeated for credit until the prospectus is completed to the satisfaction of the advising professor. Two units of this course are required for graduation, but the course may be repeated for credit if necessary.

## GMUS 591, Thesis, 2 Units

This course involves creation and approval of a final written thesis, which is the culmination of a student's area of research. This course may be taken only once.

**Prerequisite:** Successful completion of GMUS 590 Directed Research and permission of the graduate program director to proceed to this final stage of the thesis process.

## GMUS 595, Special Topics in Music, 1-4 Units

This advanced level studio, research or lecture course allows for occasional offerings of diverse topics in music not covered by regular department courses. Special interests of faculty and students may be targeted under this category. Selection varies depending on student interest and faculty availability. It may be repeated for 8 units total, as topic varies.

## GMUS 599, Readings in Music, 1-4 Units

## CMUS 500, Foundations of Music Entrepreneurship, 3 Units

This course examines the fundamentals of a startup as it pertains to the music industry. Topics include record label business structures, strategic improvisation and innovation, your fans as your customers, the power of collaboration (DIY vs. DIT?), building a production and promotion team, contracts, taxes, intellectual property law, and leadership styles.

## CMUS 501, Commercial Music Strategic Marketing, 3 Units

This course covers music marketing, strategic marketing management, and an examination of the relationship between marketing, innovation, and entrepreneurship. The curriculum also reviews tools and methods used for understanding entertainment market environments, marketing implications of new models of distribution, and delivery to customers.

## CMUS 502, Entrepreneurship and Media-Based Streams in Commercial Music, 3 Units

This course analyzes rapid changes in technology, demographics, and music distribution as they challenge musicians and music business organizations to become more entrepreneurial in their planning and practice. This course examines basic principles of entrepreneurship as well as several entrepreneurial models in commercial music streams, with an emphasis on new income streams from the internet and through social networking (content ID and monetization).

## CMUS 503, Commercial Music Structure and Global Industry Issues, 3 Units

This seminar course examines how different organizations are structured to exploit and manage entertainment assets, internationally as well as domestically. Topics include management of copyrights, master recordings and artists, and issues regarding problems in international music distribution and protection of intellectual property.

## CMUS 504, Finance and Accounting for Music Entrepreneurs, 3 Units

This course draws on many areas, including economics, finance, and accounting concepts, encompassing the details of knowing how to discern different types of royalty statements (national and international) and exploring various kinds of music funding (traditional and nontraditional) such as venture capital and crowdfunding.

## CMUS 505, Music and Media, 3 Units

This course is a survey of the creative, business, and technological media systems and entities within the music industry, including entertainment unions, agents, attorneys, concert production, audio engineers, producers, record companies, online distribution, music in film and television, radio promotions and advertising, album and artist registration, IMDb, NARAS, LARAS, CMA, and GMA.

## CMUS 600, Comprehensive Artistic Management, 3 Units

This course is an introduction to creative and business management as it pertains to artists in the sound recording industry. Subjects include execution and evaluation of various management strategies, branding, public relations, and various media types.

## CMUS 601, Public Policy and Strategic Planning in the Music Industry, 3 Units

This seminar course covers government policies that directly affect the music industry, and also focuses on the strategic planning process of decision making, and allocation of resources to fortify a plan of action. It features an application of principles and techniques that make up the music entertainment sector of the U.S. economy, and uses the business-related tenets of law and economics to generate a modern, consistent, and formal framework for strategic decision making.

## CMUS 602, Music Publishing, 3 Units

This course covers performance rights organizations (ASCAP, BMI, SESAC), publishing deals, mechanical licensing, synchronization licensing, music reports, SoundExchange, and Christian Copyright Licensing International (CCLI).

## CMUS 603, Ethics and Faith in Music Industry Management, 3 Units

This course examines the role of faith and ethics within the music industry, exploring Christian beliefs and values that influence business practices. Emphasis is placed on the growth of faith-based entertainment, as well as the historical context of spirituality within the music industry.

## CMUS 604, Music Entrepreneurship Project, 2 Units

Students utilize this capstone project to highlight the knowledge gained from the program. In conjunction with the professor/instructor, each student chooses an area of research and presentation from their particular career specialty, such as publishing, music marketing, touring, artist management, or album/single release coordination.
**Prerequisite:** Completion of 24 units of CMUS courses

## PRMU 201, Introduction to World Music, 3 Units

This course is an introduction to classical, popular, and folk music traditions from around the world, with case studies drawn from Africa, Asia, Eastern Europe, India, Indonesia, Latin America, the Middle East, and native North America. Course discussions focus on the interactions between music and belief systems, contexts, aesthetics, and history, and examine the social organization of music, the components of musical repertoire, and the impact of material culture. Basic theories and methodologies of ethnomusicology are utilized. The course includes lectures, reading, extensive listening, and a group fieldwork project, and is appropriate for majors and nonmajors. *Meets the General Education Requirement: Intercultural Competence.*

## PRMU 337, Music Business I, 2 Units

This course is part of the commercial music emphasis core. Students study careers in commercial music, journals of the business, and networking and career development, and receive an overview of the production process for music and post production, and introduction to: A&R, touring, contracting, copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc. Recommended for first-semester sophomores.

# Artist Certificate

The Artist's Certificate in Music Performance is designed for aspiring professional musicians who demonstrate outstanding performance ability and seek to advance their performance career. The certificate complements a traditional degree, may prepare the student for additional formal study, and gives the performer the mentor, performance, and industry connections for a career in performing arts.

- Entrance is based on performance ability via an audition and application.

- Artist Certificate students may hold an undergraduate degree, but exceptions can be made for outstanding performers who hold at least a high school diploma.

- In accord with national accreditation standards, the curriculum is based on three primary areas: applied study, ensemble/chamber music participation, and public performances.

| Code | Title | Units |
|---|---|---|
| **All courses are taken 4 times** | | |
| GMAC 570 | Artist Certificate Applied Lesson | 2 |
| GMAC 571 | Artist Certificate Chamber Music | 2 |
| GMAC 572 | Artist Certificate Large Ensemble | 1 |
| GMAC 573 | Artist Certificate Seminar | 1 |
| **Total Units** | | **24** |

Recital Requirements: Artist Certificate students are required to present two solo or collaborative arts recitals with the repertoire approved by the applied instructor and director of the artist certificate program.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate achievement of professional competence in their chosen instrument or voice, including significant technical mastery, capability to produce work and solve professional problems independently, and to establish a coherent set of artistic/intellectual goals which are evident in their work.
2. Demonstrate solo or collaborative arts competence by developing a body of work for evaluation in their specific repertory.
3. Communicate with professionals and laypersons musical ideas, concepts, and requirements related to the practice of their major instrument through musical and oral means.
4. Collaborate as a leader and in areas of musical interpretation and performance.
5. Articulate the ethical responsibility of a professional musician and the relationship between one's faith and one's art.

# BM in Commercial Music

89 units

To prepare students personally and professionally for careers in the music industry, the Department of Commercial Music focuses on integrating skills in the areas of music business, composition and arranging, live and studio performance, audio recording, and production. The combination of internship opportunities, a growing network of working APU alumni, and a faculty of experienced professionals offers students access to strategic links within the Los Angeles music industry.

The Bachelor of Music in Commercial Music (https://www.apu.edu/music/programs/commercial-music-major/) program seeks to produce broadly prepared musicians with the skills required for a variety of careers in commercial music, and who are able to teach themselves skills and practices in an ever-changing commercial music industry.

Students pursuing this program select from one of five tracks: Audio Recording, Composing/Arranging, Instrumental Performance, Music Business, or Vocal Performance.

# Requirements

## General Education Requirements for the Bachelor of Music in Commercial Music

| Code | Title | Units |
| --- | --- | --- |
| GE 100 | First-Year Seminar | 3 |
| WRIT 110 | Writing 1: The Art and Craft of Writing | 3 |
| Writing 2 | | 3 |
| Humanities: Literature | | 3 |
| Social Science | | 3 |
| Natural Science | | 4 |
| **Biblical, Theological, and Philosophical Formation** | | |
| MIN 108 | Christian Life, Faith, and Ministry | 3 |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |
| UBBL 230 | Luke/Acts | 3 |
| PHIL 100 | Introduction to Philosophy | 3 |
| or HUM 224 | Core Texts in Philosophy | |
| or HUM 324 | Core Texts in Philosophy | |
| Upper-Division Bible Elective | | 3 |
| Theology | | 3 |
| **Personal and Social Responsibility** | | |
| Intercultural Competence | | 3 |
| **Total Units** | | **40** |

## Commercial Music Tracks

Students must select one of the tracks listed below; they may select more than one track but should be aware that doing so will almost certainly require more than 8 semesters to complete. There is a minimum grade requirement for certain courses in each track. See the appropriate footnote.

## Audio Recording Track

| Code | Title | Units |
| --- | --- | --- |
| **Piano Proficiency** | | **4** |
| **Music Theory** | | **12** |
| MUS 121 | Music Theory I (F/S, Fr, So) [1] | |
| MUS 122 | Music Theory II (F/S, Fr, So) | |
| MUS 221 | Music Theory III (F/S, So, Jr) | |
| MUS 222 | Music Theory IV (F/S, So, Jr) | |
| **Practical Musicianship** | | **4** |
| MUS 133 | Practical Musicianship I (F/S, Fr, So) | |
| MUS 134 | Practical Musicianship II (F/S, Fr, So) | |
| MUS 217 | Practical Musicianship III (F/S, So, Jr) | |
| MUS 220 | Practical Musicianship IV (F/S, So, Jr) | |
| **Music History** | | **9** |
| MUS 352 | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) [2] | |
| MUS 350 | History and Literature of Commercial Music (F, Jr) | |
| MUS 455 | Late Romantic and 20th-Century Music Literature (F/S, Sr) [3] | |
| **Applied Music** | | **16** |
| **Ensemble Requirement** [4] | | **8** |
| **Other Requirements** | | |
| MUS 296 | Introduction to Music Technology (F/S, Fr) | 2 |
| MUS 441 | Music in Worship (F/S, Jr, Sr) | 3 |
| MUS 210 | Performance Forum (F/S, 8 semesters) | 0 |
| **Commercial Music Courses** [5] | | |
| MUS 107 | Advanced - Intermediate Piano Class | 1 |
| MUS 223 | Web-Based Tools (S, Jr) | 2 |

| MUS 323 | Arranging and Rehearsal Technique | 3 |
|---------|-----------------------------------|---|
| MUS 327 | Audio I | 2 |
| MUS 328 | Audio II | 3 |
| MUS 337 | Music Business I | 2 |
| MUS 349 | Intermediate Logic Pro | 3 |
| MUS 467 | Advanced Pro Tools | 2 |
| MUS 472 | Audio For Post Production | 2 |
| MUS 474 | Music Career Development (F, Sr) | 2 |
| MUS 494 | Commercial Music Internship | 2 |
| MUS 491 | Senior Recital (Students may take either MUS 491 or 492, F/S, Sr) [6] | 0 |
| or MUS 492 | Senior Project in Commercial Music | |
| MUS 495 | Production Techniques | 2 |
| MUS 394 | Critical Listening Skills For Audio Recording Professionals | 2 |
| Commercial Music Elective [7] | | 3 |
| **Total Units** | | **89** |

[1]  Meets the General Education Humanities: Fine Arts requirement.
[2]  Meets the General Education Writing 3 requirement.
[3]  Meets the General Education Humanities: History requirement.
[4]  See details on the APU website (http://www.apu.edu/cma/music/ensembles/).
[5]  A grade of *C* or better is required for all commercial music courses or the course must be repeated.
[6]  Meets the General Education Integrative and Applied Learning requirement.
[7]  Commercial music electives include all courses listed in the tracks not selected by the student as their primary track. Also included are MUS 321, MUS 422, MUS 320, MUS 423, and 3 units of additional applied lessons. Students may petition to have other upper-division music courses count as commercial music electives.

## Composing/Arranging Track

| Code | Title | Units |
|------|-------|-------|
| **Piano Proficiency** | | **4** |
| **Music Theory** | | **12** |
| MUS 121 | Music Theory I (F/S, Fr, So) [1] | |
| MUS 122 | Music Theory II (F/S, Fr, So) | |
| MUS 221 | Music Theory III (F/S, So, Jr) | |
| MUS 222 | Music Theory IV (F/S, So, Jr) | |
| **Practical Musicianship** | | **4** |
| MUS 133 | Practical Musicianship I (F/S, Fr, So) | |
| MUS 134 | Practical Musicianship II (F/S, Fr, So) | |
| MUS 217 | Practical Musicianship III (F/S, So, Jr) | |
| MUS 220 | Practical Musicianship IV (F/S, So, Jr) | |
| **Music History** | | **9** |
| MUS 352 | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) [2] | |
| MUS 350 | History and Literature of Commercial Music (F, Jr) | |
| or MUS 351 | Ancient, Renaissance, and World Music Literature | |
| MUS 455 | Late Romantic and 20th-Century Music Literature (F/S, Sr) [3] | |
| **Applied Music** | | **18** |
| (8 units in applied performance and 10 units of applied composition) | | |
| **Ensemble Requirement [4]** | | **8** |
| **Other Requirements** | | |
| MUS 296 | Introduction to Music Technology (F/S, Fr) | 2 |
| MUS 441 | Music in Worship (F/S, Jr, Sr) | 3 |
| MUS 210 | Performance Forum (F/S, 8 semesters) | 0 |
| **Commercial Music Courses [5]** | | |
| MUS 107 | Advanced - Intermediate Piano Class | 1 |

| MUS 223 | Web-Based Tools (S, Jr) | 2 |
|---------|------------------------|---|
| MUS 322 | Score Preparation and Printing | 2 |
| MUS 323 | Arranging and Rehearsal Technique | 3 |
| MUS 327 | Audio I | 2 |
| MUS 337 | Music Business I | 2 |
| MUS 349 | Intermediate Logic Pro | 3 |
| MUS 423 | Orchestration I | 3 |
| MUS 428 | Arranging II | 2 |
| MUS 473 | Composing for Film and Television | 3 |
| MUS 474 | Music Career Development (F, Sr) | 2 |
| MUS 491 | Senior Recital (Students may take either MUS 491 or 492, F/S, Sr) [6] | 0 |
| or MUS 492 | Senior Project in Commercial Music | |
| MUS 494 | Commercial Music Internship | 2 |
| MUS 495 | Production Techniques | 2 |
| **Total Units** | | **89** |

[1]   Meets the General Education Humanities: Fine Arts requirement.
[2]   Meets the General Education Writing 3 requirement.
[3]   Meets the General Education Humanities: History requirement.
[4]   See details on the APU website (http://www.apu.edu/cma/music/ensembles/).
[5]   A grade of *C* or better is required for all commercial music courses or the course must be repeated.
[6]   Meets the General Education Integrative and Applied Learning requirement.

## Instrumental Performance Track

| Code | Title | Units |
|------|-------|-------|
| **Piano Proficiency** | | **4** |
| **Music Theory** | | **12** |
| MUS 121 | Music Theory I (F/S, Fr, So) [1] | |
| MUS 122 | Music Theory II (F/S, Fr, So) | |
| MUS 221 | Music Theory III (F/S, So, Jr) | |
| MUS 222 | Music Theory IV (F/S, So, Jr) | |
| **Practical Musicianship** | | **4** |
| MUS 133 | Practical Musicianship I (F/S, Fr, So) | |
| MUS 134 | Practical Musicianship II (F/S, Fr, So) | |
| MUS 217 | Practical Musicianship III (F/S, So, Jr) | |
| MUS 220 | Practical Musicianship IV (F/S, So, Jr) | |
| **Music History** | | **9** |
| MUS 352 | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) [2] | |
| MUS 350 | History and Literature of Commercial Music (F, Jr) | |
| MUS 455 | Late Romantic and 20th-Century Music Literature (F/S, Sr) [3] | |
| **Applied Music** | | **16** |
| **Ensemble Requirement** [4] | | **8** |
| **Other Requirements** | | |
| MUS 296 | Introduction to Music Technology (F/S, Fr) | 2 |
| MUS 361 | Introduction to Conducting (F, Jr) | 2 |
| MUS 441 | Music in Worship (F/S, Jr, Sr) | 3 |
| MUS 210 | Performance Forum (F/S, 8 semesters) | 0 |
| **Commercial Music Courses** [5] | | |
| MUS 107 | Advanced - Intermediate Piano Class | 1 |
| MUS 223 | Web-Based Tools (S, Jr) | 2 |
| MUS 323 | Arranging and Rehearsal Technique | 3 |
| MUS 324 | Songwriting | 2 |
| MUS 327 | Audio I | 2 |

| Code | Title | Units |
|------|-------|-------|
| MUS 337 | Music Business I | 2 |
| MUS 423 | Orchestration I | 3 |
| MUS 474 | Music Career Development (F, Sr) | 2 |
| MUS 491 | Senior Recital (F/S, Sr) [6] | 0 |
| MUS 494 | Commercial Music Internship | 2 |
| MUS 495 | Production Techniques | 2 |
| Commercial Music Elective [7] | | 2 |
| Additional Ensemble Requirement (select from the following four options) | | 6 |
| MUS 382 & MUS 383 | Jazz and Commercial Ensemble and Jazz and Commercial Ensemble | |
| MUS 389 & MUS 390 | Commercial Styles I and Commercial Styles II | |
| MUS 391 & MUS 392 | Jazz Improvisation Workshop and Jazz Improvisation Workshop | |
| MUS 407 & MUS 408 | Commercial Styles III and Commercial Styles IV | |
| **Total Units** | | **89** |

[1]  Meets the General Education Humanities: Fine Arts requirement.
[2]  Meets the General Education Writing 3 requirement.
[3]  Meets the General Education Humanities: History requirement.
[4]  See details on the APU website (http://www.apu.edu/cma/music/ensembles/).
[5]  A grade of *C* or better is required for all commercial music courses or the course must be repeated.
[6]  Meets the General Education Integrative and Applied Learning requirement.
[7]  Commercial music electives include all courses listed in the tracks not selected by the student as their primary track. Also included are MUS 321 and MUS 422.

## Music Business Track

| Code | Title | Units |
|------|-------|-------|
| **Piano Proficiency** | | **4** |
| **Music Theory** | | **12** |
| MUS 121 | Music Theory I (F/S, Fr, So) [1] | |
| MUS 122 | Music Theory II (F/S, Fr, So) | |
| MUS 221 | Music Theory III (F/S, So, Jr) | |
| MUS 222 | Music Theory IV (F/S, So, Jr) | |
| **Practical Musicianship** | | **4** |
| MUS 133 | Practical Musicianship I (F/S, Fr, So) | |
| MUS 134 | Practical Musicianship II (F/S, Fr, So) | |
| MUS 217 | Practical Musicianship III (F/S, So, Jr) | |
| MUS 220 | Practical Musicianship IV (F/S, So, Jr) | |
| **Music History** | | **9** |
| MUS 352 | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) [2] | |
| MUS 350 | History and Literature of Commercial Music (F, Jr) | |
| MUS 455 | Late Romantic and 20th-Century Music Literature (F/S, Sr) [3] | |
| **Applied Music** | | **16** |
| **Ensemble Requirement** [4] | | **8** |
| **Other Requirements** | | |
| MUS 296 | Introduction to Music Technology (F/S, Fr) | 2 |
| MUS 441 | Music in Worship (F/S, Jr, Sr) | 3 |
| MUS 210 | Performance Forum (F/S, 8 semesters) | 0 |
| **Commercial Music Courses** [5] | | |
| MUS 107 | Advanced - Intermediate Piano Class | 1 |
| MUS 223 | Web-Based Tools (S, Jr) | 2 |
| MUS 323 | Arranging and Rehearsal Technique | 3 |

| Code | Title | Units |
|------|-------|------:|
| MUS 324 | Songwriting | 2 |
| MUS 327 | Audio I | 2 |
| MUS 337 | Music Business I | 2 |
| MUS 338 | Music Business II | 2 |
| MUS 474 | Music Career Development (F, Sr) | 2 |
| MUS 491 | Senior Recital (Students may take either MUS 491 or 492, F/S, Sr) [6] | 0 |
| or MUS 492 | Senior Project in Commercial Music | |
| MUS 494 | Commercial Music Internship (Must be taken twice) | 2 |
| MUS 495 | Production Techniques | 2 |
| BUSI 110 | Business and Entrepreneurship [7] | 3 |
| Business or Commercial Music Electives [8] | | 6 |
| **Total Units** | | **89** |

[1]    Meets the General Education Humanities: Fine Arts requirement.
[2]    Meets the General Education Writing 3 requirement.
[3]    Meets the General Education Humanities: History requirement.
[4]    See details on the APU website (http://www.apu.edu/cma/music/ensembles/).
[5]    A grade of *C* or better is required for all commercial music courses or the course must be repeated.
[6]    Meets the General Education Integrative and Applied Learning requirement.
[7]    Meets the General Education Civic Knowledge and Engagement requirement.
[8]    Commercial music electives include all courses listed in the tracks not selected by the student as their primary track. Also included are MUS 321, MUS 422, MUS 320, MUS 423, and 3 units of additional applied lessons. Students may petition to have other upper-division music courses count as commercial music electives. Music Business track students may also select electives from BUSI 100, MGMT 210, and ECON 251.

## Vocal Performance Track

| Code | Title | Units |
|------|-------|------:|
| **Piano Proficiency** | | **4** |
| **Music Theory** | | **12** |
| MUS 121 | Music Theory I (F/S, Fr, So) [1] | |
| MUS 122 | Music Theory II (F/S, Fr, So) | |
| MUS 221 | Music Theory III (F/S, So, Jr) | |
| MUS 222 | Music Theory IV (F/S, So, Jr) | |
| **Practical Musicianship** | | **4** |
| MUS 133 | Practical Musicianship I (F/S, Fr, So) | |
| MUS 134 | Practical Musicianship II (F/S, Fr, So) | |
| MUS 217 | Practical Musicianship III (F/S, So, Jr) | |
| MUS 220 | Practical Musicianship IV (F/S, So, Jr) | |
| **Music History** | | **9** |
| MUS 352 | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) [2] | |
| MUS 350 | History and Literature of Commercial Music (F, Jr) | |
| MUS 455 | Late Romantic and 20th-Century Music Literature (F/S, Sr) [3] | |
| **Applied Music** | | **16** |
| **Ensemble Requirement** [4] | | **8** |
| **Other Requirements** | | |
| MUS 296 | Introduction to Music Technology (F/S, Fr) | 2 |
| MUS 361 | Introduction to Conducting (F, Jr) | 2 |
| MUS 441 | Music in Worship (F/S, Jr, Sr) | 3 |
| MUS 210 | Performance Forum (F/S, 8 semesters) | 0 |
| **Commercial Music Courses** [5] | | |
| MUS 107 | Advanced - Intermediate Piano Class | 1 |
| MUS 223 | Web-Based Tools (S, Jr) | 2 |
| MUS 323 | Arranging and Rehearsal Technique | 3 |
| MUS 324 | Songwriting | 2 |

| MUS 327 | Audio I | 2 |
|---|---|---|
| MUS 337 | Music Business I | 2 |
| MUS 474 | Music Career Development (F, Sr) | 2 |
| MUS 491 | Senior Recital (F/S, Sr) [6] | 0 |
| MUS 494 | Commercial Music Internship | 2 |
| MUS 495 | Production Techniques | 2 |
| Commercial Music Electives [7] | | 5 |
| Additional Applied Music | | |
| MUS 389<br>& MUS 390 | Commercial Styles I<br>and Commercial Styles II | 2 |
| MUS 407<br>& MUS 408 | Commercial Styles III<br>and Commercial Styles IV | 2 |
| Select one of the following | | 2 |
| MUS 382<br>& MUS 383 | Jazz and Commercial Ensemble<br>and Jazz and Commercial Ensemble | |
| MUS 391<br>& MUS 392 | Jazz Improvisation Workshop<br>and Jazz Improvisation Workshop | |
| **Total Units** | | **89** |

[1]  Meets the General Education Humanities: Fine Arts requirement.
[2]  Meets the General Education Writing 3 requirement.
[3]  Meets the General Education Humanities: History requirement.
[4]  See details on the APU website (http://www.apu.edu/cma/music/ensembles/).
[5]  A grade of *C* or better is required for all commercial music courses or the course must be repeated.
[6]  Meets the General Education Integrative and Applied Learning requirement.
[7]  Commercial music electives include all courses listed in the tracks not selected by the student as their primary track. Also included are MUS 321, MUS 422, MUS 320, MUS 423, and 3 units of additional applied lessons. Students may petition to have other upper-division music courses count as commercial music electives.

## Course Requirements Legend

| Course Requirement Availability: | Recommended Year: |
|---|---|
| F = Offered every fall | Fr = Freshman |
| S = Offered every spring | So = Sophomore |
| E = Even year | Jr = Junior |
| O = Odd year | Sr = Senior |

## Music Theory Proficiency

The Music Theory Placement Examination is given to incoming students who are not transferring credit for Music Theory I from another college or university. This examination measures the student's background in music theory and ensures placement at the appropriate level. The examination may be taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of *C* or better is required. If a *C* or better is not achieved at any level, the course must be repeated.

## Practical Musicianship

Practical musicianship is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of *C* or better is required. If a *C* or better is not achieved at any level, the course must be repeated.

## Introduction to Music Technology

A grade of *C* or better is required in MUS 296 Introduction to Music Technology, or the course must be repeated.

## Piano Proficiency

Commercial music students are required to take the five-semester piano proficiency sequence, MUS 103-107, at the beginning of their commercial music program. A grade of *C* or better is required at each level or the course must be repeated. Students may, by audition, be allowed to waive one or more of these courses because of previous piano experience.

## Grade-Point Average and Minimum Grade Requirements

Music students must maintain a 2.5 GPA for all upper-division music courses (those classified as 300 and 400 level). Students with a cumulative GPA lower than 2.0 or who are on probation are not eligible to participate in a performing group other than Masterworks Chorale. A grade of *C* or better is required in all courses listed under the subheading Commercial Music Courses, or the course must be repeated. See appropriate footnote.

## Performance Forum

MUS 210 meets every Monday at 4:20 p.m. and features a variety of presentations including student recitals, guest artists, and lecturers. Music students must be continuously enrolled in Performance Forum for eight semesters. This class is graded pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

## Recital Performance

Each performance major must present a solo performance annually in a student recital. This requirement can be met through either a Performance Forum student recital, junior recital, or senior recital. Non-performance majors must present a solo performance annually in either a studio recital, typically scheduled by the applied music instructor, or Performance Forum student recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

Senior recitals are required of all performance majors during their senior year. Bachelor of Music students pursuing either the Instrumental Performance track or Vocal Performance track must present a junior *and* a senior recital and register for MUS 491 when preparing their senior recital.

Students giving junior or senior recitals should follow the guidelines in the Azusa Pacific University Department of Music Recital Confirmation Packet (available through the Department of Music office).

## Applied Music

1. Students must take at least 16 units in their primary applied area.
2. Students must take 2 units of applied lessons the semester of their senior recital.
3. Jury examinations are required each semester for all students taking applied lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for securing an accompanist for juries by the indicated deadlines. There are three ways to secure an accompanist:
   a. Faculty may request an accompanist with the Accompanist Request Form available in the Department of Music office by the indicated deadlines.
   b. Faculty may request a specific accompanist by submitting an Accompanist Request Form available in the Department of Music office by the indicated deadlines.
   c. If no Accompanist Request Form is submitted, or is requested after the published deadlines, faculty members are responsible to secure an accompanist for their students.
5. Applied lessons:
   a. Grades for applied lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the annual mandatory solo performance requirement, an *F* will be assigned for the spring semester applied grade.
   b. The area director will assign an instructor.
   c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. Students should consult their Applied Music course syllabus to determine what constitutes sufficient advanced notice. "No-show" students do not receive makeup lessons.

## Ensemble Requirement

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

# Program Learning Outcomes

# Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic context.
3. Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.

4. Career-Oriented Application: Demonstrate career-oriented application of skills.
5. Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

# BM in Composition

88 units

The composition major (https://www.apu.edu/music/programs/composition-major/) is designed for students planning for graduate study in composition or work as a professional composer, helping them discover a distinctive voice and develop a portfolio of compositions. In addition to composition, courses in theory, music history, literature, conducting, and technology give the student thorough preparation in comprehensive musicianship.

Admission to the program is by audition and submission of previous compositions. Students with minimal compositional experience may be admitted at the discretion of the composition faculty, provided they show promise and strong general musicianship in other ways.

Applied composition students must submit their work to a jury at the end of each semester. Admission to upper-division status in the program is contingent upon:

- Successful completion of the first two years of composition study as determined, in part, by the jury following the sophomore year, at which point significant compositional progress and output must be shown.
- A grade-point average of at least 2.5 in the combination of courses in Music Theory, Practical Musicianship, Piano (class or applied), Introduction to Music Technology, and Applied Composition.
- Adequate progress in acquiring specific keyboard skills suitable for composers.
- Each student is required to have a composition performed in performance forum, studio recital, master class, reading session, or ensemble performance at least once per year. It is the student's responsibility to recruit performers and schedule adequate rehearsal to produce an acceptable performance. The composition and performance context must be approved in advance by the composition instructor. The student and instructor should begin planning this early in each school year.

## General Education Requirements for the Bachelor of Music in Composition

| Code | Title | Units |
|---|---|---|
| GE 100 | First-Year Seminar | 3 |
| WRIT 110 | Writing 1: The Art and Craft of Writing | 3 |
| Writing 2 | | 3 |
| Social Science | | 3 |
| Humanities: Literature | | 3 |
| Natural Science | | 4 |
| **Biblical, Theological, and Philosophical Formation** | | |
| MIN 108 | Christian Life, Faith, and Ministry | 3 |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |
| UBBL 230 | Luke/Acts | 3 |
| PHIL 100 | Introduction to Philosophy | 3 |
| or HUM 224 | Core Texts in Philosophy | |
| or HUM 324 | Core Texts in Philosophy | |
| Upper-Division Bible Elective | | 3 |
| Theology | | 3 |
| **Personal and Social Responsibility** | | |
| Intercultural Competence | | 3 |
| **Total Units** | | **40** |

## School of Music Core Requirements

| Code | Title | Units |
|---|---|---|
| **Piano Proficiency** | | **4** |
| **Music Theory** | | **12** |
| MUS 121 | Music Theory I (F/S, Fr, So) [1] | |
| MUS 122 | Music Theory II (F/S, Fr, So) | |
| MUS 221 | Music Theory III (F/S, So, Jr) | |

| | | |
|---|---|---|
| MUS 222 | Music Theory IV (F/S, So, Jr) | |
| **Practical Musicianship** | | **4** |
| MUS 133 | Practical Musicianship I (F/S, Fr, So) | |
| MUS 134 | Practical Musicianship II (F/S, Fr, So) | |
| MUS 217 | Practical Musicianship III (F/S, So, Jr) | |
| MUS 220 | Practical Musicianship IV (F/S, So, Jr) | |
| **Conducting** | | **4** |
| MUS 361 | Introduction to Conducting (F, Jr) | |
| MUS 362 | Choral Conducting (S, Jr) | |
| or MUS 363 | Instrumental Conducting | |
| **Music History** | | **9** |
| MUS 351 | Ancient, Renaissance, and World Music Literature (F, Jr) | |
| MUS 352 | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) [2] | |
| MUS 455 | Late Romantic and 20th-Century Music Literature (F/S, Sr) [3] | |
| **Applied Music** | | **8** |
| (Must be in one area; must be enrolled in applied lessons each semester until degree is complete, minimum of 8 units, F/S) | | |
| **Ensemble Requirement [4]** | | **8** |
| **Other Requirements** | | |
| MUS 296 | Introduction to Music Technology (F/S, Fr) | 2 |
| MUS 441 | Music in Worship (F/S, Jr, Sr) | 3 |
| MUS 210 | Performance Forum (F/S, 8 semesters) | 0 |
| **Total Units** | | **54** |

[1]    Meets the General Education Humanities: Fine Arts requirement
[2]    Meets the General Education Writing 3 requirement
[3]    Meets the General Education Humanities: History requirement
[4]    See details on the APU website (http://www.apu.edu/music/ensembles/).

# Composition Requirements

| Code | Title | Units |
|---|---|---|
| **Composition Core Requirements** | | |
| MUS 321 | Counterpoint (S, Jr, Sr) | 3 |
| MUS 423 | Orchestration I (F/S, Jr, Sr) | 3 |
| **Composition Courses** | | |
| MUS 1C1 | Applied Composition Class (F/S - Total of 16 units) | 1-4 |
| MUS 349 | Intermediate Logic Pro | 3 |
| MUS 422 | 20th Century Compositional Techniques (S, Jr, Sr) | 3 |
| MUS 491 | Senior Recital (F/S, Sr) [1] | 0 |
| MUS 473 | Composing for Film and Television | 3 |
| Select one of the following: | | 3 |
| MUS 323 | Arranging and Rehearsal Technique (F/S, Jr, Sr) | |
| MUS 427 | Form and Analysis (F, Jr, Sr) | |
| **Total Units** | | **34** |

[1]    Meets the General Education Integrative and Applied Learning requirement.

| Course Requirement Availability: | Recommended Year: |
|---|---|
| F = Offered every fall | Fr = Freshman |
| S = Offered every spring | So = Sophomore |
| E = Even year | Jr = Junior |
| O = Odd year | Sr = Senior |

## Music Theory Proficiency

The Music Theory Placement Examination is given to incoming students who are not transferring credit for Music Theory I from another college or university. This examination measures the student's background in music theory and ensures placement at the appropriate level. The examination may be taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120 , begin the music theory sequence in the next semester. Music theory is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of *C* or better is required. If a *C* or better is not achieved at any level, the course must be repeated.

## Practical Musicianship

Practical musicianship is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of *C* or better is required. If a *C* or better is not achieved at any level, the course must be repeated.

## Piano Proficiency

Each student must register for a piano class or Applied Piano until the Piano Proficiency Examination is passed. Examination fact sheets are available in the School of Music office. Students will not be cleared to graduate until they have passed the proficiency examination; students in the Bachelor of Music in Composition program have an extended Piano Proficiency Examination that is usually met at the conclusion of MUS 108.

## Grade-Point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300 and 400 level). Students with a cumulative GPA lower than 2.0 or who are on probation are not eligible to participate in a performing group other than Masterworks Chorale.

## Performance Forum

MUS 210 meets every Monday at 4:20 p.m. and features a variety of presentations including student recitals, guest artists, and lecturers. Music students must be continuously enrolled in Performance Forum for eight semesters. This course is graded pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters. Composition master classes that occur during Performance Forum are required for Bachelor of Music in Composition students, and suggested for all students taking applied composition lessons.

## Recital Performance

Composition students must present a solo performance annually in either a studio recital (arranged by the applied teacher) or performance forum student recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

Composition students giving senior recitals should follow the guidelines in the Azusa Pacific University School of Music Recital Confirmation Packet available through the School of Music office.

## Applied Music

1. Students are required to take at least 16 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met. Students must take 2 units of applied lessons the semester of their senior recital.
3. Jury examinations are required each semester for all students taking private lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
   a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
   b. Faculty may request a specific accompanist by submitting an Accompanist Request Form available in the School of Music office by the indicated deadlines.
   c. If no Accompanist Request Form is submitted, or is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
5. Private lessons:
   a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
   b. The area director will assign an instructor.
   c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

## Upper-Division Concentration

Bachelor of Music in Composition students must earn a grade of *C* or higher in all of their upper-division concentration classes. Otherwise, the course(s) must be repeated.

## Ensemble Requirement

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic context.
3. Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. Career-Oriented Application: Demonstrate career-oriented application of skills.
5. Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

# BM in Music and Worship

92 units

The music and worship major (https://www.apu.edu/music/programs/music-worship-major/) provides students with specialized training in the field of worship studies, and consists of preparation in music, worship, and theology. Graduates are given philosophical and practical tools needed to work effectively as vocational leaders in the field, while also being prepared for more specialized graduate studies. In addition to the music major core, coursework addresses worship arts leadership, technology, theology, culture, congregational song, worship design, and the practical tools needed for ensemble leadership and development. In addition, students choose from a variety of concentrations, including Vocal Performance, Instrumental Performance, Composing/Songwriting, Music Production, Global Worship and Culture, Biblical Studies, Christian Ministries, and Fine Arts.

Graduates with a degree in music and worship assume positions as pastoral musicians, worship leaders, artistic directors, technical artists; in Christian schools as teachers and administrators; and in artistic ministry positions for various parachurch organizations.

Those interested in this degree should contact the School of Music as soon as possible to obtain an advisor and begin academic planning, then contact the Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/) to declare music and worship as their major. Those who decide to major in music and worship should enroll in MUS 160 to begin their course of study.

## General Education Requirements for the Bachelor of Music in Music and Worship

| Code | Title | Units |
|---|---|---|
| GE 100 | First-Year Seminar | 3 |
| WRIT 110 | Writing 1: The Art and Craft of Writing | 3 |
| Writing 2 | | 3 |
| Social Science | | 3 |
| Humanities: Literature | | 3 |
| Natural Science | | 4 |
| **Biblical, Theological, and Philosophical Formation** | | |
| MIN 108 | Christian Life, Faith, and Ministry | 3 |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |
| UBBL 230 | Luke/Acts | 3 |
| Philosophy | | 3 |
| PHIL 100 | Introduction to Philosophy | |
| or HUM 224 | Core Texts in Philosophy | |
| or HUM 324 | Core Texts in Philosophy | |

| | | |
|---|---|---|
| Upper-Division Bible Elective | | 3 |
| Doctrine Core | | 3 |
| **Personal and Social Responsibility** | | |
| Intercultural Competence | | 3 |
| MUS 201 | Introduction to World Music (F/S) | |
| or MUS 302 | Soul Music | |
| **Total Units** | | **40** |

# Music and Worship Core Requirements

| Code | Title | Units |
|---|---|---|
| **Piano Proficiency** | | **4** |
| **Music Theory** | | **12** |
| MUS 121 | Music Theory I (F/S, Fr, So) [1] | |
| MUS 122 | Music Theory II (F/S, Fr, So) | |
| MUS 221 | Music Theory III (F/S, So, Jr) | |
| MUS 222 | Music Theory IV (F/S, So, Jr) | |
| **Practical Musicianship** | | **4** |
| MUS 133 | Practical Musicianship I (F/S, Fr, So) | |
| MUS 134 | Practical Musicianship II (F/S, Fr, So) | |
| MUS 217 | Practical Musicianship III (F/S, So, Jr) | |
| MUS 220 | Practical Musicianship IV (F/S, So, Jr) | |
| **Conducting** | | **2** |
| MUS 361 | Introduction to Conducting (F, Jr) | |
| **Music History** | | **6** |
| MUS 352 | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) [2] | |
| Select one of the following | | |
| MUS 351 | Ancient, Renaissance, and World Music Literature (F, Jr) | |
| MUS 455 | Late Romantic and 20th-Century Music Literature (F/S, Sr) [3] | |
| **Applied Music** | | **16** |
| Two units must be taken each semester of full-time status, (F/S) | | |
| **Ensemble Requirement [4]** | | **8** |
| **Other Requirements** | | |
| MUS 296 | Introduction to Music Technology (F/S, Fr) | 2 |
| MUS 210 | Performance Forum (F/S, 8 semesters) | 0 |
| **Music and Worship Courses** | | |
| MUS 160 | Worship Leadership Formation (S, Fr) | 3 |
| MUS 202 | Singing The Faith (F, Fr, So) | 3 |
| MUS 323 | Arranging and Rehearsal Technique (F/S) | 3 |
| or MUS 423 | Orchestration I | |
| MUS 367 | Technology for Worship (F, Jr, Sr) | 3 |
| MUS 375 | Worship Arts Leadership (F, Jr) | 3 |
| MUS 376 | Worship Design (S, Jr) | 3 |
| MUS 447 | Music and Worship Internship I (F/S, Sr) | 2 |
| MUS 491 | Senior Recital (F/S, Sr) [5] | 0 |
| Select two of the following: | | 2 |
| MUS 377 | Worship Studio I | 1 |
| MUS 378 | Worship Studio II | 1 |
| MUS 401 | Worship Studio III | 1 |
| MUS 402 | Worship Studio IV | 1 |
| **Total Units** | | **80** |

[1]   Meets the General Education Humanities: Fine Arts requirement.

2   Meets the General Education Writing 3 requirement.
3   Meets the General Education Humanities: History requirement.
4   See details on the APU website (http://www.apu.edu/music/ensembles/). Taking 4 semesters of musical ensembles meets the General Education Civic Knowledge and Engagement requirement.
5   Meets the General Education Integrative and Applied Learning requirement.

## Music and Worship Concentrations

Students must select one of the following concentrations.

### Biblical Studies Concentration

| Code | Title | Units |
|------|-------|-------|
| Choose 12 units in UBBL 3XX-UBBL 4XX courses in addition to General Education requirements | | 12 |
| **Total Units** | | **12** |

### Christian Ministries Concentration

| Code | Title | Units |
|------|-------|-------|
| WRIT 200 | Writing 2: Writing for Christian Practice [1] | 3 |
| MINC 318 | Theology and Practice of Ministry | 3 |
| Select two of the following: | | 6 |
| MIN 300 | Writing 3: Culture and Ministry [2] | |
| MINC 467 | Spiritual Transformation | |
| MINC 487 | Exegeting the City | |
| MIN 301 | Adolescent Development in Family Ministry | |
| MINY 403 | Adolescent Issues and Intervention | |
| MIN 496 | Senior Seminar: Church and Society [3] | |
| THEO 496 | Senior Seminar: Theology and Social Issues [3] | |
| **Total Units** | | **12** |

1   Meets the General Education Writing 2 requirement.
2   Meets the General Education Writing 3 requirement.
3   Meets the General Education Integrative and Applied requirement.

### Fine Arts Concentration

| Code | Title | Units |
|------|-------|-------|
| Select four of the following: | | 12 |
| ART 105 | Ceramics I [1] | |
| ART 130 | Two-Dimensional Design | |
| ART 145 | Drawing I [1] | |
| ART 146 | Painting I | |
| ART 150 | Introduction to Art [1] | |
| ART 160 | Photography I [1] | |
| ART 210 | Printmaking: Relief | |
| ART 260 | Photography II | |
| DSGN 281 | Elements and Principles of Typography | |
| ART 356 | Writing 3: History of Modern Art and Architecture [2] | |
| ART 361 | History of Early Christian and Medieval Art and Architecture [1] | |
| ART 362 | History of Renaissance to Rococo Art and Architecture [1] | |
| DSGN 383 | Illustrating with Type | |
| CINE 101 | Christianity and the Creative Process [1] | |
| CINE 160 | Introduction to Digital Filmmaking [1] | |
| CINE 174 | Introduction to Storytelling | |
| CINE 280 | Writing the Short Screenplay | |

| | | |
|---|---|---|
| DSGN 120 | Introduction to Computer Graphics | |
| THTR 110 | Introduction to Acting [1] | |
| THTR 115 | Introduction to Theater [1] | |
| THTR 221 | Theatrical Sets and Properties | |
| THTR 224 | Introduction to Stage Management | |
| **Total Units** | | **12** |

[1]    Meets the General Education Humanities: Fine Arts requirement.

[2]    Meets the General Education Writing 3 requirement.

## Music Production Concentration

| Code | Title | Units |
|---|---|---|
| MUS 223 | Web-Based Tools | 2 |
| MUS 327 | Audio I | 2 |
| MUS 328 | Audio II | 3 |
| MUS 349 | Intermediate Logic Pro | 3 |
| Electives [1] | | 2 |
| MUS 322 | Score Preparation and Printing | |
| MUS 377 | Worship Studio I | |
| MUS 378 | Worship Studio II | |
| MUS 401 | Worship Studio III | |
| MUS 402 | Worship Studio IV | |
| MUS 337 | Music Business I | |
| MUS 467 | Advanced Pro Tools | |
| MUS 474 | Music Career Development | |
| MUS 495 | Production Techniques | |
| **Total Units** | | **12** |

[1]    Music and worship electives include all courses listed in the tracks not selected by the student as their primary track. Also included are MUS 321, MUS 422, MUS 320, MUS 423, MUS 427, and additional applied lessons. Students may petition to have other upper-division music courses count as Music and Worship electives.

## Composing/Songwriting Concentration

| Code | Title | Units |
|---|---|---|
| MUS 324 | Songwriting | 2 |
| MUS 337 | Music Business I | 2 |
| MUS 474 | Music Career Development | 2 |
| MUS 1C1 | Applied Composition Class | 2 |
| Select two of the following: | | 2 |
| MUS 377 | Worship Studio I | |
| MUS 378 | Worship Studio II | |
| MUS 401 | Worship Studio III | |
| MUS 402 | Worship Studio IV | |
| Electives [1] | | 2 |
| MUS 322 | Score Preparation and Printing | |
| MUS 338 | Music Business II | |
| MUS 389 | Commercial Styles I | |
| MUS 390 | Commercial Styles II | |
| MUS 407 | Commercial Styles III | |
| MUS 408 | Commercial Styles IV | |

| | | |
|---|---|---|
| Additional Applied Composition Units | | |
| **Total Units** | | **12** |

[1]  Music and worship electives include all courses listed in the tracks not selected by the student as their primary track. Also included are MUS 320, MUS 321, MUS 422, MUS 423, MUS 427, and additional applied lessons. Students may petition to have other upper-division music courses count as Music and Worship electives.

## Vocal Performance Concentration

| Code | Title | Units |
|---|---|---|
| Applied Music | | 4 |
| MUS 362 | Choral Conducting | 2 |
| Select two of the following: | | 2 |
| MUS 377 | Worship Studio I | |
| MUS 378 | Worship Studio II | |
| MUS 401 | Worship Studio III | |
| MUS 402 | Worship Studio IV | |
| Additional Ensembles [1] | | 4 |
| **Total Units** | | **12** |

[1]  Students may include up to four semesters of MUS 151 Chamber Ensemble (Chapel Band). In addition, students may choose from any ensemble within the School of Music, including: MUS 389, MUS 390, MUS 391, MUS 392, MUS 407, and MUS 408.

## Instrumental Performance Concentration

| Code | Title | Units |
|---|---|---|
| Applied Music | | 4 |
| MUS 363 | Instrumental Conducting | 2 |
| Select two of the following: | | 2 |
| MUS 377 | Worship Studio I | |
| MUS 378 | Worship Studio II | |
| MUS 401 | Worship Studio III | |
| MUS 402 | Worship Studio IV | |
| Additional Ensembles [1] | | 4 |
| **Total Units** | | **12** |

[1]  Students may include up to four semesters of MUS 151 Chamber Ensemble (Chapel Band). In addition, students may choose from any ensemble within the School of Music, including:  MUS 389, MUS 390, MUS 391, MUS 392, MUS 407, and MUS 408.

## Global Worship and Culture Concentration

| Code | Title | Units |
|---|---|---|
| GLBL 201 | Anthropology for Everyday Life [1] | 3 |
| MUS 201 | Introduction to World Music [1] | 3 |
| MUS 302 | Soul Music [1] | 3 |
| Select one of the following | | 3 |
| MUS 204 | Music of Latin America | |
| MUS 205 | Music of Asia | |
| MUS 301 | Music of Africa | |
| **Total Units** | | **12** |

[1]  Meets the General Education Intercultural Competence requirement.

## Course Requirements Legend

| Course Requirement Availability: | Recommended Year: |
|---|---|
| F = Offered every fall | Fr = Freshman |
| S = Offered every spring | So = Sophomore |
| E = Even Year | Jr = Junior |
| O = Odd Year | Sr = Senior |

## Music Theory Proficiency

The Music Theory Placement Examination is given to incoming students who are not transferring credit for Music Theory I from another college or university. This examination measures the student's background in music theory and ensures placement at the appropriate level. The examination is normally taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of *C* or better is required. If a *C* or better is not achieved at any level, the course must be repeated.

## Practical Musicianship

Practical musicianship is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of *C* or better is required. If a *C* or better is not achieved at any level, the course must be repeated.

## Piano Proficiency

Each student must register for a piano class or Applied Piano until the Piano Proficiency Examination is passed. Examination fact sheets are available in the School of Music office. Students will not be cleared to graduate until they have passed the proficiency examination, which is usually met at the conclusion of MUS 106.

## Grade-Point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300- and 400-level). Students with a cumulative GPA lower than 2.0 or who are on probation are not eligible to participate in a performing group other than Masterworks Chorale.

## Performance Forum

MUS 210 meets every Monday at 4:20 p.m. and features a variety of presentations including student recitals, guest artists, and lecturers. Music students must be continuously enrolled in Performance Forum for eight semesters. This class is graded pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

## Recital Performance

Music and worship majors must present a solo performance annually in either a studio recital, performance forum student recital, or senior recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

All students must take applied jury each semester. Students giving senior recitals should follow the guidelines in the Azusa Pacific University School of Music Recital Confirmation Packet (available through the School of Music office).

## Applied Music

1. Students must take at least 16 units of applied music study.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met. Students must take 2 units of applied lessons the semester of their senior recital (capstone project).
3. Jury examinations are required each semester for all students taking private lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
   a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
   b. Faculty may request a specific accompanist by submitting an Accompanist Request Form available in the School of Music office by the indicated deadlines.
   c. If no Accompanist Request Form is submitted, or is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
5. Private lessons:
   a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
   b. The area director will assign an instructor.

c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

## Upper-Division Concentration

Music and worship students must earn a grade of *C* or higher in all of their upper-division concentration classes. Otherwise, the course(s) must be repeated.

## Ensemble Requirement

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Demonstrate understanding of music in historical, cultural and stylistic context.
3. Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. Demonstrate career-oriented application of skills.
5. Demonstrate appropriate understanding of the intersection of music and faith.

# BM in Music Education (Pre-Teacher Certification)

89 units

The music education (pre-teacher certification) major (https://www.apu.edu/music/programs/music-education-major/) provides future vocal, instrumental, and general music teachers the necessary skills, knowledge, and appropriate methodologies for success at all levels of music education within California. The California Commission on Teacher Credentialing for public schools endorses this specialization. Certification for teaching music in California public schools requires additional coursework in the School of Education (see the Division of Teacher Education (p. 503) section in the catalog for specific requirements), including clinical practice under supervision of a master teacher from the School of Music.

All music education students are required to pass a sophomore music education proficiency examination, which includes a solo performance on their main applied instrument or voice, an interview, and a review of their performance in the aural skills class, including individual critiques from the instructors of that class. If students do not pass this proficiency exam, they are not permitted to continue as a music education major. All music education students must join the student chapter of the National Association for Music Education (NAfME) (https://nafme.org/).

## General Education Requirements for the Bachelor of Music in Music Education

| Code | Title | Units |
| --- | --- | --- |
| GE 100 | First-Year Seminar | 3 |
| WRIT 110 | Writing 1: The Art and Craft of Writing | 3 |
| | Writing 2 | 3 |
| | Humanities: Literature | 3 |
| | Social Sciences | 3 |
| | Natural Sciences | 4 |
| **Biblical, Theological, and Philosophical Formation** | | |
| MIN 108 | Christian Life, Faith, and Ministry | 3 |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |
| UBBL 230 | Luke/Acts | 3 |
| PHIL 100 | Introduction to Philosophy | 3 |
| or HUM 224 | Core Texts in Philosophy | |

| | | |
|---|---|---|
| or HUM 324 | Core Texts in Philosophy | |
| Upper-Division Bible Elective | | 3 |
| Theology | | 3 |
| **Personal and Social Responsibility** | | |
| Intercultural Competence | | |
| MUS 201 | Introduction to World Music (F/S, So, Jr, Sr) [1] | 3 |
| or MUS 302 | Soul Music | |
| **Total Units** | | **40** |

[1]    MUS 201 meets the General Education Intercultural Competence requirement.

## Music Education Requirements

| Code | Title | Units |
|---|---|---|
| **Piano Proficiency** | | **4** |
| **Music Theory** | | **12** |
| MUS 121 | Music Theory I (F/S, Fr, So) [1] | |
| MUS 122 | Music Theory II (F/S, Fr, So) | |
| MUS 221 | Music Theory III (F/S, So, Jr) | |
| MUS 222 | Music Theory IV (F/S, So, Jr) | |
| **Practical Musicianship** | | **4** |
| MUS 133 | Practical Musicianship I (F/S, Fr, So) | |
| MUS 134 | Practical Musicianship II (F/S, Fr, So) | |
| MUS 217 | Practical Musicianship III (F/S, So, Jr) | |
| MUS 220 | Practical Musicianship IV (F/S, So, Jr) | |
| **Conducting** | | **4** |
| MUS 361 | Introduction to Conducting (F, Jr) | |
| MUS 362 | Choral Conducting (S, Jr) | |
| or MUS 363 | Instrumental Conducting | |
| **Music History** | | **9** |
| MUS 351 | Ancient, Renaissance, and World Music Literature (F, Jr) | |
| MUS 352 | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) [2] | |
| MUS 455 | Late Romantic and 20th-Century Music Literature (F/S, Sr) [3] | |
| **Applied Music** | | **16** |
| Students must take 2 units on their primary instrument each semester of full-time status (F/S). Students whose primary instrument is voice must have at least 8 units of MUS 111 (section CV is required). | | |
| **Ensemble Requirement** | | **9** |
| For ensemble credit, choose either the instrumental or choral emphasis listed below | | |
| **Other Requirements** | | |
| MUS 210 | Performance Forum (F/S, 8 semesters) | 0 |
| MUS 296 | Introduction to Music Technology (F/S, Fr) | 2 |
| MUS 441 | Music in Worship (F/S, Jr, Sr) | 3 |
| **Music Education Courses** | | |
| MUS 101 | Beginning Voice Class (not required for students whose principal applied area is voice) | 1 |
| or MUS 102 | Intermediate Voice Class | |
| MUS 206 | Introduction to Music Education (F, So) | 2 |
| MUS 331 | String Instrument Techniques (ES, So, Jr, Sr) | 1 |
| MUS 332 | Woodwind Instrument Techniques (EF, So, Jr, Sr) | 1 |
| MUS 333 | Brass Instrument Techniques (OF, So, Jr, Sr) | 1 |
| MUS 334 | Percussion Instrument Techniques (OS, So, Jr, Sr) | 1 |
| MUS 232 | Guitar Techniques (OS, So, Jr, Sr) | 1 |
| MUS 405 | Choral Music Methods (ES, Jr, Sr) | 3 |
| MUS 451 | Repertoire for the Instrumental Music Classroom (S, Jr, Sr) | 2 |

| | | |
|---|---|---|
| or MUS 456 | Choral Literature | |
| MUS 404 | Instrumental Music Methods (OS, Jr, Sr) | 3 |
| MUS 330 | Elementary Music Methods (EF, Jr, Sr) | 3 |
| MUS 491 | Senior Recital (F/S, Jr, Sr) [4] | 0 |
| MUS 423 | Orchestration I (F/S, Jr, Sr) | 3 |
| MUS 427 | Form and Analysis (F, Jr, Sr) | 3 |
| Choose one of the following: | | 1 |
| MUS 191 | Jazz Improvisation Workshop (F/S, So, Jr, Sr) | |
| MUS 192 | Jazz Improvisation Workshop (F/S, So, Jr, Sr) | |
| MUS 391 | Jazz Improvisation Workshop (F/S, So, Jr, Sr) | |
| MUS 392 | Jazz Improvisation Workshop (F/S, So, Jr, Sr) | |
| MUS 182 | Jazz and Commercial Ensemble (F/S, So, Jr, Sr) | |
| MUS 183 | Jazz and Commercial Ensemble (F/S, So, Jr, Sr) | |
| MUS 382 | Jazz and Commercial Ensemble (F/S, So, Jr, Sr) | |
| MUS 383 | Jazz and Commercial Ensemble (F/S, So, Jr, Sr) | |
| MUS 233 | Improvisation for Music Education | |
| **Total Units** | | **89** |

[1]    Meets the General Education Humanities: Fine Arts requirement.
[2]    Meets the General Education Writing 3 requirement.
[3]    Meets the General Education Humanities: History requirement.
[4]    Meets the General Education Integrative and Applied Learning requirement.

## Instrumental Emphasis

| Code | Title | Units |
|---|---|---|
| Students must take a total of 9 units of ensemble. For the instrumental emphasis, students should enroll in 8 units in any combination or order from the following: Symphonic Band, Wind Ensemble, and Symphony Orchestra. In addition, 1 unit must be completed in University Choir, Oratorio Choir, or Chamber Singers. | | 8 |
| Symphonic Band | | |
| MUS 142 | Symphonic Band (F/S) | |
| MUS 143 | Symphonic Band (F/S) | |
| MUS 244 | Symphonic Band (F/S) | |
| MUS 245 | Symphonic Band (F/S) | |
| MUS 342 | Symphonic Band (F/S) | |
| MUS 343 | Symphonic Band (F/S) | |
| MUS 449 | Symphonic Band (F/S) | |
| MUS 450 | Symphonic Band (F/S) | |
| Wind Ensemble | | |
| MUS 187 | Wind Ensemble (F/S) | |
| MUS 188 | Wind Ensemble (F/S) | |
| MUS 289 | Wind Ensemble (F/S) | |
| MUS 290 | Wind Ensemble (F/S) | |
| MUS 387 | Wind Ensemble (F/S) | |
| MUS 388 | Wind Ensemble (F/S) | |
| MUS 489 | Wind Ensemble (F/S) | |
| MUS 490 | Wind Ensemble (F/S) | |
| Symphony Orchestra | | |
| MUS 271 | Symphony Orchestra (F/S) | |
| MUS 272 | Symphony Orchestra (F/S) | |
| MUS 371 | Symphony Orchestra (F/S) | |
| MUS 372 | Symphony Orchestra (F/S) | |
| Students must also complete one from the following: | | 1 |
| MUS 140 | University Choir | |

| MUS 141 | University Choir |
| MUS 242 | University Choir |
| MUS 243 | University Choir |
| MUS 340 | University Choir & Orchestra |
| MUS 341 | University Choir & Orchestra |
| MUS 435 | University Choir |
| MUS 436 | University Choir |
| MUS 170 | Oratorio Choir (F/S, One semester) |
| MUS 281 | Chamber Singers |
| MUS 380 | Chamber Singers |
| **Total Units** | **9** |

## Choral Emphasis

| Code | Title | Units |
| --- | --- | --- |
| Students must take a total of 9 units of ensemble. For the choral emphasis, students should enroll in 8 units in any combination or order from the following: | | 8 |
| MUS 140 | University Choir | |
| MUS 141 | University Choir | |
| MUS 242 | University Choir | |
| MUS 243 | University Choir | |
| MUS 340 | University Choir & Orchestra | |
| MUS 341 | University Choir & Orchestra | |
| MUS 435 | University Choir | |
| MUS 436 | University Choir | |
| MUS 170 | Oratorio Choir | |
| MUS 281 | Chamber Singers | |
| MUS 380 | Chamber Singers | |
| Students must also take: | | |
| One semester of instrumental experience from Jazz Band, Jazz Improvisation Workshop, Symphonic Band, Wind Ensemble, or Symphony Orchestra. If a singer is unable to participate in an instrumental ensemble, they may choose to do 1 additional unit of applied lessons on an instrument of their choice. | | 1 |
| **Total Units** | | **9** |

**For admission to the APU credential program, students must complete one additional course from the following:**

| Code | Title | Units |
| --- | --- | --- |
| Select one of the following: | | 3 |
| MUS 201 | Introduction to World Music (F/S, So, Jr, Sr) [1] | |
| MUS 204 | Music of Latin America | |
| MUS 205 | Music of Asia | |
| MUS 301 | Music of Africa | |

[1]  Meets the General Education Intercultural Competence requirement.

| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

| Course Requirement Availability: | Recommended Year: |
|---|---|
| F = Offered every fall | Fr = Freshman |
| S = Offered every spring | So = Sophomore |
| E = Even Year | Jr = Junior |
| O = Odd Year | Sr = Senior |

## Music Theory Proficiency

The Music Theory Placement Examination is given online to incoming students who are not transferring credit for Music Theory I from another college or university. This examination measures the student's background in music theory and ensures placement at the appropriate level. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

## Practical Musicianship

Practical musicianship is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

## Piano Proficiency

Each student must register for a piano class or Applied Piano until the Piano Proficiency Examination is passed. Examination fact sheets are available in the School of Music office. Students will not be cleared to graduate until they have passed the proficiency examination, which is usually met at the conclusion of MUS 106.

## Grade-Point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300 and 400 level). Students with a cumulative GPA lower than 2.0 or who are on probation are not eligible to participate in a performing group other than Masterworks Chorale.

## Music Education Concentration Grade Requirement

Students must earn a grade of C or higher in all of their music education concentration courses. Otherwise, the course(s) must be repeated.

## Performance Forum

MUS 210 meets every Monday at 4:20 p.m. and features a variety of presentations including student recitals, guest artists, and lecturers. Music students must be continuously enrolled in Performance Forum for eight semesters. This class is graded pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

## Recital Performance

Music education majors must present a solo performance annually in either a studio recital or performance forum student recital as well as a senior recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

All students must take applied jury each semester, unless presenting either a junior or senior recital in that semester.

Music education majors must register for MUS 491 in the semester in which the senior recital will be given. Students giving recitals should follow the guidelines in the Azusa Pacific University School of Music Recital Confirmation Packet (available through the School of Music office).

## Applied Music

1. Students must take at least 16 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met.
3. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
   a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
   b. Faculty may request a specific accompanist by submitting an Accompanist Request Form available in the School of Music office by the indicated deadlines.
   c. If no Accompanist Request Form is submitted, or is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
4. Private lessons:

a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
b. The area director will assign an instructor.
c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

## Voice Class

All music education majors without voice as their major performance area must take one semester of Voice Class or Private Voice.

## Ensemble Requirement

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic context.
3. Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. Career-Oriented Application: Demonstrate career-oriented application of skills.
5. Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

# BM in Performance

85 units

The performance major (BM) (https://www.apu.edu/music/programs/music-performance-major/) prepares musicians for careers in performance and pedagogy (private teaching), or to pursue advanced degrees in performance. The four-year curriculum spans voice, piano, organ, guitar, and all instruments found in the standard orchestra. In addition to music performance, courses in theory, music history, literature, and conducting give the student a thorough preparation in comprehensive musicianship. Students with applied music emphasis must pass an examination at the end of their lower-division applied studies to qualify for placement in upper-division applied music.

## General Education Requirements for the Bachelor of Music in Performance

| Code | Title | Units |
| --- | --- | --- |
| GE 100 | First-Year Seminar | 3 |
| WRIT 110 | Writing 1: The Art and Craft of Writing | 3 |
| Writing 2 | | 3 |
| Social Science | | 3 |
| Humanities: Literature | | 3 |
| Natural Sciences | | 4 |
| **Biblical, Theological, and Philosophical Formation** | | |
| MIN 108 | Christian Life, Faith, and Ministry | 3 |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |
| UBBL 230 | Luke/Acts | 3 |
| PHIL 100 | Introduction to Philosophy | 3 |
| or HUM 224 | Core Texts in Philosophy | |
| or HUM 324 | Core Texts in Philosophy | |
| Upper-Division Bible Elective | | 3 |
| Theology | | 3 |
| **Personal and Social Responsibility** | | |

| | | |
|---|---|---|
| Intercultural Competence | | 3 |
| **Total Units** | | **40** |

## Music Performance Core Requirements

| Code | Title | Units |
|---|---|---|
| **Piano Proficiency** | | **4** |
| **Music Theory** | | **12** |
| MUS 121 | Music Theory I (F/S, Fr, So) [1] | |
| MUS 122 | Music Theory II (F/S, Fr, So) | |
| MUS 221 | Music Theory III (F/S, So, Jr) | |
| MUS 222 | Music Theory IV (F/S, So, Jr) | |
| **Practical Musicianship** | | **4** |
| MUS 133 | Practical Musicianship I (F/S, Fr, So) | |
| MUS 134 | Practical Musicianship II (F/S, Fr, So) | |
| MUS 217 | Practical Musicianship III (F/S, So, Jr) | |
| MUS 220 | Practical Musicianship IV (F/S, So, Jr) | |
| **Conducting** | | **4** |
| MUS 361 | Introduction to Conducting (F, Jr) | |
| MUS 362 | Choral Conducting (S, Jr) | |
| or MUS 363 | Instrumental Conducting | |
| **Music History** | | **9** |
| MUS 351 | Ancient, Renaissance, and World Music Literature (F, Jr) | |
| MUS 352 | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) [2] | |
| MUS 455 | Late Romantic and 20th-Century Music Literature (F/S, Sr) [3] | |
| **Applied Music** | | **16** |
| (Must be in primary instrument; 2 units must be taken each semester of full-time status, F/S) | | |
| **Ensemble Requirement** [4] | | **8** |
| **Other Requirements** | | |
| MUS 296 | Introduction to Music Technology (F/S, Fr) | 2 |
| MUS 441 | Music in Worship (F/S, Jr, Sr) | 3 |
| MUS 210 | Performance Forum (F/S, 8 semesters) | 0 |
| **Performance Courses** | | |
| MUS 427 | Form and Analysis (F, Jr, Sr) | 3 |
| MUS 393 | Junior Recital | 0 |
| MUS 491 | Senior Recital (F/S, Sr) [5] | 0 |
| **Performance Area** | | **20** |
| **Total Units** | | **85** |

[1] Meets the General Education Humanities: Fine Arts requirement.
[2] Meets the General Education Writing 3 requirement.
[3] Meets the General Education Humanities: History requirement.
[4] See details on the APU website (http://www.apu.edu/cma/music/ensembles/).
[5] Meets the General Education Integrative and Applied Learning requirement.

## Performance Areas

## Brass, Wind, or Percussion Performance

| Code | Title | Units |
|---|---|---|
| MUS 452 | Instrumental Music Literature (ES, Jr, Sr) | 2 |
| MUS 440 | Instrumental Pedagogy (OF, Jr, Sr) | 2 |
| **Select one of the options listed below to complete a total of 16 applied music units counted above in Music Performance Core** | | **0** |
| Applied Brass | | |

| | | |
|---|---|---|
| MUS 1B1<br>& MUS 1B2 | Applied Brass<br>and Applied Brass | |
| MUS 2B1<br>& MUS 2B2 | Applied Brass<br>and Applied Brass | |
| MUS 3B1<br>& MUS 3B2 | Applied Brass<br>and Applied Brass | |
| MUS 4B1<br>& MUS 4B2 | Applied Brass<br>and Applied Brass | |
| Applied Woodwinds | | |
| MUS 1W1<br>& MUS 1W2 | Applied Woodwinds<br>and Applied Woodwinds | |
| MUS 2W1<br>& MUS 2W2 | Applied Woodwinds<br>and Applied Woodwinds | |
| MUS 3W1<br>& MUS 3W2 | Applied Woodwinds<br>and Applied Woodwinds | |
| MUS 4W1<br>& MUS 4W2 | Applied Woodwinds<br>and Applied Woodwinds | |
| Applied Percussion | | |
| MUS 1D1<br>& MUS 1D2 | Applied Percussion<br>and Applied Percussion | |
| MUS 2D1<br>& MUS 2D2 | Applied Percussion<br>and Applied Percussion | |
| MUS 3D1<br>& MUS 3D2 | Applied Percussion<br>and Applied Percussion | |
| MUS 4D1<br>& MUS 4D2 | Applied Percussion<br>and Applied Percussion | |
| **Ensemble** | | |
| Select one of the options listed below | | 8 |
| Brass Chamber Ensemble | | |
| MUS 153<br>& MUS 154 | Chamber Ensemble: Brass<br>and Chamber Ensemble: Brass | |
| MUS 253<br>& MUS 254 | Chamber Ensemble: Brass<br>and Chamber Ensemble: Brass | |
| MUS 357<br>& MUS 358 | Chamber Ensemble - Brass<br>and Chamber Ensemble - Brass | |
| MUS 459<br>& MUS 460 | Chamber Ensemble: Brass<br>and Chamber Ensemble - Brass | |
| Wind Chamber Ensemble | | |
| MUS 155<br>& MUS 156 | Chamber Ensemble: Woodwind<br>and Chamber Ensemble: Woodwind | |
| MUS 255<br>& MUS 256 | Chamber Ensemble: Woodwind<br>and Chamber Ensemble: Woodwind | |
| MUS 359<br>& MUS 360 | Chamber Ensemble - Woodwind<br>and Chamber Ensemble - Woodwind | |
| MUS 464<br>& MUS 465 | Chamber Ensemble - Woodwind<br>and Chamber Ensemble - Woodwind | |
| Percussion Chamber Ensemble | | |
| MUS 157<br>& MUS 158 | Chamber Ensemble - Percussion<br>and Chamber Ensemble - Percussion | |
| MUS 257<br>& MUS 258 | Chamber Ensemble - Percussion<br>and Chamber Ensemble - Percussion | |
| MUS 365<br>& 365 | Chamber Ensemble - Percussion<br>and Chamber Ensemble - Percussion | |
| MUS 469<br>& MUS 470 | Chamber Ensemble - Percussion<br>and Chamber Ensemble - Percussion | |

| | | |
|---|---|---|
| Music Electives | | 8 |
| **Total Units** | | **20** |

## Guitar Performance

| Code | Title | Units |
|---|---|---|
| Applied Guitar (F/S, all years; units counted in Music Performance Core) | | |
| MUS 1S1 & MUS 1S2 | Applied Strings and Applied Strings | |
| MUS 2S1 & MUS 2S2 | Applied Strings and Applied Strings | |
| MUS 3S1 & MUS 3S2 | Applied Strings and Applied Strings | |
| MUS 4S1 & MUS 4S2 | Applied Strings and Applied Strings | |
| Chamber Ensemble Strings (Guitar) (F/S) (all years) | | 6 |
| MUS 151 & MUS 152 | Chamber Ensemble - Strings and Chamber Ensemble - Strings | |
| MUS 251 & MUS 252 | Chamber Ensemble: Strings and Chamber Ensemble: Strings | |
| MUS 355 & MUS 356 | Chamber Ensemble - Strings and Chamber Ensemble - Strings | |
| MUS 457 & MUS 458 | Chamber Ensemble - Strings and Chamber Ensemble - Strings | |
| MUS 270 | Guitar Ensemble (F/S, One unit a semester for eight semesters) | 1 |
| MUS 452 | Instrumental Music Literature (ES, JR) | 2 |
| MUS 440 | Instrumental Pedagogy (OF, Jr, Sr) | 2 |
| MUS 379 | Guitar Fingerboard Harmony (OF, Jr, Sr) | 2 |
| **Total Units** | | **20** |

## Harp Performance

| Code | Title | Units |
|---|---|---|
| Applied Harp (F/S, all years; units counted above in Music Performance Core) | | |
| MUS 1S1 & MUS 1S2 | Applied Strings and Applied Strings | |
| MUS 2S1 & MUS 2S2 | Applied Strings and Applied Strings | |
| MUS 3S1 & MUS 3S2 | Applied Strings and Applied Strings | |
| MUS 4S1 & MUS 4S2 | Applied Strings and Applied Strings | |
| Chamber Ensemble Strings (Harp) (F/S, all years) | | 2 |
| MUS 151 & MUS 153 | Chamber Ensemble - Strings and Chamber Ensemble: Brass | |
| MUS 251 & MUS 252 | Chamber Ensemble: Strings and Chamber Ensemble: Strings | |
| MUS 355 & MUS 356 | Chamber Ensemble - Strings and Chamber Ensemble - Strings | |
| MUS 457 & MUS 458 | Chamber Ensemble - Strings and Chamber Ensemble - Strings | |
| MUS 452 | Instrumental Music Literature (ES, Jr) | 2 |
| MUS 440 | Instrumental Pedagogy (OF, Jr, Sr) | 2 |
| Music Electives | | 14 |
| **Total Units** | | **20** |

## Organ Performance

| Code | Title | Units |
| --- | --- | --- |
| Applied Organ (F/S, all years; units counted above in Music Performance Core) | | |
| MUS 115 & MUS 116 | Applied Organ and Applied Organ | |
| MUS 215 & MUS 216 | Applied Organ and Applied Organ | |
| MUS 315 & MUS 316 | Applied Organ and Applied Organ | |
| MUS 415 & MUS 416 | Applied Organ and Applied Organ | |
| MUS 417 | Organ Literature I (ES, Jr, Sr) | 2 |
| MUS 420 | Organ Literature II (OF, Jr, Sr) | 2 |
| MUS 440 | Instrumental Pedagogy (EF, Jr, Sr) | 2 |
| MUS 397 | Instrumental Collaboration for Pianists (ES, Jr, Sr) | 2 |
| MUS 398 | Vocal Collaboration for Pianists (OF, Jr, Sr) | 2 |
| MUS 399 | Keyboard Ensemble (ES, Jr, Sr) | 2 |
| Chamber Music (2 Semesters) | | 2 |
| Music Electives | | 6 |
| **Total Units** | | **20** |

## Piano Performance

| Code | Title | Units |
| --- | --- | --- |
| Applied Piano (F/S, all years; units counted above in Music Performance Core) | | |
| MUS 113 & MUS 114 | Applied Piano and Applied Piano | |
| MUS 213 & MUS 214 | Applied Piano and Applied Piano | |
| MUS 313 & MUS 314 | Applied Piano and Applied Piano | |
| MUS 413 & MUS 414 | Applied Piano and Applied Piano | |
| MUS 429 | Piano Literature I (EF, Jr, Sr) | 2 |
| MUS 430 | Piano Literature II (OS, Jr, Sr) | 2 |
| MUS 434 | Piano Pedagogy (OS, Jr, Sr) | 2 |
| MUS 397 | Instrumental Collaboration for Pianists (ES, Jr, Sr) | 2 |
| MUS 398 | Vocal Collaboration for Pianists (OF, Jr, Sr) | 2 |
| MUS 399 | Keyboard Ensemble (ES, Jr, Sr) | 2 |
| Chamber Music (2 Semesters) | | 2 |
| Music Electives | | 6 |
| **Total Units** | | **20** |

## Violin, Viola, Cello, or Bass Performance

| Code | Title | Units |
| --- | --- | --- |
| Applied Lessons (F/S, all years; units counted above in Music Performance Core) | | |
| MUS 1S1 & MUS 1S2 | Applied Strings and Applied Strings | |
| MUS 2S1 & MUS 2S2 | Applied Strings and Applied Strings | |
| MUS 3S1 & MUS 3S2 | Applied Strings and Applied Strings | |
| MUS 4S1 & MUS 4S2 | Applied Strings and Applied Strings | |

| Chamber Ensemble Strings (four semesters) (F/S) (all years) | | 4 |
|---|---|---|
| MUS 151<br>& MUS 152 | Chamber Ensemble - Strings<br>and Chamber Ensemble - Strings | |
| MUS 251<br>& MUS 252 | Chamber Ensemble: Strings<br>and Chamber Ensemble: Strings | |
| MUS 355<br>& MUS 356 | Chamber Ensemble - Strings<br>and Chamber Ensemble - Strings | |
| MUS 457<br>& MUS 458 | Chamber Ensemble - Strings<br>and Chamber Ensemble - Strings | |
| MUS 452 | Instrumental Music Literature (ES, Jr) | 2 |
| MUS 440 | Instrumental Pedagogy (OF, Jr, Sr) | 2 |
| Music Electives | | 12 |
| **Total Units** | | **20** |

## Vocal Performance

| Code | Title | Units |
|---|---|---|
| Applied Voice (F/S, all years; units counted above in Music Performance Core) | | |
| MUS 111<br>& MUS 112 | Applied Voice<br>and Applied Voice | |
| MUS 211<br>& MUS 212 | Applied Voice<br>and Applied Voice | |
| MUS 311<br>& MUS 312 | Applied Voice<br>and Applied Voice | |
| MUS 411<br>& MUS 412 | Applied Voice<br>and Applied Voice | |
| MUS 348 | Song Literature Survey (F, Jr) | 2 |
| MUS 443 | Vocal Pedagogy (S, Jr, Sr) | 2 |
| MUS 224 | Diction for Singers I (F, So) | 1 |
| MUS 227 | Diction for Singers II (S, So) | 1 |
| MUS 484 | Preparing the Total Performer (F, Jr, Sr) | 1 |
| MUS 486 | Opera Workshop: Lead Roles and Minor Roles (F/S, So, Sr) | 1.00 |
| Foreign Language [1] | | 12 |
| **Total Units** | | **20** |

[1]   Must be 8 units of French and 4 units of German, or 8 units of German and 4 units of French. If student already demonstrates acceptable proficiency (as determined by the foreign language faculty) in either German or French, then 4 units of Italian may be substituted for the 4-unit language requirement. Student must petition for this exception in advance.

### Course Requirements Legend

| Course Requirement Availability: | Recommended Year: |
|---|---|
| F = Offered every fall | Fr = Freshman |
| S = Offered every spring | So = Sophomore |
| E = Even Year | Jr = Junior |
| O = Odd Year | Sr = Senior |

## Music Theory Proficiency

The Music Theory Placement Examination is given to incoming students who are not transferring credit for Music Theory I from another college or university. This examination measures the student's background in music theory and ensures placement at the appropriate level. The examination may be taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of *C* or better is required. If a *C* or better is not achieved at any level, the course must be repeated.

## Practical Musicianship

Practical musicianship is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of *C* or better is required. If a *C* or better is not achieved at any level, the course must be repeated.

## Piano Proficiency

Each student must register for a piano class or Applied Piano until the Piano Proficiency Examination is passed. Examination fact sheets are available in the School of Music office. Students will not be cleared to graduate until they have passed the proficiency examination, which is usually met at the conclusion of MUS 106.

## Grade-Point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300- and 400-level). Students with a cumulative GPA lower than 2.0 or who are on probation are not eligible to participate in a performing group other than Masterworks Chorale.

## Performance Forum

MUS 210 meets every Monday at 4:20 p.m. and features a variety of presentations including student recitals, guest artists, and lecturers. Music students must be continuously enrolled in Performance Forum for eight semesters. This class is graded pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

## Recital Performance

Each performance major must present a solo performance annually in a student recital. This requirement can be met through performance forum student recitals, a junior recital, or a senior recital. Any other performances proposed to meet this requirement must be requested through the petition process and submitted to the associate dean of undergraduate studies of the School of Music.

Non-performance majors must present a solo performance annually in either a studio recital or performance forum student recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

All students must take applied jury each semester. Music majors with a concentration in applied music present a recital during their junior year[1] (shorter program) and an additional recital in their senior year[2] (full-length program). Only Bachelor of Music in Performance students must register for MUS 491. Students giving recitals should follow the guidelines in the Azusa Pacific University School of Music Recital Confirmation Packet (available through the School of Music office).

[1]   Traditionally, those students in the Bachelor of Arts in Music program may prepare a junior recital at the discretion of the applied professor involved. Students in the Bachelor of Music in Performance program are required to present a junior recital.

[2]   Senior recitals are required of all performance majors during their senior year. Seniors in the Bachelor of Arts in Music with an applied music concentration must present a senior recital but are not required to register for MUS 491. Bachelor of Music in Performance students must present a senior recital and register for MUS 491.

## Applied Music

1. Each student is required to take at least 16 units in one applied area.

2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met. Students must take 2 units of applied lessons the semester of their senior recital.

3. Jury examinations are required each semester for all students taking private lessons. Presentation of a junior or senior recital fulfills this requirement.

4. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
   a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
   b. Faculty may request a specific accompanist by submitting an Accompanist Request Form available in the School of Music office by the indicated deadlines.
   c. If no Accompanist Request Form is submitted, or is requested after the published deadlines, faculty members are responsible to make arrangements for their students.

5. Private lessons:
   a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
   b. The area director will assign an instructor.
   c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

## Upper-Division Concentration

Each student in the music program is required to select an upper-division concentration in at least one of the following areas: for the BA in Music —performance or music theory; for the Bachelor of Music—commercial music, composition, music education, music and worship, or performance. Students must earn a grade of *C* or higher in all of their upper-division concentration courses; otherwise, the course(s) must be repeated.

## Ensemble Requirement

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic context.
3. Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. Career-Oriented Application: Demonstrate career-oriented application of skills.
5. Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

# Master of Music Education

## NOTE: This program is not admitting new students for the 2024-25 academic year.

The Master of Music Education (https://www.apu.edu/music/programs/masters-in-music-education/) broadens the scope and increases the expertise of current teaching professionals and those training as school music specialists. Students may select the choral emphasis or the instrumental emphasis.

## Requirements

| Code | Title | Units |
|------|-------|-------|
| Comprehensive Master's-Level Exit Exam (0 Units) [1] | | |
| **Core Courses** | | **12** |
| GMUS 500 | Introduction to Graduate Research Methods | |
| GMUS 503 | Advanced Analysis of Form and Style | |
| Students enroll in GMUS 501A or B, depending upon diagnostic entrance exam results. | | |
| GMUS 501A | Seminar in Musicology: The Renaissance | |
| GMUS 501B | Seminar in Musicology: The Baroque | |
| Students enroll in GMUS 502A or B, depending upon diagnostic exam results. | | |
| GMUS 502A | Seminar in Musicology: The Nineteenth Century | |
| GMUS 502B | Seminar in Musicology: The Twentieth Century | |
| **Major Area** | | **18** |
| GMUS 507A | Seminar A: Music Education | |
| GMUS 507B | Seminar B: Music Education | |
| GMUS 507C | Seminar C: Music Education | |
| GMUS 507D | Seminar D: Music Education | |
| GMUS 513 | Philosophical and Psychological Foundations of Music Education | |
| GMUS 516 | Social and Historical Foundations of Music Education | |
| GMUS 529 | Literature and Resources for Music Education | |
| GMUS 590 | Directed Research [2] | |
| GMUS 591 | Thesis | |
| GMUS 588 | Ensemble | |
| Students enroll in GMUS 509A for the Choral Emphasis, and GMUS 510 for the Instrumental Emphasis. | | |

| | | |
|---|---|---|
| GMUS 509A | Conducting I (Choral) | |
| GMUS 510 | Conducting II (Instrumental) | |
| **Electives** [3] | | **4** |
| **Total Units** | | **34** |

[1] This exam must be taken and passed by all master's degree candidates in the last semester of their degree coursework in order to graduate with the Master of Music Education from Azusa Pacific University.

[2] Two units are required, but additional units may be taken each semester until completion of degree, and completion of research to the satisfaction of the advising professor.

[3] Four elective units are required for this degree. It is suggested that the student enroll in 2 units of any graduate-level music course and 2 units of applied lessons. Applied lessons used in this requirement generate an additional fee.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Minor in Music

25-28 units

Prospective music minors must meet all placement and proficiency examinations as required for the major. The theory pre-test includes key and meter signatures, major and minor scales, rhythms, note recognition, and intervals. Those who are deficient in theory are required to take MUS 120 before proceeding with first-year theory. Students with a keyboard deficiency must enroll in piano class or take private lessons until the piano proficiency exam is passed. The piano proficiency examination is modified for the minor. Placement auditions are held for all performance areas.

## Requirements

Music minors must maintain at least a 2.5 grade-point average in all upper-division music courses.

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| MUS 121 | Music Theory I (F/S, Fr, So) [1] | 3 |
| MUS 122 | Music Theory II | 3 |
| MUS 133 | Practical Musicianship I (F/S, Fr, So) | 1 |
| MUS 134 | Practical Musicianship II | 1 |
| MUS 210 | Performance Forum (4 semesters required) | 0 |
| MUS 441 | Music in Worship (F/S) | 3 |
| MUS 103 | Beginning Piano Class (F/S all) | 1 |
| MUS 104 | Elementary Piano Class (F/S all) | 1 |
| MUS 105 | Intermediate Piano Class (F/S all) | 1 |
| MUS 106 | Advanced - Intermediate Piano Class (F/S all) | 1 |
| Applied Music | (Instrumental or Voice) (F/S all) | 4 |
| Music Ensemble | Four semesters required [2] | |
| Select one of the following: | | 4 |
| MUS 250 | Music and Civilization (F/S) [1] | |
| MUS 351 | Ancient, Renaissance, and World Music Literature (F) | |
| MUS 352 | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S) [3] | |
| MUS 455 | Late Romantic and 20th-Century Music Literature (S) [4] | |
| Select one of the following: | | 2 |
| Applied Music (Instrumental or Voice) (In addition to core requirement) | | |
| Music Ensemble (In addition to core requirement) | | |

| | | |
|---|---|---|
| MUS 296 | Introduction to Music Technology | |
| **Total Units** | | **25-28** |

[1]     Meets the General Education Humanities: Fine Arts requirement.
[2]     Taking four semesters of musical ensembles meets the General Education Civic Knowledge and Engagement requirement.
[3]     Meets the General Education Writing 3 requirement.
[4]     Meets the General Education Humanities: History requirement.

## Course Requirements Legend

| Course Requirement Availability: | Recommended Year: |
|---|---|
| F = Offered every fall | Fr = Freshman |
| S = Offered every spring | So = Sophomore |
| E = Even year | Jr = Junior |
| O = Odd year | Sr = Senior |

# Minor in Worship Leadership

23 units

The minor in worship leadership serves as a secondary academic program available to undergraduate students wishing to pursue the development of skills and abilities in worship leadership. The program provides studies in the history and theology of corporate worship, technological awareness, and practical tools for worship design and ensemble leadership. In addition, foundational studies in music theory, ear training, sight singing, and applied study are included, and the program fosters the musical awareness and leadership skills needed for competency in the field. Students are required to participate in a designated number of School of Music ensembles.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Introductory Course** | | |
| MUS 160 | Worship Leadership Formation | 3 |
| **Foundational Music Proficiencies** | | |
| MUS 120 | Music Fundamentals [1] | 3 |
| MUS 121 | Music Theory I [1] | 3 |
| MUS 133 | Practical Musicianship I | 1 |
| Ensemble Requirement (2 Semesters) | | |
| MUS 210 | Performance Forum (4 Semesters) | 0 |
| Applied Study (1 Unit x 2 Semesters) | | 2 |
| **Foundational Courses in Worship Leadership** | | |
| MUS 202 | Singing The Faith | 3 |
| MUS 375 | Worship Arts Leadership | 3 |
| MUS 376 | Worship Design | 3 |
| Choose two of the following: | | 2 |
| MUS 377 | Worship Studio I | |
| MUS 378 | Worship Studio II | |
| MUS 401 | Worship Studio III | |
| MUS 402 | Worship Studio IV | |
| **Total Units** | | **23** |

[1]     Meets the General Education Humanities: Fine Arts requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Demonstrate understanding of music in historical, cultural and stylistic context.
3. Demonstrate career-oriented application of skills.
4. Demonstrate appropriate understanding of the intersection of music and faith.

# MM in Composition

The Master of Music in Composition (https://www.apu.edu/music/programs/masters-in-composition/) prepares musicians for professional careers in the specialized and competitive field of composition and arranging.

## Requirements

| Code | Title | Units |
|------|-------|-------|
| Comprehensive Master's-Level Exit Exam (0 Units) [1] | | |
| **Core Courses** | | |
| GMUS 500 | Introduction to Graduate Research Methods | 3 |
| Students enroll in GMUS 501A or B, and GMUS 502 A or B, depending upon diagnostic entrance exam results. | | |
| GMUS 501A | Seminar in Musicology: The Renaissance | 3 |
| or GMUS 501B | Seminar in Musicology: The Baroque | |
| GMUS 502A | Seminar in Musicology: The Nineteenth Century | 3 |
| or GMUS 502B | Seminar in Musicology: The Twentieth Century | |
| GMUS 503 | Advanced Analysis of Form and Style | 3 |
| **Additional Courses** | | |
| GMUS 504 | Advanced Orchestration | 3 |
| GMUS 505 | Advanced Choral Arranging | 3 |
| GMUS 520 | Applied Instruction I (2 units each semester, 8 total units) | 2 |
| GMUS 544 | Music Technology Seminar | 3 |
| Electives or Piano [2] | | 4 |
| Composition Recital | | N/C |
| **Total Units** | | **33** |

[1] This exam must be taken and passed by all master's degree candidates in the last semester of their degree coursework in order to graduate with the Master of Music in Composition from Azusa Pacific University.

[2] Students with adequate skills as determined by the diagnostic entrance exam may take electives other than piano. Elective courses may be selected from any of Azusa Pacific University's graduate programs with the approval of the associate chair of graduate studies. Courses must be numbered 500 or higher.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# MM in Conducting

The Master of Music in Conducting (https://www.apu.edu/music/programs/masters-in-conducting/) prepares musicians for professional careers in the specialized and competitive field of conducting.

## Requirements

| Code | Title | Units |
|------|-------|-------|
| Comprehensive Master's-Level Exit Exam (0 Units) [1] | | |
| **Core Courses** | | **12** |
| GMUS 500 | Introduction to Graduate Research Methods | |

| | | |
|---|---|---|
| GMUS 503 | Advanced Analysis of Form and Style | |
| Students will enroll in GMUS 501A or B depending upon diagnostic entrance exam results. | | |
| GMUS 501A | Seminar in Musicology: The Renaissance | |
| GMUS 501B | Seminar in Musicology: The Baroque | |
| Students will enroll in GMUS 502A or B depending upon diagnostic entrance exam results. | | |
| GMUS 502A | Seminar in Musicology: The Nineteenth Century | |
| GMUS 502B | Seminar in Musicology: The Twentieth Century | |
| **Major Area (Choose Emphasis)** | | **20** |
| **Instrumental Emphasis [2]** | | |
| GMUS 504 | Advanced Orchestration | |
| GMUS 509A | Conducting I (Choral) | |
| GMUS 519A | Seminar A: Instrumental Conducting | |
| GMUS 519B | Seminar B: Instrumental Conducting Literature | |
| GMUS 519C | Seminar C: Instrumental Performance Practice and Rehearsal Techniques | |
| GMUS 519D | Seminar D: Professional and Current Issues in Instrumental Conducting | |
| GMUS 511 | Applied Conducting [2] | |
| **Choral Emphasis [3]** | | |
| GMUS 505 | Advanced Choral Arranging | |
| GMUS 510 | Conducting II (Instrumental) | |
| GMUS 518A | Seminar A: Choral Conducting | |
| GMUS 518B | Seminar B: Choral Conducting Literature | |
| GMUS 518C | Seminar C: Choral Performance Practice and Rehearsal Techniques | |
| GMUS 518D | Seminar D: Professional and Current Issues in Choral Conducting | |
| GMUS 540 | Advanced Vocal Pedagogy | |
| GMUS 511 | Applied Conducting [3] | |
| **Ensemble [4]** | | **2** |
| GMUS 588 | Ensemble | |
| **Graduate Recital** | | **N/C** |
| **Electives [5]** | | **2** |
| **Total Units** | | **36** |

[1]   Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

[2]   Candidates in the Instrumental Emphasis enroll in a total of 10 units of applied conducting lessons, of which 8 units are taken with their primary professor, depending on their primary interest area (wind or orchestral), and the remaining 2 units are in the alternative area (wind for orchestral interest, and orchestral for wind interest). Candidates taking applied instrumental conducting lessons are required to attend a weekly instrumental conducting lab/master class.

[3]   Candidates in the Choral Emphasis enroll in 8 units of applied conducting lessons with their primary professor, and are required to attend a weekly instrumental conducting lab/master class. Entering candidates must have an earned bachelor's degree in music with one semester of undergraduate conducting, two semesters of undergraduate diction (including German, Italian, French, Latin, and English), at least two semesters of undergraduate applied voice lessons, and a history of participation in collegiate choral ensembles during the graduate degree. Deficiency in conducting study, voice, and diction hours may be resolved with appropriate enrollment during M.M. degree progress, but these undergraduate hours will not count toward the graduate degree.

[4]   Candidates are to be in an appropriate instrumental or choral ensemble, as assigned by the supervising conductor or program director, for two terms of full-time residence. Candidates must enroll in 2 units of an instrumental ensemble to fulfill this requirement for instrumental conducting, or 2 units of a choral ensemble for choral conducting.

[5]   Two elective units are required for this degree. These units may be chosen from any graduate-level music course. Applied lessons used in this requirement will generate an additional fee.

# Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# MM in Performance

The Master of Music in Performance (https://www.apu.edu/music/programs/masters-in-music-performance/) allows emphasis in several areas, including instrumental performance, piano and organ performance, vocal performance, and keyboard collaborative arts.

## Requirements

| Code | Title | Units |
|---|---|---|
| Comprehensive Master's-Level Exit Exam (0 Units) [1] | | |
| **Piano and Organ Emphasis Core Courses** | | |
| GMUS 500 | Introduction to Graduate Research Methods | 3 |
| Students will enroll in GMUS 501A or B, and GMUS 502 A or B, depending upon diagnostic entrance exam results. | | |
| GMUS 501A | Seminar in Musicology: The Renaissance | 3 |
| or GMUS 501B | Seminar in Musicology: The Baroque | |
| GMUS 502A | Seminar in Musicology: The Nineteenth Century | 3 |
| or GMUS 502B | Seminar in Musicology: The Twentieth Century | |
| GMUS 503 | Advanced Analysis of Form and Style | 3 |
| **Additional Courses** | | |
| GMUS 509A | Conducting I (Choral) | 3 |
| or GMUS 510 | Conducting II (Instrumental) | |
| GMUS 520 | Applied Instruction I (2 units each for 4 terms: 8 units total) | 2 |
| GMUS 524 | Keyboard Literature | 2 |
| GMUS 525 | Chamber Ensemble | 2 |
| Electives [2,3] | | 3 |
| Graduate Recital (N/C) | | |
| **Total Units** | | **30** |

[1]  A Comprehensive Master's-Level Exit Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

[2]  Private lessons taken for elective units require an additional fee.

[3]  Elective courses may be selected from any of Azusa Pacific University's graduate programs with the approval of the associate chair of graduate studies. Courses must be numbered 500 or higher.

| Code | Title | Units |
|---|---|---|
| Comprehensive Master's-Level Exit Exam (0 Units) [1] | | |
| **Vocal Emphasis Core Courses** | | **12** |
| GMUS 500 | Introduction to Graduate Research Methods | |
| GMUS 503 | Advanced Analysis of Form and Style | |
| Students enroll in GMUS 501A or B, depending upon diagnostic entrance exam results. | | |
| GMUS 501A | Seminar in Musicology: The Renaissance | |
| GMUS 501B | Seminar in Musicology: The Baroque | |
| Students enroll in GMUS 502A or B, depending upon diagnostic entrance exam results. | | |
| GMUS 502A | Seminar in Musicology: The Nineteenth Century | |
| GMUS 502B | Seminar in Musicology: The Twentieth Century | |
| **Major Area** | | **22** |
| GMUS 530 | Applied Voice [2] | |
| GMUS 534 | Vocal Literature A | |
| GMUS 535 | Vocal Literature B | |
| GMUS 536 | Seminar in Professional Preparation | |
| GMUS 537 | Operatic History and Performance Practice | |
| GMUS 540 | Advanced Vocal Pedagogy | |
| GMUS 541A | Professional Vocal Coaching | |
| GMUS 541B | Advanced Vocal Coaching | |

| | | |
|---|---|---|
| GMUS 588 | Ensemble [3] | |
| **Electives [4]** | | **2** |
| **Graduate Recital (N/C)** | | |
| **Total Units** | | **36** |

[1]  Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

[2]  Students take a total of 8 units of applied lessons with their primary professor. This includes a weekly studio/master class.

[3]  Opera is recommended for these two units. If chosen, opera must be taken as a yearlong commitment of 1 unit each in the fall and spring terms, consecutively.

[4]  Two elective units are required for this degree. These units may be chosen from any graduate-level music course. Applied lessons used in this requirement generate an additional fee.

| Code | Title | Units |
|---|---|---|
| Comprehensive Master's-Level Exit Exam (0 Units) [1] | | |
| **Instrumental Emphasis Core Courses** | | |
| GMUS 500 | Introduction to Graduate Research Methods | 3 |
| Students will enroll in GMUS 501A or B, and GMUS 502 A or B, depending upon diagnostic entrance exam results. | | |
| GMUS 501A | Seminar in Musicology: The Renaissance | 3 |
| or GMUS 501B | Seminar in Musicology: The Baroque | |
| GMUS 502A | Seminar in Musicology: The Nineteenth Century | 3 |
| or GMUS 502B | Seminar in Musicology: The Twentieth Century | |
| GMUS 503 | Advanced Analysis of Form and Style | 3 |
| GMUS 509A | Conducting I (Choral) | 3 |
| or GMUS 510 | Conducting II (Instrumental) | |
| **Additional Courses** | | **15** |
| GMUS 520 | Applied Instruction I (2 units per term for 4 terms; 8 units total) | |
| GMUS 525 | Chamber Ensemble (2) | |
| GMUS 526 | Fingerboard Harmony (For guitar performance majors only; 2) | |
| GMUS 588 | Ensemble (2 units required) | |
| Electives (1-3 units) [2, 3, 4] | | |
| Graduate Recital (N/C) | | |
| **Total Units** | | **30** |

[1]  A Comprehensive Master's-Level Exit Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

[2]  Private lessons taken for elective or required units require an additional fee.

[3]  Elective courses may be selected from any of Azusa Pacific University's graduate programs with the approval of the associate chair of graduate studies. Courses must be numbered 500 or higher.

[4]  1 unit of elective credit for guitar, 3 units for all others.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Department of Theater Arts

## Mission Statement

Through a program of rigorous training, the Department of Theater Arts (https://www.apu.edu/vpa/theater/) prepares outstanding, innovative, and influential artists in an ever-growing and multifaceted performing arts profession.

# Department Overview

The Department of Theater Arts offers undergraduate programs that equip students for professional careers in theater, film, and television. The department also produces five theater productions annually, as well as a web series. Additionally, several off-campus performance opportunities exist: the Azusa Renaissance Project, which works with local schools; a study-away opportunity at the Edinburgh Fringe Festival in Scotland; and the BFA Senior Industry Showcase, which premiers the web series and introduces the graduating class to agents and casting directors in Los Angeles. The department hosts many events each year, including Spotlight panels of industry professionals; one-act opportunities for student directors, actors, and playwrights; and professional on-camera experience and participation in the Kennedy Center American College Theater Festival.

APU faculty and alumni are working professionals in film and television and have performed on Broadway, with national touring companies, and in regional theaters.

# Programs

## Majors

- Acting for the Stage and Screen (BFA) (p. 303)
- Theater Arts (BA) (p. 302)

## Minor

- Theater Arts (p. 305)

# Courses

## THTR 101, Christianity and the Creative Process, 3 Units

This course is a study of theater, film, and broadcasting vis-a-vis Christianity and the arts. Issues of ethics and social justice in the context of cultural studies are considered. Emphasis is placed on spiritual, artistic, and community development. *Meets the General Education Requirement: Humanities: Fine Arts.*

## THTR 110, Introduction to Acting, 3 Units

This course introduces basic acting skills. Students learn how to break down a scene, choose an approach for playing a role, and express realistic emotion appropriate to a scene. Students also develop the ability to offer and receive constructive criticism. For non-theater majors only. *Meets the General Education Requirement: Humanities: Fine Arts.*

## THTR 113, Acting Fundamentals, 3 Units

This introductory workshop covers acting techniques and styles, emphasizing voice, movement, improvisation, and interpretation. Monologues and scenes from plays are presented in class. This class is for theater majors only.
**Prerequisite:** Theater Majors only

## THTR 115, Introduction to Theater, 3 Units

This course exposes students to all aspects of producing theatre, classic plays for reading and analysis, and the cognitive process of critiquing live theatre. *Meets the General Education Requirement: Humanities: Fine Arts.*

## THTR 121, Fitness for Life: Dance for the Theater, 2 Units

This course teaches the skill of movement and dance as it relates to actors, including proficiency in various styles of dance that are most common in musical theater; learning dance terminology necessary for a working actor; gaining flexibility and dexterity to enhance stage performance; understanding what is required at a professional theater audition; and moral issues pertaining to presenting theater dance to an audience. It also teaches "fitness for life" concepts through various dance and aerobic conditioning exercises. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## THTR 171, Acting Fundamentals for the Stage, 3 Units

Students explore the nature of acting; develop and embrace fundamental concepts of imagination, ease, honesty, sense memory and concentration; and learn to break down a script for its events and to particularize these events in a series of expressive actions.
**Prerequisite:** BFA Acting for Stage & Screen majors only

## THTR 173, Improvisation and Acting Fundamentals for the Text, 3 Units

This course builds upon fundamental acting techniques by introducing the skills of improvisation and script analysis. While developing students' ability to react to situations and trust their instincts, the course also focuses on how to analyze a script and develop characters in order to enhance storytelling.
**Prerequisite:** THTR 171

## THTR 200, Beginning Voice for the Actor, 3 Units

Students in this course focus on improving vocal expressiveness, specifically in the areas of resonance, articulation, breath control, relaxation, and physical alignment. Learning in these areas is applied to various texts (existing and created) to explore how the clarity of meaning and the emotional content of the written word and movement expression are informed by the fully engaged voice and body. *Meets the General Education Requirement: Oral Communication (THTR 200 + THTR 250).*
**Prerequisite:** BFA in Acting for the Stage and Screen majors only

## THTR 201, Beginning Movement for the Actor, 2 Units

This course attends to physical basics such as posture, core strength, and range of motion. It teaches the student to individuate internal energies of the body, to use these energies to move the body, and to begin to synthesize physical listening skills for ensemble acting. Skills taught may include Alexander, Pilates, and Feldenkrais.
**Prerequisite:** BFA Acting for Stage & Screen majors only

## THTR 210, Fundamentals of Stagecraft, 3 Units

This course covers the fundamental principles of technical theater, emphasizing safety and technique while exposing students to the various areas of theatrical production, and the organizational structure of such, in the backstage environment. Students develop a vocabulary for technical discourse and engage in regular practice of the creation of technical theater elements in support of the APU main stage production season. Students establish a professional approach for further technical theater study and participation in production roles at APU, and also begin developing their portfolios for seeking work outside of APU and after graduation.

## THTR 215, Script Analysis, 3 Units

This course is dedicated to bridging the gap between audience and artists through the act of analysis, equipping students with a better understanding of the methodologies of play reading while cultivating a new appreciation for the power and importance of the dramatic arts.

## THTR 216, Performance Cast, 1 Unit

This course provides credit for student-actors working with instructors on productions. Course may be repeated for up to 12 units toward graduation.

## THTR 217, Technical Theater Practicum, 1 Unit

This course gives students an opportunity to participate in a live theater production as a cocurricular educational component. Each student is assigned a position as part of the technical support crew, and receives credit for their practical participation and completion of a production assignment. Assignment areas may include set construction, stage (running) crew, props, lighting, sound, costumes, or stage management. Each student is required to schedule an interview with the professor of technical theater and the technical director to determine a production assignment, with each student completing a contract outlining assignment dates/times and specific evaluation criteria. Students are responsible for crew attendance, as scheduled. All technical crew positions are assigned at the discretion of theater faculty and staff.

## THTR 218, Production Crew, 1-3 Units

Students in this course participate in a live theatre production. As a cocurricular educational component, students are assigned positions as part of the technical support crew and receive credit for their practical participation in and completion of a production assignment. Areas of crew assignments may include set construction, stage (running) crew, props, makeup, lighting, sound, costumes, stage management, or an individual production project. Each student schedules an interview with the director of design and the technical director to determine a production assignment, and completes a contract outlining assignment dates/times and specific evaluation criteria. All projects must receive technical faculty approval. Students are responsible for crew attendance, as scheduled. All technical crew positions are assigned at the discretion of theater faculty and staff.

## THTR 221, Theatrical Sets and Properties, 3 Units

Lecture, 3 Hours: This technical theater course covers the theory and practice of theatrical sets and stage properties. Students explore historical styles, methods, and dramatic analysis for scenic design, as well as techniques in stage properties, furniture design, construction, and set dressing for a variety of theatrical spaces.

## THTR 222, Theatrical Lighting and Sound, 3 Units

Lecture, 2 Hours; Lab, 3 Hours: This technical theater course covers the theory and practice of theatrical lighting and sound design. Students explore artistic lighting design for a variety of theatrical experiences, as well as basic equipment operation for the processing and mixing of live and recorded sound.

## THTR 223, Theatrical Makeup, 3 Units

Lecture, 3 Hours: This course focuses on developing and applying makeup designs for theatrical characters, with particular attention to facial structure, use of highlight and shadow, color theory, and application techniques. Students emerge with a completed reference binder that serves as a design source for future use.

## THTR 224, Introduction to Stage Management, 3 Units

This technical theater course covers the theory and practice of stage management. Students explore the relationship between artistry and execution of theater as a fine arts discipline, and acquire the basic skills and industry-standard vocabulary needed to begin working in the field. Lecture, 2 hours; lab, 3 hours.

## THTR 225, History of Theater to the Nineteenth Century, 3 Units

This course is an introduction to theater history from the beginnings of theatrical practice to the nineteenth century. Students encounter readings in the philosophy and practice of theater, as well as plays written during the historical scope of the period. Focus on the social and cultural context of a given historical period, alongside the particular study of plays, playwrights, and theatrical movements, encourages a broader perspective on theater history. *Meets the General Education Requirement: Intercultural Competence.*

## THTR 226, History of Theater: 19th Century to the Present, 3 Units

This course is an introduction to theater history from the 19th century to the present, with students encountering readings in the philosophy and practice of theater, as well as plays written during the historical scope of the period. Focus on the social and cultural context of a given historical period, alongside the particular study of plays, playwrights, and theatrical movements, encourages a broader perspective on theater history.

## THTR 233, Improvisation, 3 Units

This course trains students in the basic skills of stage and screen improvisation, originating material, finding relationships and story within teams, and enhancing acting skills by training in spontaneity, physical and vocal acuity, stage presence, and truthfulness.

## THTR 250, Intermediate Voice for the Actor, 3 Units

Students in this course continue the work begun in THTR 200 Beginning Voice for the Actor and deepen their ability to speak text and communicate orally with power, conviction, and connection to the audience. Particular attention is given to developing breath support and enhancing facility with the spoken word. Students study rhetorical devices used in theatrical and poetic literature and how to utilize these devices when bringing voice to a wide variety of texts and extemporaneous speaking. *Meets the General Education Requirement: Oral Communication (THTR 200 + THTR 250).*
**Prerequisite:** THTR 200

## THTR 251, Intermediate Movement for the Actor, 2 Units

The course provides training in stage combat. Skills include fencing, rapier and dagger, broadsword, and numerous conventions of physical, unarmed stage combat.
**Prerequisite:** THTR 201

## THTR 260, Advanced Voice for the Actor, 3 Units

This course is a continuation of the voice curriculum, including the study of the International Phonetic Alphabet, iambic pentameter, and dialect/accent work.
**Prerequisite:** THTR 250

## THTR 271, Intermediate Acting for the Stage, 3 Units

This course builds on foundational skills from THTR 113 Acting Fundamentals by focusing on preparing text-based scenes and monologues. Course material incorporates warm-up, scene work, written critiques, journaling, and performance to encourage an understanding of the acting process from all angles.
**Prerequisite:** THTR 171

## THTR 273, Acting Shakespeare, 3 Units

This course introduces actors to core techniques for mapping the text of Shakespeare, interpreting the language, scanning the meter, locating the operative action and images in the verse and prose, and examining the punctuation and overall structure of the text to discover relevant acting choices. While the course requires a great deal of individual preparation, it functions primarily to reinforce skills while an actor is working on his or her feet. *Meets the General Education Requirement: Humanities: Fine Arts.*
**Prerequisite:** THTR 271

## THTR 274, Introduction to Storytelling, 3 Units

This course offers students a deep dive into the notion of "story" and how it manifests in a variety of formats. Subjects include narratology, comparative mythology, and the monomyth, as well as the practical techniques of writing for all aspects of the entertainment industry. Utilizing instruction and assignments provided through a series of specific, discipline-oriented lectures, students are exposed to a wide array of integrative approaches to world-building, developing fictional characters, and writing well-formed story structures. The goal of this course is to provide an understanding of how stories and characters are developed within different industries and prepare students to write and tell their own personal stories within their creative work.

## THTR 301, Advanced Movement for the Actor, 2 Units

This course provides training in historical movement, including selected dances, manners, and action of the 16th through the 20th centuries, focusing on the embodiment of the style of those periods. Absurd Theatre and world styles of movement are explored, and Viewpoints and Suzuki techniques are taught and practiced.
**Prerequisite:** THTR 251; BFA in Acting majors only

## THTR 355, Theater Education, K-12, 3 Units

The emphasis is on basic elements of K-12 play production beginning with choosing age-appropriate material, auditions, crews, budgeting, directing, and understanding the role of the drama educator. Textbook reading, journal reviews, observations, classroom presentations, classroom participation, and creation of dramatic education plans are the primary elements of this course.

## THTR 360, Studies in Popular Culture, 3 Units

This course carefully examines popular cultural forms, institutions, rituals, artifacts, icons, communication practices, thought patterns, worldviews, value systems, and ideologies possibly created thereby. Topics range from the private and public experiences of popular culture in movies, television, and recordings to fast food, automobiles, and blue jeans, along with their relationship to wider cultural contexts and Christian faith.

## THTR 361, Acting Fundamentals for the Screen, 3 Units

This course explores the nature of acting for film and television. Students learn fundamental concepts of acting for the camera in order to become comfortable in front of it. Particular emphasis is placed on the different camera angles used by filmmakers and how actors should appropriately adjust for each type.
**Prerequisite:** THTR 171, THTR 273

## THTR 365, Theater for Social Change, 3 Units

This is a service-learning course intended to enlighten, encourage, and entertain the citizens of Azusa through imaginative, well-executed, redemptive theater involving a variety of themes, styles, and venues. Performances range from the heavily traditional to the avant-garde and may include interactive theater, children's theater, street theater, readers' theater, educational theater, nouveau Commedia Del arte, and realism. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## THTR 371, Intermediate On-Camera Scene Study, 3 Units

This on-camera scene study course emphasizes the relationship between actors, the camera, and the director. Topics include camera blocking and camera angles, and the course culminates in shooting scenes to be viewed by an invited audience.
**Prerequisite:** THTR 361

## THTR 374, Writing 3: Playwriting, 3 Units

This course is an introduction to the workshop method of writing and revising plays for live performance. Students learn the fundamentals of dramatic structure, characters, theme, and dialogue, and in addition to completing numerous writing exercises, students conceive, develop, and write an original one-act play. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

## THTR 388, Sketch Comedy for the Writer/Performer, 3 Units

This course covers the writing, performance, and production of original sketch comedy. Building upon basic improvisation and creative skills, students will sharpen their writing and performance techniques to create truthful and original characters and sketches. Topics include constructing a scene, maximizing comedic potential, integrating popular culture and societal conversation, and experimenting with new media platforms. Students will collaborate to produce a show performed before a live audience at semester's end.
**Prerequisite:** THTR 374 or CINE 375

## THTR 400, Advanced Voice and Movement Integration, 3 Units

This course synthesizes the work of previous voice and movement courses into an advanced, integrated technique of vocal and physical expression, deepening actors' ability to interpret diverse texts from contemporary plays, films, and scripted stories with voice and body.
**Prerequisite:** THTR 260 and THTR 301

## THTR 423, Directing, 3 Units

This course teaches students the practical application of directing the actor. The student is introduced to the various levels of involvement with the play as he or she selects the script, auditions the actors, stages the script, and promotes the production.

## THTR 424, Advanced Directing, 3 Units

This course follows on from our Introduction to Directing class and trains students in directing for the stage through a combination of hands-on creative work and the study of craft. The course seeks to follow APU's mission statement particularly in its call to develop a Christian perspective of truth and life through reading, observation and practice of a variety of directing techniques. The end product of this course will be the public performance of one-act plays directed by students from this course in a One-Act Festival offered as part of APU Theater's Season.
**Prerequisite:** THTR 423

## THTR 435, Acting Styles and Techniques, 3 Units

This course intends a comprehensive study of manifold schools of acting, from classical and Renaissance training and technique through that of the Russian theorists and modern dramatists. Special attention is paid to the philosophical and social context framing of each school as well as the particular vocalization, movement, and staging demands of each style.
**Prerequisite:** THTR 233

## THTR 440, Musical Theater Workshop, 3 Units

A comprehensive approach to the professional auditioning process designed to teach through written and oral critique of solo and duet performances is examined. Students build a personal repertoire of songs for auditioning. Course may be repeated for up to 6 units toward graduation.

## THTR 455, Theater and the Church, 3 Units

This course prepares students for vocational and volunteer ministry in the dramatic arts. Topics include: the biblical basis for drama in the Church, practical uses for church drama, how to put together and maintain a team, sketch writing, and directing amateurs. The course provides a survey of all forms of church drama including sermons, sermon illustrations, announcements, pageants, outreach events, dinner theatre, mystery theatre, mime, and missions.

## THTR 460, Dramatic Theory and Criticism, 3 Units

This course examines theories and analyses of dramatic genres, from ancient to modern times. A specific emphasis is placed on the historical-critical method, as students learn how drama reflects the social context in which it was created.
**Prerequisite:** THTR 225, THTR 226

## THTR 471, Advanced Acting for the Camera, 3 Units

This course is a continued intensive approach to acting for film and television, preparing students for the real-world demands of auditioning, current styles, and professional protocol used in the entertainment industry and on set. Students perform in several scenes shot on digital video and assemble a demo reel of their work.
**Prerequisite:** THTR 371

## THTR 472, Business of Acting/Hollywood Showcase, 3 Units

This course prepares graduating seniors for professional acting protocol and teaches them current auditioning styles and material. Topics include resumes, cold readings, audition copy, working with agents and casting directors, and how to produce a show. Students will produce, rehearse, and perform a showcase for agents and casting directors in Hollywood. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** THTR 471, Senior status, BFA in Acting majors only

## THTR 490, Internship, 1-3 Units

This course provides an opportunity for field experiences in the cinematic or theater arts. Internships are approved and supervised directly by the instructor in conjunction with a workplace supervisor. Some scheduled course meetings are also required. Course may be repeated for up to 6 units toward graduation.

## THTR 491, Classroom Practicum, 1-3 Units

This course gives students practical experience in classroom teaching and tutoring. Students assist in classroom duties as well as complete assignments related to the development of a communication perspective. Three units must be taken for the communication major; an additional 3 units may be taken for credit toward graduation.

## THTR 495, Special Topics, 3 Units

This course presents topics not covered by regular department courses. Trends in the entertainment industry or special interests of faculty and students may be targeted under this category. Examples have included the American film musical, science fiction film, sound design, post colonial theater, and world theater. Course may be repeated for up to 6 units toward graduation.

## THTR 496, Writing 3: Ethics in Theater, Film, and Television, 3 Units

This seminar will help students understand the ethical dilemmas faced by practitioners of theater, film, and television in a variety of situations. Students will study the powerful ways in which the entertainment media define, create, maintain and/or change cultural realities and understand the ethical implications therein. This study will culminate in a heavily researched thesis designed to influence a professional audience. Writing instruction will be provided in the development and completion of this project. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2

## THTR 498, Directed Research, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Junior or Senior Standing

## THTR 499, Capstone Project in Theater Arts, 3 Units

This course gives each student the opportunity to create a culminating work that integrates learning from previous major courses and production experience as a project/crew leader in the major. This project is an in-depth study of a particular area of theater production or research study, including but not limited to stage management, playwriting, directing, designing, performance, critical research/dramaturgy, or an internship position. Project components are based on the student's topic and reflect an understanding of that production area. The project must encompass at least 100 hours of work, and department faculty overseeing the course must approve all projects. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Junior or senior standing

# BA in Theater Arts

45 units

The Bachelor of Arts in Theater Arts program (https://www.apu.edu/vpa/programs/theater-arts-major/) uniquely equips students to pursue creative entrepreneurial careers in a broad range of theater arts areas including stage management, playwriting, and directing. Students can pursue elective courses in theater education, technical design, and new media. Opportunities for working side by side with industry professionals and participating in prestigious internships prepare students to thrive in theater arts careers. Students' course and production work gives them experience and materials for creating a professional résumé and portfolio. Their final year culminates in an industry showcase where they share their work with professional directors, writers, designers, projectionists, editors, and stage managers.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| THTR 110 | Introduction to Acting [1] | 3 |
| THTR 210 | Fundamentals of Stagecraft | 3 |
| THTR 217 | Technical Theater Practicum (must be taken twice) | 1 |
| THTR 218 | Production Crew (must be taken four times) | 1 |
| THTR 224 | Introduction to Stage Management | 3 |
| THTR 225 | History of Theater to the Nineteenth Century [2] | 3 |
| THTR 226 | History of Theater: 19th Century to the Present | 3 |
| THTR 374 | Writing 3: Playwriting [3] | 3 |
| THTR 423 | Directing | 3 |
| THTR 499 | Capstone Project in Theater Arts [4] | 3 |
| **Electives** | | |
| Select five of the following: | | 15 |
| THTR 115 | Introduction to Theater [1] | |
| THTR 215 | Script Analysis | |
| THTR 221 | Theatrical Sets and Properties | |
| THTR 222 | Theatrical Lighting and Sound | |
| THTR 223 | Theatrical Makeup | |
| THTR 233 | Improvisation | |
| THTR 355 | Theater Education, K-12 | |
| THTR 365 | Theater for Social Change [5] | |
| THTR 424 | Advanced Directing | |
| THTR 435 | Acting Styles and Techniques | |
| THTR 440 | Musical Theater Workshop | |
| THTR 455 | Theater and the Church | |
| THTR 460 | Dramatic Theory and Criticism | |
| THTR 490 | Internship | |
| THTR 495 | Special Topics | |
| THTR 496 | Writing 3: Ethics in Theater, Film, and Television [3] | |
| **Total Units** | | **45** |

[1]     Meets the General Education Humanities: Fine Arts requirement.
[2]     Meets the General Education Intercultural Competence requirement.
[3]     Meets the General Education Writing 3 requirement.
[4]     Meets the General Education Integrative and Applied Learning requirement.
[5]     Meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Artistry: Able to integrate the technique and skills needed to become an interdisciplinary theater artist.
2. Professional Development: Apply professional production techniques.
3. Knowledge: Able to evaluate the historical development of theater as an art form.
4. Analysis: Apply analytical approaches to drama.
5. Spiritual/Faith: Able to identify the contribution and impact of Christian faith and practice in the theatrical arts.

# BFA in Acting for the Stage and Screen

69-77 units

APU's Bachelor of Fine Arts in Acting for the Stage and Screen program (https://www.apu.edu/vpa/programs/acting-major-bfa/), located just 26 miles from Los Angeles, the entertainment capital of the world, is an innovative acting degree program providing real-world connections, professional on-camera credits, and an industry showcase of film and live performances for seniors. It is also one of the first programs in the country to train actors for equal excellence in on-camera and stage acting.

In addition to core courses, students must choose either the 6-unit theater elective option or the 14-unit musical theater emphasis. Auditions are required for admittance to the BFA program, as well as for admittance to the musical theater emphasis. All BFA students take core acting, voice, and movement courses together, but then students in the theater elective option take a selection of electives, while those in the musical theater emphasis take core musical and dance performance classes and voice lessons.

## Program Policies

- If students are involved in other campus clubs, athletics, choirs, etc., they must understand that BFA expectations for courses and production responsibilities take priority over other commitments.
- Students must attend all scheduled rehearsals and tech days for productions in which they are cast or are crewing.
- Students must receive written approval from the College of the Arts to participate in the Industry Showcase if they become part-time students during their senior year.
- The BFA in Acting for the Stage and Screen is a sequential four-year cohort. Courses must be taken in sequence and progress cannot be expedited to allow for early graduation.
- Freshmen and sophomore BFA students must attend warm-ups (see the APU Student Handbook (https://www.apu.edu/student-handbook/)), and all BFA students must follow the standards listed in the Student Handbook or risk being put on probation, as per handbook policy.

## Requirements

The BFA in Acting for the Stage and Screen is a four-year cohort degree program. All acting, voice, and movement courses have prerequisites, and students must take courses with their cohort in sequence.

Students must earn a 2.0 in each of their major courses and meet policies outlined in the Department of Theater Arts handbook. Failure to do so can result in probation.

| Code | Title | Units |
|---|---|---|
| **BFA in Acting for the Stage and Screen Core Courses** | | |
| **Acting Courses** | | |
| THTR 171 | Acting Fundamentals for the Stage | 3 |
| THTR 173 | Improvisation and Acting Fundamentals for the Text | 3 |
| THTR 271 | Intermediate Acting for the Stage | 3 |
| THTR 273 | Acting Shakespeare [1] | 3 |
| THTR 361 | Acting Fundamentals for the Screen | 3 |
| THTR 371 | Intermediate On-Camera Scene Study | 3 |
| THTR 471 | Advanced Acting for the Camera | 3 |
| THTR 472 | Business of Acting/Hollywood Showcase [2] | 3 |
| **Voice and Movement Courses** | | |
| THTR 200 | Beginning Voice for the Actor [3] | 3 |
| THTR 201 | Beginning Movement for the Actor | 2 |

| THTR 250 | Intermediate Voice for the Actor [3] | 3 |
| THTR 251 | Intermediate Movement for the Actor | 2 |
| THTR 260 | Advanced Voice for the Actor | 3 |
| THTR 301 | Advanced Movement for the Actor | 2 |
| THTR 400 | Advanced Voice and Movement Integration | 3 |
| **Performance Course** | | |
| THTR 216 | Performance Cast [4] | 6 |
| **Film and Theater History Courses** | | |
| THTR 225 | History of Theater to the Nineteenth Century [5] | 3 |
| THTR 226 | History of Theater: 19th Century to the Present | 3 |
| CINE 285 | History of Film [1] | 3 |
| **Technical Theater Courses** | | |
| THTR 217 | Technical Theater Practicum [6] | 2 |
| THTR 218 | Production Crew [7] | 1 |
| THTR 223 | Theatrical Makeup | 3 |
| **Total Units** | | **63** |

**In addition to core courses, students must choose either the Musical Theater Emphasis (14 units) or Theater Elective Option (6 units).**

| Code | Title | Units |
| --- | --- | --- |
| **Musical Theater Emphasis [8]** | | |
| THTR 216 | Performance Cast [9] | 3 |
| THTR 440 | Musical Theater Workshop | 3 |
| MUS 111 | Applied Voice [10] | 8 |
| **Total Units** | | **14** |

| Code | Title | Units |
| --- | --- | --- |
| **Theater Elective Option [11]** | | |
| Select two of the following: | | 6 |
| THTR 221 | Theatrical Sets and Properties | |
| THTR 222 | Theatrical Lighting and Sound | |
| THTR 224 | Introduction to Stage Management | |
| THTR 365 | Theater for Social Change [12] | |
| THTR 374 | Writing 3: Playwriting [13] | |
| THTR 423 | Directing | |
| THTR 440 | Musical Theater Workshop | |
| **Total Units** | | **6** |

[1]   Meets the General Education Humanities: Fine Arts requirement.
[2]   Meets the General Education Integrative and Applied Learning requirement.
[3]   Taking THTR 200 and THTR 250 meets the General Education Oral Communication requirement.
[4]   All BFA students are required to take a minimum of 6 units of THTR 216. Students who are cast in a production must be enrolled in THTR 216.
[5]   Meets the General Education Intercultural Competence requirement.
[6]   Students are required to take 1 unit of THTR 217 in the fall AND spring semesters of their freshman year in the program.
[7]   Students are required to take 1 unit of THTR 218 in EITHER the fall or spring semester of their sophomore year of the program.
[8]   Students must audition for admittance into the Musical Theater Emphasis.
[9]   All Musical Theater Emphasis students must take 2 units of THTR 216 Performance Cast: Cabaret and 1 unit of THTR 216 Performance Cast: Dance to fulfill the 3 units of THTR 216 Performance Cast in the emphasis.
[10]   Students must take the Music Theory Diagnostic before starting the program. If they do not pass, they will take MUS 120 before MUS 111.
[11]   In order to satisfy the 120-unit requirement to graduate, students who take the Theater Elective Option may be required to take additional undergraduate units.
[12]   Meets the General Education Civic Knowledge and Engagement requirement.
[13]   Meets the General Education Writing 3 requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Artistry: Integrate the techniques and skills needed to become a professional actor.
2. Professional Development: Construct professional materials and audition pieces to compete in the business of acting.
3. Knowledge: Defend the role that acting as an art form plays historically and in contemporary culture.
4. Analysis: Develop analytical approaches to on-camera and theatrical performance.
5. Faith Integration: Identify the contribution and impact of Christian faith and practice in performance.

# Minor in Theater Arts

18 units

## Requirements

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| THTR 110 | Introduction to Acting [1] | 3 |
| THTR 210 | Fundamentals of Stagecraft | 3 |
| THTR 225 | History of Theater to the Nineteenth Century [2] | 3 |
| or THTR 226 | History of Theater: 19th Century to the Present | |
| **Electives** | | |
| Select three of the following: | | 9 |
| THTR 222 | Theatrical Lighting and Sound | |
| THTR 223 | Theatrical Makeup | |
| THTR 224 | Introduction to Stage Management | |
| THTR 233 | Improvisation | |
| THTR 355 | Theater Education, K-12 | |
| THTR 365 | Theater for Social Change [3] | |
| THTR 374 | Writing 3: Playwriting [4] | |
| THTR 423 | Directing | |
| THTR 460 | Dramatic Theory and Criticism | |
| **Total Units** | | **18** |

[1]   Meets the General Education Humanities: Fine Arts requirement.
[2]   **THTR 225 meets the General Education Intercultural Competence requirement.**
[3]   Meets the General Education Civic Knowledge and Engagement requirement.
[4]   **Meets the General Education Writing 3 requirement.**

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Integrate technique and skills needed to become an interdisciplinary theater artist.
2. Apply professional production techniques.
3. Evaluate the historical development of theater as an art.
4. Apply analytical approaches to drama.
5. Identify the contribution and impact of Christian faith and practice in the theatrical arts.

# School of Theology

The School of Theology (https://www.apu.edu/theology/) offers courses of study that encourage the search for truth about God, human existence in relationship to God, and the world as God's creation. Students are guided in this search through an analysis of the Christian Scriptures, historical and contemporary statements of Christian belief, human experience of God and the world, and rational reflections on the nature of reality by great thinkers past and present. The goal of this study is to prepare men and women for service to God, as either lay or professional ministers in His Kingdom. Academic study is therefore balanced with a concern for individual involvement in practical ministry.

Each major course of study builds on the General Education program's Biblical, Theological, and Philosophical Formation requirement. Transfer students take the number of units required by the registrar. Courses are selected from the list of core courses for General Education in consultation with an advisor. All students in the School of Theology must maintain a minimum 2.5 cumulative grade-point average in all courses for their major.

In general, correspondence courses are not accepted as fulfillment of religion or philosophy requirements. A student may, however, petition to have 3 correspondence units count toward his/her major or minor upon department approval. The course(s) must match existing courses, and the student may be asked to pass an exam. Double majors require 24 units that are distinctive to one major, and 18 units must be upper division.

## General Education

### Biblical, Theological, and Philosophical Formation

### Required Courses for All Majors in the School of Theology

| Code | Title | Units |
| --- | --- | --- |
| MIN 108 | Christian Life, Faith, and Ministry | 3 |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |
| UBBL 230 | Luke/Acts | 3 |
| UBBL 3XX | Any UBBL General Education Bible course | 3 |
| Select one of the following: [1] | | 3 |
| THEO 200 | Theology and the Christian Life [2] | |
| THEO 301 | Faith and the Arts | |
| THEO 352 | Church History: Apostolic Era to the Eve of the Reformation | |
| THEO 354 | Church History from the Eve of the Reformation to the Present | |
| Select one of the following: | | 3 |
| HUM 224 | Core Texts in Philosophy | |
| PHIL 100 | Introduction to Philosophy | |
| **Total Units** | | **18** |

[1]    For the General Education Theology requirement, the School of Theology recommends either THEO 200, THEO 301, THEO 352, or THEO 354. HUM 325 also fulfills the requirement.

[2]    THEO 200 is required of all Christian ministries and youth and family ministries majors.

| Major | Sr. Seminar Requirement |
| --- | --- |
| Biblical Studies | UBBL 496, THEO 496, or MIN 496 |
| Theology | THEO 496 |
| Philosophy | PHIL 496 or THEO 496 |
| Christian Ministries/Youth and Family Ministries: Church and Pastoral Ministries Practices concentration | MIN 496, THEO 496, or UBBL 496 |
| Christian Ministries/Youth and Family Ministries: Intercultural Christian Ministries concentration | MIN 496, THEO 496, or UBBL 496 |
| Christian Ministries/Youth and Family Ministries: Ministry in Urban and Social Service Contexts concentration | MIN 496, THEO 496, or UBBL 496 |

Students transferring into the university may waive some of the General Education Biblical, Theological, and Philosophical Formation requirements for the major as follows: sophomore standing, 3 units; junior standing, 9 units; and senior standing, 12 units. The specific courses waived are selected in consultation with a department faculty advisor.

# Programs
## Majors

- Biblical Studies (BA) (p. 322)
- Christian Ministries (BA) (p. 324)
- Philosophy (BA) (p. 326)
- Theology (BA) (p. 327)
- Youth and Family Ministries (BA) (p. 329)

## Minors

- Ancient Languages (p. 332)
- Biblical Studies (p. 333)
- Christian Ministries (p. 334)
- Cultural Engagement (p. 335)
- Philosophical Apologetics (p. 336)
- Philosophy (p. 337)
- Practical and Professional Ethics (p. 337)
- Religious Studies (p. 338)
- Theology (p. 339)
- Youth and Family Ministries (p. 339)

## Certificates of Distinction

- Biblical Studies (p. 331)
- Philosophy (p. 331)
- Theology (p. 331)

## Courses

### ALNG 456, Ancient Languages, 1-4 Units

This course is offered according to the needs of the student. It provides opportunity to learn basic grammar and vocabulary in Arabic, Akkadian, Aramaic, Coptic, Latin, Ugaritic, or other ancient languages relevant to the study of biblical history and literature. May be repeated for advanced language study or learning an additional language.
**Prerequisite:** GRKB 201 and/or HEBB 201 or instructor consent

### GRKB 200, Elementary Greek I, 3 Units

The elements of New Testament Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course. Classes meet three hours weekly. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*

### GRKB 201, Elementary Greek II, 3 Units

The elements of New Testament Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course. Classes meet three hours weekly. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*
**Prerequisite:** GRKB 200 or instructor consent

### GRKB 300, Intermediate Greek I, 3 Units

This course consists of continued study of the forms, syntax, and vocabulary of New Testament Greek with an introduction to exegesis of the Greek New Testament.
**Prerequisite:** GRKB 201

### GRKB 301, Intermediate Greek II, 3 Units

Students undertake reading and exegesis of various passages in the New Testament.
**Prerequisite:** GRKB 300

### GRKB 454, Greek Readings, 1-4 Units

This course requires directed reading in the Greek New Testament. It is offered according to the needs of the student. It can be repeated for credit, thus providing fifth and sixth semesters of Greek.
**Prerequisite:** GRKB 301, or completion of two years of biblical Greek at another institution or instructor consent

## GRKC 200, Elementary Classical Greek I, 4 Units
Lecture 3 Hours; Discussion 1 Hour: Elementary Classical Greek is for students with little or no background in Classical Greek. The elements of classical Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course. Two semesters of the same language are required to meet the General Education requirement. No previous knowledge of Classical Greek is assumed. *Meets the General Education Requirement: Foreign Language.*

## GRKC 201, Elementary Classical Greek II, 4 Units
Lecture 3 Hours; Discussion 1 Hour: This is the second semester of a two semester, introductory course in Classical Greek language as well as classical Greek culture. The course is designed for students with little or no background in Classical Greek. The elements of Classical Greek, with emphasis upon the mastery of the basic forms, syntax, and vocabulary are covered in this two-part beginning course. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*
**Prerequisite:** GRKC 200

## HEBB 200, Elementary Hebrew I, 3 Units
The basic grammar and syntax of Hebrew are taught. The course aims to provide a reading knowledge of biblical Hebrew prose and an acquaintance with basic conversational, modern Hebrew. Classes meet three hours weekly. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*

## HEBB 201, Elementary Hebrew II, 3 Units
The basic grammar and syntax of Hebrew are taught. Using selected readings from the Hebrew Bible, the course provides a reading knowledge of biblical Hebrew prose and an acquaintance with basic conversational, modern Hebrew. Classes meet three hours weekly. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*
**Prerequisite:** HEBB 200 or instructor consent

## HEBB 300, Intermediate Hebrew I, 3 Units
This course consists of continued study of the morphology, syntax, and vocabulary of biblical Hebrew with opportunities for reading and exegesis of various genres of the Hebrew Bible. This course counts toward a minor in Ancient Languages.
**Prerequisite:** HEBB 201

## HEBB 301, Intermediate Hebrew II, 3 Units
This course consists of reading and exegesis of the Hebrew Bible with a particular emphasis on Hebrew in relation to other Semitic languages. Readings of nonbiblical Hebrew and Aramaic material expose students to the development of Hebrew throughout history. This course counts toward a minor in Ancient Languages.
**Prerequisite:** HEBB 300

## HEBB 455, Hebrew Readings, 3 Units
This course consists of directed reading in the Hebrew Bible and is offered according to the needs of the student. It can be repeated for credit, thus providing fifth and sixth semesters of Hebrew. This course counts toward a minor in Ancient Languages.
**Prerequisite:** HEBB 301 or completion of two years of biblical Hebrew at another institution or instructor consent

## LTN 200, Elementary Latin I, 4 Units
Lecture 3 Hours; Discussion 1 Hour: Elementary Latin is for students with little or no background in Classical Latin. The elements of classical Latin, with emphasis on the mastery of the basic forms, syntax, and vocabulary are covered in this two-part beginning course. Two semesters of the same language are required to meet the General Education requirement. No previous knowledge of Latin is assumed. *Meets the General Education Requirement: Foreign Language.*

## LTN 201, Elementary Latin II, 4 Units
Lecture 3 Hours; Discussion 1 Hour: As the sequel of Elementary Latin I, Elementary Latin II is accessible to students who have taken Elementary Latin I. The elements of classical Latin, with emphasis upon the mastery of the basic verb systems (the five declensions and four conjugations), forms, syntax, vocabulary, and techniques in reading and translating simple Latin prose are covered in this two-part beginning course. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*
**Prerequisite:** LTN 200

## MIN 108, Christian Life, Faith, and Ministry, 3 Units
The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. *Meets the General Education Requirement: Christian Life, Faith, Ministry.*

## MIN 206, Introduction to Practical Theology, 3 Units
This course introduces students to practical theology methods for integrating Christian faith with the attitudes and activities of contemporary society. Students examine contemporary practices in various aspects of life and learn how to develop uniquely Christian positions and actions using various approaches associated with practical theology. Special emphasis is given to training students in processes that equip them to discern Christian responses and initiatives in the midst of a rapidly changing global environment.

## MIN 300, Writing 3: Culture and Ministry, 3 Units

This course helps students understand the interplay between cultural awareness and effective ministry. Cultural forces are constantly shifting so emphasis is placed on ethnographic principles and practices as valuable to a minister in order to effectively engage people in various contexts. It will also invest considerable time inside and outside the classroom into enhancing students' written communication as an invaluable tool for expressing their ideas clearly and in a convincing fashion in contemporary cultural contexts. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** MINC 200 or MINY 203, Writing 2 requirement, Junior Standing & GPA 2.5

## MIN 301, Adolescent Development in Family Ministry, 3 Units

This course equips students to integrate practical theology and adolescent developmental theory to empower church communities in cultivating ministry to adolescents and their families toward lifelong flourishing and faith commitment. Emphasis is placed on gaining an understanding of current research in adolescent developmental psychology while considering its implications in contemporary family ministry models.
**Prerequisite:** MINC 200 or MINY 203; WRIT 200 or MIN 206; and completed General Education Humanities: Social Sciences requirement, junior or senior standing, or department consent.

## MIN 336, Family Development and Ministry, 3 Units

This course equips students to design and apply practical theology methods and programs that empower the family. Specific focus is placed upon the family in its cultural setting, and the development needs of various family members at particular stages of life.
**Prerequisite:** WRIT 200 or MIN 206 and PSYC 290 or completed Humanities: Social Science General Education requirement.

## MIN 350, Mentoring and Small Groups, 3 Units

The theology and practice of mentoring and small group involvement is studied in the context of relational discipleship and spiritual formation. Topics for study include leadership, group formation, group dynamics, small group models and purpose, program development, the range of mentoring possibilities, communication models, and models for spiritual transformation.
**Prerequisite:** MINC 200 or MINY 203 and WRIT 200 or MIN 206

## MIN 401, Christian Ministry Internship I, 3 Units

This course develops a student's ability to blend Christian theology and Christian practice by integrating classroom learning, hands-on practice, spiritual formation, mentoring, and critical reflection on the practice of the Christian faith. Course work covers: biblical and theological foundations of Christian practice, the context in which the Christian faith is to be practiced, and the dynamic relationship between the two. Students are required to serve an average minimum of 6 hours per week in hands-on field experience. Students must also participate in small groups for reflection, mentoring, and spiritual formation.
**Prerequisite:** WRIT 200 or MIN 206, MIN 300, THEO 200, two General Education UBBL courses, and GPA 2.5.

## MIN 402, Christian Ministry Internship II, 3 Units

This course is a continuation of the first semester and has a similar format in terms of classroom experience, field experience, and small groups. It further develops a student's ability to blend Christian theology and ministry by utilizing a method of reflecting theologically on the practice of Christian faith and facilitating the ability to clearly state and defend one's own theology for Christian ministry. Students are required to serve an average minimum of 8 hours per week in hands-on field experience.
**Prerequisite:** MIN 401

## MIN 417, The Art of Leadership, 3 Units

This course teaches students to critically integrate Christian theology with best leadership practices in church ministry and non-profit ministry environments. The course equips students to create actions and practices that have a positive, transformative Christian impact in the lives of those we serve and those who serve with us. Students will learn to develop these actions and practices in their internships.
**Prerequisite:** GPA 2.5, WRIT 200 or MIN 206, THEO 200, two General Education UBBL courses.
**Corequisite:** MIN 401

## MIN 495, Topics in Ministry, 3 Units

This course engages in a focused and intensive study of particular topics of direct relevance and urgency in the practice of Christian ministry and youth ministry. Topics vary from semester to semester, and this course may be taken more than once as topics change.

## MIN 496, Senior Seminar: Church and Society, 3 Units

Students use practical theology methods learned in class to create an integrated Christian response to a contemporary social issue. It considers the ethical, spiritual, and community causes and impacts of social issues and teaches students to develop informed Christian responses to them. This course is taught in a seminar format that includes major papers developed over the course of the semester, leading class discussions, and a presentation. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Senior standing, Writing 3, and completion of the majority of the units required from the Biblical, Theological, and Philosophical Formation category in General Education.

## MINC 105, Introduction to Global Vision, 1 Unit

Students are exposed to opportunities for Christian service abroad while gaining an overview of the present progress of the Great Commission. Does not count toward the Christian ministries major.

## MINC 110, Introduction to Intercultural Christian Ministries, 3 Units

Students are exposed to intercultural Christian service opportunities while gaining an overview of the present progress of the Great Commission. Requires participation in spring or summer short-term mission experience through the Institute of Outreach Ministries or an APU sponsoring office with final grade 'In Progress' until deadline for service requirement reflection is reached. This course serves as a prerequisite for the Intercultural Christian ministries concentration. Students must complete all course requirements by the first day of the fall semester.

## MINC 200, Introduction to Contemporary Christian Ministries, 3 Units

This course exposes students to various ministry contexts and vocations while they begin to form a philosophy and theology of ministry. Emphasis is on the theological, philosophical, and practical viability of current ministry models while identifying unique emphases relevant to particular contexts. Students engage in an assessment of their own gifts, personality traits, and ministry calling in light of exposure to ministry options.
**Prerequisite:** MIN 108 (may be taken concurrently)

## MINC 253, Evangelism and Discipleship, 3 Units

Students in this course develop a biblically informed approach to evangelism and discipleship as a central purpose of the Church. Students explore this purpose in light of Jesus' mission statement, "Go and make disciples of all nations" (Matt. 28:19). This course carefully examines the necessary building blocks for producing an evangelistic, disciple-making Church community, with a significant focus on understanding the process of individual and corporate spiritual formation.
**Prerequisite:** 2.5 GPA, MINC 200 or MINY 203, and WRIT 200 or MIN 206.

## MINC 318, Theology and Practice of Ministry, 3 Units

The life and work of the Christian pastor is studied with attention to the broad range of duties, rituals, and responsibilities for which the contemporary Christian pastor is expected to have competency. Topics for study include administration of sacraments, church finance, staff administration, worship, church boards, pastoral visitation, and evangelism.
**Prerequisite:** MINC 200 or MINY 203 and WRIT 200 or MIN 206

## MINC 326, Effective Teaching in Christian Education, 3 Units

Students study the principles and procedures involved in effective classroom teaching: philosophies of teaching, methods, the teaching-learning process, motivation, guidance, integration, and evaluation.
**Prerequisite:** MINC 200 or MINY 203 and WRIT 200 or MIN 206

## MINC 330, Intercultural Ministries, 3 Units

The course provides an understanding of the challenges and opportunities associated with intercultural ministry in and beyond the local church. Biblical, eschatological, missiological, socio-cultural and practical issues are explored with the goal of providing conceptual tools for analyzing, adapting, and creating practical ways to respectfully reach, embrace and engage those from diverse cultural contexts as members of the body of Christ. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** MINC 200 or MINY 203 and WRIT 200 or MIN 206

## MINC 346, Ministry to the City, 4 Units

This course provides the student with a broad introduction to the unique challenges and opportunities for Christian ministry in an urban context with special attention to some of the most effective methods and tools for doing urban ministry. Students are encouraged to reflect on their own lifestyles and future ministry choices in light of the needs of the city and the response of the gospel in meeting human need. Exposure to city life and church-based organizations working for the shalom of the city provide a dynamic context for the various learning activities in this course.
**Prerequisite:** MINC 200 or MINY 203 and WRIT 200 or MIN 206

## MINC 370, Introduction to Pastoral Care and Counseling, 3 Units

Pastoral counseling as a specialized ministry within the field of pastoral care will be explored didactically and practically in the preparation of persons who plan to do pastoral counseling and pastoral psychology. This course will engage in interdisciplinary examination of the physiological, cultural, theological, and biblical understanding of care and counseling. A survey of counseling theory from an integrative perspective, with attention to particular ministry issues will be incorporated into a practical format in a community setting.
**Prerequisite:** MINC 200 or MINY 203, WRIT 200 or MIN 206, and completed Humanities: Social Science General Education requirement.

## MINC 405, Christian Mission in the 21st Century, 3 Units

This course is an introduction to the biblical, historical, and theological foundations of missions in a contemporary world setting, both globally and locally. The call, context, and preparation for missionary service are examined.
**Prerequisite:** MINC 200 or MINY 203 and WRIT 200 or MIN 206 (not required for non-youth ministry/Christian ministries majors).

## MINC 406, History and Philosophy of Christian Education, 3 Units

The history of educational theory, with emphasis on objective and philosophical problems and biblical bases, is covered in this course.
**Prerequisite:** WRIT 200 or MIN 206

## MINC 408, Principles of Preaching, 3 Units

This course offers a study of classical homiletics and a variety of sermonic methodologies. Sound hermeneutical principles in exegesis of Scripture and the worship setting of the sermon with emphasis on the delivery of effective expository sermons in the contemporary world are covered.
**Prerequisite:** WRIT 200 or MIN 206, MINC 200 or MINY 203, UBBL 3xx/4xx.

## MINC 416, Communicating the Gospel, 3 Units

This course assists the student in following Jesus' model of a people "filled with grace and truth" (John 1:14). Special attention is given to writing, speaking, teaching, interpersonal communication, body language, problem solving, and other critical tasks necessary to being a Christian and carrying out the Great Commission.
**Prerequisite:** WRIT 200 or MIN 206, MINC 200 or MINY 203, UBBL 3xx/4xx.

## MINC 420, Suffering: Theological and Practical Perspectives on Disabilities, 3 Units

This course examines theological perspectives to understand the role of suffering in the human experience. Focusing on persons with disabilities, students explore their personal values, gain understanding of bio-psycho-social-spiritual components of disability, access available resources, and develop strategies to help churches/agencies develop inclusive programs.
**Prerequisite:** 3 units of UBBL and Junior standing

## MINC 430, Race, Reconciliation, and Ministry, 3 Units

This course prepares students to engage people in ministry in a contemporary culture that is increasingly multiethnic. To equip students to be more culturally intelligent, course material guides them in an exploration of the historical and contemporary relationships between race, theology, and ecclesiology in Western culture, with the intent of developing a commitment to reconciliation grounded in their theological convictions. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** WRIT 3

## MINC 446, Children's Educational Ministries, 3 Units

Childhood development, the needs of children in contemporary society, and biblical and theological perspectives on children are examined, with an emphasis on discerning the church's role in nurturing spiritual formation in the faith community.
**Prerequisite:** MINC 200 or MINY 203, WRIT 200 or MIN 206, and PSYC 290; completed Humanities: Social Science General Education requirement.

## MINC 456, Ministry Organization and Administration, 3 Units

This course examines the process of ordering the ministry of the church or parachurch community for the greatest effectiveness. This order is to be understood theologically as a means of creating the most ideal context possible for the Holy Spirit to minister to and through people. All aspects of strategic planning, church organization, and administration are addressed.
**Prerequisite:** MINC 200 or MINY 203 and WRIT 200 or MIN 206

## MINC 466, Adult Development and Spiritual Formation, 3 Units

The course examines the process and contexts by which adults mature engaging biblical and theological foundations for adult development and spiritual formation that takes adult characteristics, needs, life-cycle, and learning patterns into consideration.
**Prerequisite:** WRIT 200 or MIN 206, MIN 300 and MIN 301 or department consent

## MINC 467, Spiritual Transformation, 3 Units

The course examines the process and contexts by which persons mature, engaging biblical and theological foundations for spiritual transformation that takes developmental characteristics, needs, life cycles, and learning patterns into consideration. The course emphasizes community and individuals.
**Prerequisite:** MIN 300, MIN 301, or department consent

## MINC 486, Urban Ministry Practicum, 6 Units

The practicum is intended to provide students with a broad understanding of urban life and ministry. The practicum develops a student's ability to interface theory and practice, theology and ministry, by integrating classroom learning, hands-on practice, spiritual formation, mentoring, and critical reflection on the practice of the Christian faith in an urban setting. During the practicum, the student is required to live, work, worship, and study in the city.
**Prerequisite:** WRIT 200 or MIN 206, MINC 346 or MINC 487.

## MINC 487, Exegeting the City, 3 Units

This course explores the development of a "hermeneutic" for understanding the built environment as a means to engage the city and enhance ministry opportunities. Discussion centers on physical, sensory indicators of community needs and resources. The goal is to more adequately contextualize Christian urban ministry. Topics include community mapping, needs assessment, resource identification, measurement of change, and strategic ministry development. Course work is taught at a graduate level, but undergraduates are welcome.
**Prerequisite:** MINC 200 or MINY 203 and WRIT 200 or MIN 206

## MINC 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** WRIT 200 or MIN 206

## MINC 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class. May be repeated for credit.
**Prerequisite:** Junior or Senior Standing

## MNCE 310, Practical Theology and Contemporary Issues, 3 Units

Students in this course learn to apply specific methodologies associated with the discipline of practical theology to reflect on and respond in appropriate ways to a contemporary issue, informed by significant theological reflection and cross-disciplinary insight. The specific topic addressed varies each semester based on issues arising in contemporary culture that require careful theological reflection.
**Prerequisite:** WRIT 200 or MIN 206, THEO 200, PHIL 301, and junior standing or department consent

## MNCE 415, Practical Theology and Vocational Engagement, 3 Units

This capstone course for the cultural engagement minor enhances a student's ability to identify and skillfully utilize principles characteristic of the discipline of practical theology to develop a theologically informed perspective regarding issues related to their chosen major or perceived vocational aspirations. Students engage in a cross-disciplinary research project in order to demonstrate their ability to relate methodologies and perspectives associated with practical theology to a specific issue or experience they will encounter in the context of their professional lives.
**Prerequisite:** VOC 200, MNCE 310, and senior standing.

## MINY 172, Foundations of Youth Outreach and Discipleship I, 1 Unit

This course provides an introduction to YoungLife, as well as a theological and practical foundation for students interested in Young Life leadership. Students investigate the theology of the incarnation and evangelism, and begin to develop a personal theology of ministry. Site visits to local schools and YoungLife clubs, coupled with relevant readings, will expand students' understanding of the complexities of current adolescent culture.

## MINY 174, Foundations of Youth Outreach and Discipleship II, 2 Units

Building upon MINY 172, this course further equips YoungLife leaders by challenging students to engage various theological topics, promoting their own understanding and spiritual formation. Students will develop the ability to articulate their own faith, as well as the theological foundations informing it. Following the YoungLife format, students will construct and deliver several club talks. Practical issues such as time management, logistics, legal issues, and dealing with difficult adolescent/family issues will be addressed.
**Prerequisite:** MINY 172

## MINY 203, Introduction to Contemporary Youth and Family Ministries, 3 Units

This course exposes students to conceptualizations of local church youth and family ministries in a variety of forms, in an effort to engage students in the process of beginning the formation of their own philosophy and theology of youth and family ministries. Emphasis is on the theological, philosophical, and practical viability of current ministry models, while identifying unique strategies relevant to particular contexts. Students take part in an assessment of their own gifts, personality traits, and ministry calling in light of exposure to ministry options.
**Prerequisite:** MIN 108 (may be taken concurrently)

## MINY 226, Studying and Teaching the Bible, 3 Units

This course helps students develop skills in biblical exegesis and teaching biblical principles to youth. Emphasis is placed upon evaluating students' ability to teach the Bible in settings both inside and outside the classroom.
**Prerequisite:** MIN 108, UBBL 100 or UBBL 230, or department consent

## MINY 305, Integration of Faith and Sports, 3 Units

This course examines biblical, theological, philosophical, and psychological foundations of sports ministry. The course includes a brief history and philosophy of sports ministry, including successful and unsuccessful models, beginning with New Testament models for using sports in ministry to the present formation of the Association of Church Sports and Recreation Ministries. Theological foundations include a theology of competition, victory, character formation, and sportsmanship.

## MINY 320, Organization and Administration of a Sports Ministry, 3 Units

This course provides students with the practical and theoretical resources to be an effective leader of sports ministry programs in church and parachurch settings. Students are provided with academic experiences both inside and outside the classroom to be proficient in program development and implementation, budgeting, goal setting, ministry evaluation, and staffing.
**Prerequisite:** MIN 108

## MINY 400, Christian Values and Human Sexuality, 3 Units

This course involves an interdisciplinary examination of physiological, sociocultural, psychological, and theological bases of human behavior with attention devoted to student's development of a personal perspective toward sexuality that integrates Christian values and moral integrity. Students learn to assess and understand an adolescent's sexual develoment, problems, and issues that relate to sexological and moral development.
**Prerequisite:** MINC 200 or MINY 203, MIN 301, or department consent.

## MINY 403, Adolescent Issues and Intervention, 3 Units

This course introduces the student to the basic skills and practice of counseling adolescents. The course serves as counseling "first-aid", meaning that students learn basic helping skills but do not qualify as professional counselors. Students are exposed to counseling issues and problems that grow out of the development process, disorders that begin with/are unique to adolescence, and intervention, prevention, and referral strategies. Students also examine a philosophy of counseling from a practical theology and biblical perspective.
**Prerequisite:** MIN 301

## MINY 451, Sports Ministry Field Experience, 3 Units

This course integrates theories and praxis learned in course study with hands-on leadership experiences while under the supervision of an APU professor and ministry professionals. Students serve in a sports ministry setting (either church or mission agency) at least 72 hours during the semester while also participating in a small group to facilitate reflection, mentoring, and growth. For the Sports Concentration, this course must be taken before senior year.
**Prerequisite:** MINY 305 or MINY 320; Completed Humanities: Social Science General Education requirement.

## MINY 478, Senior Preparation in Sports Ministry, 1 Unit

This course connects seniors pursuing a sports ministry concentration with the world of the professional sports minister.
**Prerequisite:** MINY 305 or MINY 320

## PHIL 100, Introduction to Philosophy, 3 Units

This course helps students understand the world better by studying significant interpretations of self, the world, and God-the major concerns of philosophy that have been offered by thinkers past and present. *Meets the General Education Requirement: Philosophy.*

## PHIL 100H, Introduction to Philosophy - Honors, 3 Units

This course helps students understand the world better by studying significant interpretations of self, the world, and God that have been offered by thinkers, past and present - the major concerns of philosophy. *Meets the General Education Requirement: Philosophy.*
**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

## PHIL 210, Introduction to Critical Thinking, 3 Units

Students study principles of deductive and non-deductive logic. Principles are used to evaluate arguments in a variety of contexts, including the popular media and the professional practices of philosophy, theology, science or law. Students are also expected to assess and improve the logical rigor and clarity of their own reasoning.

## PHIL 252, Classical Chinese Ethics, 3 Units

This course provides an introduction to (1) key texts written by a variety of classical Chinese philosophers-e.g., Konzi (Confucius), Mozi, Mengzi (Mencius), Laozi (Lao Tzu), Zhuangzi, and Xunxi-and (2) to their fundamental ethical teachings-e.g., the nature of the dao, the nature of being human, the role of ritual in the moral life, whether virtue requires partiality to one's family and one's culture, and so forth. More importantly, it teaches students to analyze, to evaluate, and to apply the insights of these texts and teachings to their own lives. Through academic study and thoughtful cultural engagement, it offers a life-enriching, cross-cultural encounter with the classical systems of Chinese ethics that shaped eastern Asian cultures and continue to influence eastern Asian immigrant communities around the world. NOTE: This is a lower-division companion course to PHIL 452. *Meets the General Education Requirement: Intercultural Competence.*

## PHIL 301, Practical Ethics, 3 Units

In this course, students both (1) learn the fundamental theories and principles that influence contemporary ethical discourse, and (2) develop the ability to apply these theories and principles to contemporary moral problems. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## PHIL 303, Reasons for Faith: Exploring the Rationality of the Existence of God and Christianity, 3 Units

This course equips students to understand and communicate the rich intellectual foundations of a Judeo-Christian worldview. First, students learn various approaches to apologetics, the strengths and weaknesses of those approaches, and a survey of the epistemology of religious belief more broadly. Second, they apply these apologetic approaches with an aim to showcase the rich intellectual foundation for (a) the existence of a perfect Being and (b) the revelation of God through Christ. Third, students study common atheological arguments, ranging from the problem of evil to the problem of hell. Through the course, students learn how to (i) package ideas in clear, organized form, (ii) effectively relate their ideas to their audience, and (iii) think critically and analytically about big, enduring questions relevant to all human beings.
**Prerequisite:** PHIL 100 or HUM 224 or PHIL 305

## PHIL 305, Critical Thinking and Civil Discourse, 3 Units

This course prepares students for effective civic engagement, politically and professionally, teaching them how to apply essential principles of critical thinking in a way that fosters intellectual virtues. These skills and virtues are applied in a variety of contexts including public policy, popular media, and professional practices such as philosophy, theology, science, business, and law. Consequently, the course helps prepare students to successfully complete graduate school placement exams (e.g., GRE, LSAT, MCAT, GMAT). PHIL 100 is not required as a prerequisite, but is strongly encouraged. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## PHIL 310, Formal Logic, 3 Units

This course defines logic as the skill of assessing arguments. The course assists students to recognize arguments in both academic and nonacademic forms, increasing confidence in their ability to form a structure of techniques and values to be used as a basis for critiquing others' arguments and creating their own.

## PHIL 315, History of Ancient Philosophy, 3 Units

Students explore the development of philosophy from its early beginnings in Greece to the early thought of Augustine. Special attention is given to the Socratic, Platonic, and Aristotelian contributions to the field.
**Prerequisite:** PHIL 100 or HUM 224

## PHIL 316, Medieval Philosophy, 3 Units

This course helps students understand the importance of the medieval era and its contributions to the historical development of philosophy. Thinkers considered in this class include the late Augustine, Averroes, Avicenna, Maimonides, Anselm, Bonaventure, Aquinas, Duns Scotus, and Ockham. Topics considered include the relationship of theology to philosophy, the divine attributes, ontology, and ethics.

## PHIL 320, History of Early Modern Philosophy, 3 Units

This course covers the development of philosophy from the Renaissance through the 18th century.
**Prerequisite:** PHIL 100 or HUM 224

## PHIL 325, History of 19th and 20th Century Philosophy, 3 Units

This course offers a study of the significant philosophical movements and figures from late modernity to the turn of the 21st century.
**Prerequisite:** PHIL 100 or HUM 224

## PHIL 330, Ethics, 3 Units

The basic principles of ethical conduct are examined as applied to personal and social problems. The chief theories of the "good life" are investigated, with special attention given to the principles underlying a consistent ethical outlook on life.
**Prerequisite:** PHIL 100 or HUM 224

## PHIL 340, Writing 3: Concepts of Human Nature, 3 Units

This course explores the significant questions concerning human nature. Special emphasis is placed on philosophical, theological, psychological, and sociological theories of the uniqueness of human activity. Extended attention and instruction will be given to various genres of philosophical writing.
*Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2; PHIL 100 or HUM 224

## PHIL 360, Social and Political Debates, 3 Units

The aim of this course is to prepare students to use ethical principles to argue for justice in the formation of public policies. With this end in mind, students both (1) examine the fundamental principles of social and political philosophy and (2) deliberate about how to employ these principles in contemporary social and political debates. Finally, they put their deliberations into practice by competing in the California Regional Ethics Bowl

## PHIL 362, Business, Virtue, and the Good Life, 3 Units

This course provides students with a moral framework for being wise and just business professionals. Students begin by learning the most prominent ethical theories and principles. They then develop the ability to analyze, to evaluate, and to apply these theories and principles in a way that helps them to lead good and virtuous lives-lives that properly balance often competing moral obligations to one's business associates, to one's fellow citizens, and to one's friends and family members.
**Prerequisite:** Recommended: PHIL 301 or PHIL 330

## PHIL 364, Bioethics, 3 Units

In this course, students both (1) learn the most prominent theories and principles used in contemporary bioethics, and (2) develop the ability to analyze, to evaluate, and to apply these theories and principles in the context of contemporary medical practice.
**Prerequisite:** PHIL 100 or HUM 224; Recommended: PHIL 300 or PHIL 330

## PHIL 366, Environmental Ethics, 3 Units

In this course, students will investigate, craft a proposal for, and practice living according to an environmental philosophy as a way of life based on a virtue approach. Additionally, students will research the arguments for and against various environmentally ethical dilemmas in the modern world, aiming to analyze and respond to these arguments and drawing reasonable and actionable conclusions.
**Prerequisite:** PHIL 100 or HUM 224; Recommended: PHIL 300 or PHIL 330

## PHIL 410, Philosophy of Religion, 3 Units

Religious experience is studied from the standpoint of philosophy. An examination is made of the contributions of philosophy to religion and religion to philosophy.
**Prerequisite:** PHIL 100 or HUM 224

## PHIL 415, Philosophical Theology, 3 Units

The purpose of this course is to analyze rational arguments concerning the divine nature. In it, students apply the laws of logic and principles of sound reasoning to empirical evidence (including claims about the direct experience of God) and introspective intuition concerning the concept of God, enabling us to understand the logical limits of that concept.
**Prerequisite:** PHIL 100 or HUM 224

## PHIL 430, Philosophy of Science, 3 Units

The course explores the nature of scientific method and knowledge and the character of scientific explanations. Ways in which ethics and religion interrelate with the sciences are also covered.
**Prerequisite:** One Lab Science and PHIL 100

## PHIL 440, Epistemology, 3 Units

This course exposes advancing philosophy students to the major problems in the theory of knowledge. While some historical background is covered, the principle focus is on the contours of the contemporary debates about such issues as skepticism, epistemic justification, foundationalism, coherentism, internalism, and externalism. Some application is made specifically to the epistemology of religious belief.
**Prerequisite:** PHIL 100 or HUM 224

## PHIL 445, Metaphysics, 3 Units

This course is an introduction to metaphysics that gives the student a broad perspective into contemporary issues of interest concerning what exists and its nature. This involves classroom discussion of readings from the introductory text and primary source material.
**Prerequisite:** PHIL 100 or HUM 224

## PHIL 450, Special Topics in Ethics, 3 Units

In this course, students utilize their foundational knowledge of ethical theories and principles to analyze contemporary debates concerning recent work in meta-ethics, normative ethics, moral epistemology, or moral psychology.
**Prerequisite:** PHIL 100 and PHIL 330 or instructor consent

## PHIL 451, Race, Sex and Science, 3 Units

This course examines concepts of race and sex in relation to the history of modern western science. Students analyze readings in feminist philosophy, critical race theory and postcolonial studies, which argue that the sciences often presume and perpetuate Eurocentric, androcentric bias. Through this analysis, students cultivate the virtues of epistemic justice and intellectual humility required for intercultural competence and a Christlike character.
*Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** 3xx PHIL or 3xx BIOL course or instructor consent

## PHIL 452, Classical Chinese Ethics, 3 Units

This course provides an introduction both (1) to key texts written by a variety of classical Chinese philosophers - e.g., Konzi (Confucius), Mozi, Mengzi (Mencius), Laozi (Lao Tzu), Zhuangzi, and Xunxi - and (2) to their fundamental ethical teachings - e.g., the nature of the dao, the nature of being human, the role of ritual in the moral life, whether virtue requires partiality to one's family and one's culture, and so forth. More importantly, it teaches students to analyze, to evaluate, and to apply the insights of these texts and teachings to their own lives. Through both academic study and thoughtful cultural engagement, it offers a life-enriching, cross-cultural encounter with the classical systems of Chinese ethics that shaped eastern Asian cultures and continue to influence eastern Asian immigrant communities around the world. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** PHIL 301 or PHIL 330

## PHIL 495, Seminar in Philosophy, 3 Units

Students are assisted in relating philosophical insights to current moral, political, religious, and social issues. Each seminar offers an area of emphasis for study, such as values or the future. It may be taken more than once as topics change.
**Prerequisite:** PHIL 100 or HUM 224

## PHIL 496, Senior Seminar, 3 Units

In this course, students apply their knowledge of the Bible, Christian tradition, and philosophy to contemporary social challenges that confront a Christian worldview. They use this knowledge to analyze, evaluate, and respond to such challenges wisely and insightfully. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Senior standing, completion of the majority of the units required for Biblical, Theological and Philosophical Formation, and Writing 3.

## PHIL 496H, Senior Seminar - Honors, 3 Units

## PHIL 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. May be repeated for credit. An independent study fee is assessed for each enrollment in this class.

## PHIL 497H, Readings - Honors, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

## PHIL 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Junior or Senior Standing

## PRBL 100, Introduction to Biblical Literature: Exodus/Deuteronomy, 3 Units

This course introduces Old Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the books of Exodus and Deuteronomy. Students learn to observe the overall structure of these books, their historical settings, and modern approaches to their literary analysis. Students learn to interpret individual texts within each book. Students study how Deuteronomy uses the material of Exodus to communicate God's Word to a new generation. *Meets the General Education Requirement: Exodus/Deuteronomy.*

## PRBL 230, Luke/Acts, 3 Units

This course introduces New Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the Gospel of Luke and Acts of the Apostles. Special attention is given to the text with regard to their political, cultural, religious, and geographical setting; the literary structures and genres employed; and how those texts are relevant for faithful Christian living. *Meets the General Education Requirement: Luke/Acts.*

## PRMI 108, Christian Life, Faith, and Ministry, 3 Units

The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. *Meets the General Education Requirement: Christian Life, Faith, Ministry.*

## PRPH 100, Introduction to Philosophy, 3 Units

This course helps students understand the world better by studying significant interpretations of self, the world, and God- the major concerns of philosophy that have been offered by thinkers, past and present. *Meets the General Education Requirement: Philosophy.*

## PRRS 200, World Religions, 3 Units

This course offers a study of global religious traditions in their cultural and historical contexts. Students critically examine various definitions and methodologies of global religious studies from the perspectives of confessing Christians. Traditions examined include Hinduism, Primal Religions, Buddhism, Confucianism, Taoism, Islam, Judaism, and Christianity. *Meets the General Education Requirement: World Religions.*

## PRTH 200, Theology and the Christian Life, 3 Units

This course provides an introduction to the beliefs of the Christian Church and their implications for Christian living. *Meets the General Education Requirement: Theology.*

## PRTH 354, Church History from the Eve of the Reformation to the Present, 3 Units

This course provides a study of the major developments in the history of Christianity from the eve of the Reformation to the present. Emphasis is placed on the development of the Christian Church in the West and recent developments in the two-thirds world. *Meets the General Education Requirement: Theology.*

## RELG 200, World Religions, 3 Units

This course covers global religious traditions in their cultural and historical contexts. Students critically examine various definitions and methodologies of global religious traditions from the perspectives of confessing Christians. Traditions examined include Hinduism, primal religions, Buddhism, Confucianism, Taoism, Islam, Judaism, and Christianity. *Meets the General Education Requirement: Intercultural Competence.*

## RELG 350, Judaism: A Story of Hope, 3 Units

This course introduces the texts, traditions, and practices of Judaism as they have developed over the centuries. Students are exposed to the literature of classical Judaism, including the Hebrew Bible, the Mishnah, the Midrash, and the Talmud. These texts are read in conjunction with a study of the historical, sociological, and phenomenological environments in which they developed and which mediated them from one generation to the next. Course material includes a study of how Judaism has responded to the changes wrought by modernity and the creation of the state of Israel. *Meets the General Education Requirement: Intercultural Competence.*

## RELG 351, Islam: The Way of Submission, 3 Units

This course introduces the texts, traditions, and practices of Islam as they have developed over the centuries. Course material focuses on rituals, ethics, and practices of Islam, along with discussion of Islam's holiest text, the Qur'an, and also includes study of the historical, sociological, and phenomenological environments in which these elements developed and which mediated them from one generation to the next. Students also explore how the various forms of Islam have responded to the changes wrought by the modern world. *Meets the General Education Requirement: Intercultural Competence.*

## RELG 352, Hinduism: Karma, Dharma, and Yoga, 3 Units

Students in this course explore the major indigenous religions of South Asia-with particular emphasis on shared concepts such as karma, the practices of yoga, and the attainment of dharma-in order to equip Christians for global Christian praxis and interreligious theological and philosophical dialogue. Course material traces the evolution of Indian religion from its roots in the Vedas and the Upanishads through the development of Jainism, Hinduism, and Sikhism, and concludes with an examination of "inclusivist" and "exclusivist" approaches to religious pluralism in contemporary Indian thought. *Meets the General Education Requirement: Intercultural Competence.*

## RELG 353, East Asian Religions and Mindfulness, 3 Units

Students in this course examine East Asian (or Taoist) religions including Mayahana or Ch'an Buddhism, Confucianism, and Taoism-with minor emphasis on Chinese folk religions and Shinto in their Chinese, Korean, and Japanese contexts, and on Vietnamese perspectives-in order to equip Christians for global Christian praxis and interreligious theological and philosophical dialogue. *Meets the General Education Requirement: Intercultural Competence.*

## RELG 395, Special Topics in Religious Studies, 3 Units

Students in this course explore selected topics, themes, or historical developments that are significant for the field of religious studies. Repeatable for credit. *Meets the General Education Requirement: Intercultural Competence.*

## THEO 200, Theology and the Christian Life, 3 Units

This course provides an introduction to the beliefs of the Christian Church and their implications for Christian living. *Meets the General Education Requirement: Theology.*
**Prerequisite:** PHIL 100, HUM 224, or HUM 324 (may be taken concurrently); or department consent.

## THEO 301, Faith and the Arts, 3 Units

This course introduces students to foundational doctrines of the Christian Church through the interaction of biblical texts and various art forms. Students practice the integration of Christian faith with the visual and performing arts, with the resulting creation of praxial theological research that culminates in written and artistic artifacts. *Meets the General Education Requirement: Theology.*
**Prerequisite:** 3 units of biblical studies, MIN 108, or department consent (MIN 108 is waived as a prerequisite for students transferring 60 or more units; all other prerequisites apply).

## THEO 303H, Theology and the Christian Life - Honors, 3 Units

The course provides an introduction to the doctrines of the Christian church, focusing on the Christian life and its relationship to theology. The course approaches theology from an inductive method in the Wesleyan tradition, helping the student learn to think theologically from the Scriptures, orthodox ecumenical tradition, experience, and reason. *Meets the General Education Requirement: Theology.*
**Prerequisite:** 3 units of UBBL, MIN 108, PHIL 210 or PHIL 100 or HUM 224 or HUM 324, or instructor consent. Must also be a student admitted to the Honors Collegeand be considered a member in "active" status.

## THEO 352, Church History: Apostolic Era to the Eve of the Reformation, 3 Units

This course provides a study of the major developments in the history of Christianity from the early Church to the eve of the Reformation. Emphasis is placed on the growth of Christian doctrine. *Meets the General Education Requirement: Theology.*
**Prerequisite:** 3 UBBL units, MIN 108, or department consent.

## THEO 352H, Church History: Apostolic Era to the Eve of the Reformation - Honors, 3 Units

This course provides a study of the major developments in the history of Christianity from the early Church to the eve of the Reformation. Emphasis is placed on the growth of Christian doctrine. *Meets the General Education Requirement: Theology.*
**Prerequisite:** 3 units of UBBL, MIN 108, or department consent. Must also have "active" status in the Honors College. MIN 108 is waived as a prerequisite for students transferring in 60 or more units. All other prerequisites apply.

## THEO 354, Church History from the Eve of the Reformation to the Present, 3 Units

This course provides a study of the major developments in the history of Christianity from the eve of the Reformation to the present. Emphasis is placed on the development of the Christian Church in the West and recent developments in the two-thirds world. *Meets the General Education Requirement: Theology.*
**Prerequisite:** 3 UBBL units, MIN 108, or department consent.

## THEO 354H, Church History from the Eve of the Reformation to the Present - Honors, 3 Units

This course provides a study of the major developments in the history of Christianity from the eve of the Reformation to the present. Emphasis is placed on the development of the Christian Church in the West and recent developments in the two-thirds world. *Meets the General Education Requirement: Theology.*
**Prerequisite:** 3 units of UBBL, MIN 108, or department consent. Must also have "active" status in the Honors College. MIN 108 is waived as a prerequisite for students transferring in 60 or more units. All other prerequisites apply.

## THEO 363, Contemporary Christian Theology, 3 Units

Contemporary Christian theologies are explored in the context of important changes in modern thought in the post-Enlightenment era, emphasizing issues of concern in today's Western, post-Christian culture.
**Prerequisite:** THEO 200

## THEO 410, Systematic Theology I, 3 Units

This is the first in a two-course sequence introducing theological thinking in relation to the great teachings of the Church, and inquiring into the meaning and implications of the doctrines of holiness, revelation, the Trinity, creation, the person and work of Jesus Christ, the person and work of the Holy Spirit, the Church, the sacraments, and eschatology. These courses focus on the witness of Scripture, the historic testimony of the Church, classical and contemporary modes of thought, and the meaning of theological thinking for the life of the student and the Church.
**Prerequisite:** THEO 200

## THEO 411, Systematic Theology II, 3 Units

The second in a two-course sequence introducing theological thinking in relation to the great teachings of the church, and inquiring into the meaning and implications of the doctrines of holiness, revelation, the Trinity, creation, the person and work of Jesus Christ, the person and work of the Holy Spirit, the Church, the sacraments, and eschatology. These courses focus on the witness of Scripture, the historic testimony of the Church, classical and contemporary modes of thought, and the meaning of theological thinking for the life of the student and the Church.
**Prerequisite:** THEO 200 and THEO 410

## THEO 420, Christian Apologetics, 3 Units

Apologetics is the reasoned and faithful response by the Christian church to problems and criticisms of the faith. This course surveys several of the major problems and criticisms of the Christian church: its history, life, and faith. It also reviews the intellectual and faithful responses that Christian scholars have provided to them.
**Prerequisite:** Junior or Senior Standing, UBBL 100, UBBL 230, PHIL 220

## THEO 423, Seminar in Church History, 3 Units

Students explore selected epochs, movements, or issues in the history of the Church.
**Prerequisite:** MIN 108, THEO 352 or THEO 354, or department consent (repeatable for credit)

## THEO 424, Writing 3: The Formation of Early Christianity, 3 Units

Students in this course examine the theological, social, historical, intellectual, cultural, political, and popular influences upon the development of early Christianity through the establishment of the imperial Christian Church in the late 4th century, resulting in the successful completion of a critical analytical research paper using primary and secondary sources. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2, MIN 108, THEO 352 or THEO 354, or department consent.

## THEO 425, Writing 3: American Christianity, 3 Units

In this Church history seminar, students examine the social, historical, intellectual, cultural, political, and popular influences upon the theological development of American Christianity from colonial Puritanism of the 17th century through various revivals, the Civil War, and the Jesus movements of the 20th century, resulting in the successful completion of a critical analytical research paper using primary and secondary sources. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2, MIN 108, THEO 352 or THEO 354, or department consent.

## THEO 427, Writing 3: The History of Christian Spirituality, 3 Units

In this church history seminar, students explore the church's views of healing, miracles, and other gifts of the Holy Spirit from the birth of the church in Acts 2, through the early church fathers, medieval mystics, Protestant reformers, and 19th c. holiness movements to the present-day Pentecostal and Charismatic movements through the successful completion of a critical analytical research paper using primary and secondary sources. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2, MIN 108, THEO 352 or THEO 354, or department consent.

## THEO 428, Global Christianity, 3 Units

In this church history seminar, students examine the historical, cultural, political, and religious influences upon the formation of global configurations of Christianity, including the impact of indigenous religions and worldviews and Western imperialism. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines, Intercultural Competence.*
**Prerequisite:** THEO 352 or THEO 354, or department consent

## THEO 440, The Theology of John Wesley, 3 Units

Students explore aspects of John Wesley, including his thought regarding personal and social ethics. The course emphasizes Wesley's theology of holiness, especially as it is articulated in his understanding of God's sovereign love, the self-giving life of Christ, the work of the Holy Spirit, the Christian life as a radical love for God and other humans, responsibility toward the poor and disenfranchised, and other issues.
**Prerequisite:** THEO 200

## THEO 442, Theologians and Theological Movements, 3 Units

This course examines major Christian theologians and theological movements of importance and interest to students of systematic theology. The course has a seminar format.
**Prerequisite:** THEO 200

## THEO 444, Doctrinal Theology, 3 Units

This course examines in depth one of the major loci in Christian theology. Consideration will be given to its biblical and historical foundations and contemporary expression. This course has a seminar format.
**Prerequisite:** THEO 200

## THEO 445, Theological Ethics, 3 Units

This course is an inquiry into the relationship between God's work in the world and the task of human beings to live well in light of a Trinitarian understanding of faith.
**Prerequisite:** THEO 200

## THEO 454, Christian Traditions, 3 Units

Students are introduced to the three major branches of the Christian Church: Roman Catholicism, Eastern Orthodoxy, and Protestantism. The course investigates the history, theology, polity, and worship practices of each tradition.
**Prerequisite:** THEO 352 or THEO 354, or department consent

## THEO 480, Theology from the Margins, 3 Units

In this course, students (1) examine systems of power that have developed around the concepts of race, gender and class; (2) the marginalizing effects of these systems upon particular peoples; (3) and the constructive theologies of liberation and resistance that have emerged in response. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** Completion of the GE Theology category

## THEO 495, Topics in Systematic Theology, 3 Units

Current topics of importance and interest to students of systematic theology are studied. The course has a seminar format. It may be taken more than once as topics change.
**Prerequisite:** THEO 200 or THEO 363, or department consent

## THEO 496, Senior Seminar: Theology and Social Issues, 3 Units

This course is designed for those who wish to further their understanding of an important issue facing Christians today. The course consists of a seminar format, including a major paper and oral presentation. Students combine Christian theology, biblical studies, and ethics to examine various ways in which the Christian faith can be lived out today. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Senior standing, completion of the majority of the units required for Biblical, Theological, and Philosophical Formation, and Writing 3.

## THEO 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. This course may be repeated for credit. An independent study fee is assessed for each enrollment in this class.

## THEO 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Junior or Senior Standing

## UBBL 100, Introduction to Biblical Literature: Exodus/Deuteronomy, 3 Units

This course introduces Old Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the books of Exodus and Deuteronomy. Students learn to observe the overall structure of these books, their historical settings, and modern approaches to their literary analysis. Students learn to interpret individual texts within each book. Students study how Deuteronomy uses the material of Exodus to communicate God's Word to a new generation. *Meets the General Education Requirement: Exodus/Deuteronomy.*
**Prerequisite:** MIN 108 (may be taken concurrently)

## UBBL 230, Luke/Acts, 3 Units

This course introduces New Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the Gospel of Luke and the Acts of the Apostles. Special attention is given to the texts with regard to their political, cultural, religious, and geographical settings; the literary structures and genres employed; and how these texts are relevant for faithful Christian living. *Meets the General Education Requirement: Luke/Acts.*
**Prerequisite:** UBBL 100 or department consent

## UBBL 235, Luke/Acts through a Latinx Lens, 3 Units

This course introduces New Testament biblical literature, hermeneutics, and literary critical methodologies, with a primary focus on the Gospel of Luke and the Acts of the Apostles, and the primary interpretive lens being that of the Latinx communities in the U.S. Special attention is given to the meaning of the texts with regard to ancient and contemporary political, cultural, religious, and geographical settings; the literary structures and genres employed; and how these texts are relevant for faithful Christian living within a Latinx context. There is also an academic service-learning component. *Meets the General Education Requirement: Luke/Acts.*
**Prerequisite:** UBBL 100 or department consent

## UBBL 310, The Rise of the King: I and II Samuel, 3 Units

Students study I and II Samuel, giving special attention to the text with regard to its purpose, theological message, politics, culture, religions, geographical setting, and literary genre. This course may also include brief surveys of Joshua and Judges as they relate to the rise of the monarchy in Israel. *Meets the General Education Requirement: Upper Division Bible.*
**Prerequisite:** UBBL 100 and UBBL 230 or HON 240, or instructor consent.

## UBBL 311, Old Testament Prophets, 3 Units

This course offers a critical and exegetical study of several selected minor prophets and at least one major prophet (Isaiah, Jeremiah, or Ezekiel). Special consideration is given to their ministry and message in light of the social, political, and religious conditions of their times, as well as the continuing relevance of the prophetic message for our day. *Meets the General Education Requirement: Upper Division Bible.*
**Prerequisite:** UBBL 100; UBBL 230 or HON 240; or instructor consent.

## UBBL 317, Ruth and Esther, 3 Units

This course offers an informed and exegetical study of the books of Ruth and Esther with special consideration to their geographical, political, cultural, religious, and literary dimensions. Additionally, attention is given to the various ways in which Ruth and Esther have been used as resources for contemporary communities of faith. *Meets the General Education Requirement: Upper Division Bible.*
**Prerequisite:** UBBL 100; UBBL 230 or HON 240

## UBBL 320, Psalms and Wisdom, 3 Units

Students undertake an advanced study of poetry and wisdom literature in the Hebrew Bible. Attention is given to the development of the literature as well as an investigation of each book's composition. *Meets the General Education Requirement: Upper Division Bible.*
**Prerequisite:** UBBL 100; UBBL 230 or HON 240; or instructor consent.

## UBBL 330, Life and Teachings of Jesus, 3 Units

The life, ministry, and teachings of Jesus Christ are the focus of this course. Special attention is given to the content of the Synoptic Gospels as well as the social, political, and religious conditions of the time. *Meets the General Education Requirement: Upper Division Bible.*
**Prerequisite:** UBBL 100; UBBL 230 or HON 240; or instructor consent.

## UBBL 331, The Gospel and Letters of John, 3 Units

This course focuses on literary and theological themes in the Gospel and three letters written by the Apostle John. Students gain understanding of why the Gospel and letters of John are important for them. *Meets the General Education Requirement: Upper Division Bible.*
**Prerequisite:** UBBL 230 or HON 240

## UBBL 340, Romans and Galatians, 3 Units

This course provides an analytical, exegetical, and expositional study of the biblical texts of Romans and Galatians. Special attention is given to the nature of Paul's ministry, the theological, social, and practical issues he addressed, and how these texts are relevant for faithful Christian living. *Meets the General Education Requirement: Upper Division Bible.*
**Prerequisite:** UBBL 100; UBBL 230 or HON 240; or instructor consent.

## UBBL 341, Thessalonian and Corinthian Epistles, 3 Units

Paul's letters to the churches at Thessalonica and Corinth are studied, with attention given to the nature of Paul's ministry and the doctrinal and practical issues he addresses. *Meets the General Education Requirement: Upper Division Bible.*
**Prerequisite:** UBBL 100; UBBL 230 or HON 240; or instructor consent.

## UBBL 350, Biblical Lands and Cultures, 3 Units

This comprehensive course of study emphasizes the geography, history, and archaeology of Israel and its neighbors in biblical and postbiblical times. Students will also be introduced to the complex social, political, and religious issues facing the Middle East today. The course will be taught as a semester class on the Azusa campus or in conjunction with a tour of the Bible lands. *Meets the General Education Requirement: Upper Division Bible, Intercultural Competence.*

## UBBL 351, Near Eastern Archaeology, 3 Units

The history and material culture of the Levant are surveyed from prehistoric times through the Iron Age, with particular emphasis on the contributions of ancient Israel to the development of culture. Attention is also given to the nature, goals, and methods of scholarly inquiry and interpretation.
**Prerequisite:** UBBL 100 and UBBL 230 or instructor consent.

## UBBL 352, Archaeological Field Excavation, 3 Units

An introduction to the theory and practice of archaeological excavation as carried out in Israel and other parts of the Middle East. The student will be trained in the methods of survey, field excavation, recording, and pottery analysis. The student will also learn how to intelligently assess and explain the results of Near Eastern Archaeology as it relates to the Bible.
**Prerequisite:** Completion of a 300-level General Education Bible requirement or department consent

## UBBL 442, Prison and Pastoral Epistles, 3 Units

This course is a study of Pauline theology as revealed in these two groups of letters. Special attention is given to Pauline Christology and ecclesiology and their practical relevance for the contemporary Church.
**Prerequisite:** One 300-level New Testament Course: UBBL 330, UBBL 340, UBBL 341, UBBL 343, or department consent

## UBBL 450, Old Testament World, 3 Units

This course examines the history, religion, and culture of ancient Israel within the broader context of the Ancient Near East from the beginnings of civilization through Alexander the Great. Special attention is given to the political, cultural, and religious systems of Egypt, Mesopotamia, Anatolia, and the Eastern Mediterranean world, and their contributions to present-day culture.
**Prerequisite:** Completion of a 300-level Old Testament course, or department approval.

## UBBL 451, New Testament World, 3 Units

The social, political, religious, philosophical, ideological, and literary environment of the Greco-Roman world is studied as the cultural context of Second Temple Judaism, early Christianity, and their literature.
**Prerequisite:** UBBL 230 and one UBBL 300 level course

## UBBL 472, Biblical Apocalyptic, 3 Units

Students learn about the rise and development of the apocalyptic literature found in the collections of the Old Testament, Pseudepigrapha, Apocrypha, and New Testament. Special attention is given to Daniel, Matthew 24-25, 1 and 2 Thessalonians, and Revelation and how those texts are relevant for faithful Christian living.
**Prerequisite:** One 300-level New Testament Course: UBBL 330, UBBL 340, UBBL 341, UBBL 343, or department consent

## UBBL 476, Writing 3: Women in the Biblical Tradition, 3 Units

This course enables students to participate in the discourse community of their major by assessing the rhetorical situations they will encounter when they enter their academic field or profession. Students also create documents in at least two genres, implementing the techniques they have developed in Writing 1 & 2. The writing component will complement an introduction to the students to how women are depicted in biblical tradition. It includes careful reading of narratives about women in the Bible, both Old and New Testaments, as well as the reception of and expansion on those narratives in early Church tradition. Furthermore, the student explores the way contemporary readers/hearers encounter these texts in light of their own cultural location and faith perspectives. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Completion of GE Writing 2 requirements and 100-, 200-, and 300-level General Education UBBL requirements.

## UBBL 481, History of Biblical Interpretation, 3 Units

This is an upper-division humanities course that introduces the student to the rich history of the interpretation of biblical writings. The focus rests on the ways in which the various faith communities, Jewish as well as Christian, received the writings, rendered them comprehensible and relevant to contemporary concerns, and passed them on to subsequent generations. The chronological range covered by this course begins during the biblical period itself and extends to the present day.
**Prerequisite:** Completion of a 300-level UBBL course.

## UBBL 482, Global Biblical Interpretation, 3 Units

This course examines how Christians in the non-Western world have received the Bible and have made it meaningful to their own cultural concerns. Students examine alternate approaches to the science and art of biblical interpretation, approaching non-Western interpretation of the Bible from theoretical, sociological, literary-critical, theological, and practical perspectives. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** UBBL 100, UBBL 230, and one 300-level UBBL course or department consent.

## UBBL 483, Postcolonial Biblical Interpretation, 3 Units

This course examines the modern history of biblical interpretation, giving special attention to the development of postcolonial biblical criticism, an innovative approach to reading sacred texts that draws from the life experiences of those who have suffered from colonial and imperial oppression. Students examine the various themes of postcolonial theory in order to assess its strengths and consider its blind spots. Students also learn to apply its various principles to the exegesis of biblical texts.
**Prerequisite:** Completion of a 300-level UBBL course.

## UBBL 493, Biblical Studies Capstone Course: Old Testament Theology, 3 Units

This course provides opportunities to develop skills for engaging basic issues concerning theology in the Old Testament as Christian Scripture. Subjects include the relationship between God and the world, knowledge of God, the sovereignty of God, the holiness of God, the justice and mercy of God, and the people of God. Writing assignments are built on exegetical skills cultivated in other UBBL coursework and provide a platform for mastering principled research methods, textual and hermeneutical analysis, and critical evaluation of ancient and modern theological discourse. To meet the biblical studies capstone requirement for majors, this course or UBBL 494 may be taken.
**Prerequisite:** Senior standing, at least one 300-level Old Testament course, Writing 3, or department consent.

## UBBL 494, Biblical Studies Capstone Course: New Testament Theology, 3 Units

Students in this course explore major New Testament themes and how they relate theologically. The course offers a comparative study of New Testament writers (Matthew, Mark, Luke, John, Paul, the author of Hebrews, and others), with focus upon what they disclose about God, Jesus Christ, the Holy Spirit, the Church, sin, salvation, the coming Kingdom, and other subjects. As a capstone course, attention is given to methodology, biblical literacy, informed thinking, and faith integration. To meet the biblical studies capstone requirement for majors, either this course or UBBL 493 may be taken.
**Prerequisite:** Senior standing, at least one 300-level New Testament course, Writing 3, or department consent.

## UBBL 495, Special Topics in Biblical Studies, 3 Units

This course explores topics in Biblical Studies not covered in-depth by regular department offerings.
**Prerequisite:** One upper-division UBBL course

## UBBL 496, Senior Seminar: Biblical Theology and Ethics, 3 Units

This senior seminar examines an important theological and ethical issue facing Christians today. This course explains selected methods and content from the fields of biblical theology and biblical ethics and prepares students to articulate various ways in which the Christian faith can be lived out in the contemporary world. The seminar format includes an oral presentation and a thesis. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Senior standing; Completion of a 100, 200, and 300 level UBBL General Education course; One General Education Theology course; and Writing 3.

## UBBL 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and an approved professor. This course may be repeated for credit. An independent study fee is assessed for each enrollment in this class.

## UBBL 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Junior or Senior Standing

# BA in Biblical Studies

39 units

The biblical studies major (https://www.apu.edu/theology/programs/biblical-studies-major/) combines a broad background in philosophy, Christian theology, and ministry with a solid foundation in the Bible. Graduates are furnished with a biblical basis for Christian ministry and evangelism and are prepared for graduate study in the Bible and Christian theology.

## Career Opportunities

This major provides students with tools for continued education at a seminary or university. Graduates have also assumed positions in churches and Christian organizations where knowledge and understanding of the Scriptures are essential.

## Requirements

Core requirements for the biblical studies major may double-count with course requirements for the biblical hermeneutics and/or biblical archaeology concentration. A minimum 2.5 cumulative GPA is required in all courses for the major.

### THEO/UBBL Double Major Guidelines

Should a student choose to double major in theology and biblical studies, he/she must take 3 additional upper-division courses in **a single discipline** of either THEO or UBBL (THEO 4XX or UBBL 3XX/4XX) to meet the guidelines for double majors (p. 1028).

**NOTE: Only one correspondence course may be counted toward the major or minor and only with permission from the department.**

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| UBBL 230 | Luke/Acts [1,2] | 3 |
| or UBBL 235 | Luke/Acts through a Latinx Lens | |
| UBBL 476 | Writing 3: Women in the Biblical Tradition [3] | 3 |
| Select one of the following: | | 3 |
| UBBL 496 | Senior Seminar: Biblical Theology and Ethics [4] | |
| MIN 496 | Senior Seminar: Church and Society [4] | |
| PHIL 496 | Senior Seminar [4] | |
| THEO 496 | Senior Seminar: Theology and Social Issues [4] | |
| MINY 226 | Studying and Teaching the Bible | 3 |
| UBBL 4xx | Any 400-level UBBL Course | 3 |
| Select one of the following: | | 3 |
| THEO 363 | Contemporary Christian Theology | |
| Any 400-level THEO course | | |
| Select one of the following: | | 3 |
| RELG 200 | World Religions [5] | |
| UBBL 350 | Biblical Lands and Cultures [6] | |
| UBBL 482 | Global Biblical Interpretation [5] | |
| Select one of the following: | | 3 |
| THEO 352 | Church History: Apostolic Era to the Eve of the Reformation [7] | |
| THEO 354 | Church History from the Eve of the Reformation to the Present [7] | |
| HUM 325 | Core Texts in Christianity [7] | |
| Select one of the following: | | 3 |
| PHIL 303 | Reasons for Faith: Exploring the Rationality of the Existence of God and Christianity | |
| PHIL 315 | History of Ancient Philosophy | |
| PHIL 316 | Medieval Philosophy | |
| PHIL 320 | History of Early Modern Philosophy | |
| PHIL 325 | History of 19th and 20th Century Philosophy | |
| HUM 324 | Core Texts in Philosophy [8] | |
| Select 12 units of upper-division ancient languages or biblical studies courses from the following: | | 12 |
| ALNG 456 | Ancient Languages | |
| GRKB 300 | Intermediate Greek I | |
| GRKB 301 | Intermediate Greek II | |
| GRKB 454 | Greek Readings | |
| HEBB 300 | Intermediate Hebrew I | |
| HEBB 301 | Intermediate Hebrew II | |
| HEBB 455 | Hebrew Readings | |
| UBBL 310 | The Rise of the King: I and II Samuel [9] | |
| UBBL 311 | Old Testament Prophets [9] | |
| UBBL 317 | Ruth and Esther [9] | |
| UBBL 320 | Psalms and Wisdom [9] | |
| UBBL 330 | Life and Teachings of Jesus [9] | |
| UBBL 331 | The Gospel and Letters of John [9] | |
| UBBL 340 | Romans and Galatians [9] | |
| UBBL 341 | Thessalonian and Corinthian Epistles [9] | |
| UBBL 350 | Biblical Lands and Cultures [6] | |
| UBBL 351 | Near Eastern Archaeology | |
| UBBL 352 | Archaeological Field Excavation | |
| UBBL 442 | Prison and Pastoral Epistles | |
| UBBL 450 | Old Testament World | |
| UBBL 451 | New Testament World | |

| UBBL 472 | Biblical Apocalyptic |
| UBBL 481 | History of Biblical Interpretation |
| UBBL 482 | Global Biblical Interpretation [5] |
| UBBL 483 | Postcolonial Biblical Interpretation |
| UBBL 493 | Biblical Studies Capstone Course: Old Testament Theology (If not taken above) |
| UBBL 494 | Biblical Studies Capstone Course: New Testament Theology (If not taken above) |
| UBBL 497 | Readings |
| UBBL 498 | Directed Research |

Students may substitute one of the ancient languages or biblical studies electives above with one of the following religious studies courses:

| RELG 350 | Judaism: A Story of Hope [5] |
| RELG 351 | Islam: The Way of Submission [5] |
| RELG 352 | Hinduism: Karma, Dharma, and Yoga [5] |
| RELG 353 | East Asian Religions and Mindfulness [5] |

| **Total Units** | **39** |

[1]     Either course meets the General Education Luke/Acts requirement.
[2]     Meets the General Education Biblical, Theological, and Philosophical Formation requirement.
[3]     Meets the General Education Writing 3 requirement.
[4]     Meets the General Education Integrative and Applied Learning requirement.
[5]     Meets the General Education Intercultural Competence requirement.
[6]     Meets the General Education Intercultural Competence **or** Upper-Division Bible requirement.
[7]     Meets the General Education Theology requirement.
[8]     Meets the General Education Philosophy requirement.
[9]     Meets the General Education Upper-Division Bible requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain current methodological approaches used to study the Christian Scriptures.
2. Explain how history and culture influence the interpretation of the Christian Scriptures.
3. Write an acceptable Biblical Studies research paper or prepare an equivalent project.
4. Articulate how scripture, tradition, experience, and reason shape our Christian worldview.
5. Articulate biblically responsible perspectives on gender, race, and ethnic and cultural diversity.

# BA in Christian Ministries

45 units

The Christian ministries major (https://www.apu.edu/theology/programs/christian-ministries-major/) provides the student with a broad perspective in the field of religion, and academic preparation involving theory and professional training. Graduates are prepared for more-specialized graduate study and given the conceptual and technical resources for effective service in Christian ministry. Courses are available in practical theology, pastoral work, Christian education, missions, and urban ministry.

## Career Opportunities

Graduates with a Christian ministries major assume positions in local churches as pastors, directors of Christian education, and youth pastors; in Christian schools as teachers and administrators; and in parachurch or nonprofit organizations as leaders and staff members, in the United States and other countries.

## Requirements

Successful completion of the major requires a 2.5 cumulative GPA in all courses required for the major.

| Code | Title | Units |
|------|-------|-------|
| **Specific General Education Requirements for Christian Ministries Majors** | | |
| MIN 108 | Christian Life, Faith, and Ministry | |
| PHIL 100 | Introduction to Philosophy | |
| THEO 200 | Theology and the Christian Life | |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | |
| UBBL 230 | Luke/Acts | |
| **Undergraduate Division Core** | | |
| UBBL 3XX/4XX | Upper-Division Bible Course [1] | 3 |
| Select one of the following: | | 3 |
| PHIL 301 | Practical Ethics [2] | |
| PHIL 303 | Reasons for Faith: Exploring the Rationality of the Existence of God and Christianity | |
| PHIL 315 | History of Ancient Philosophy | |
| PHIL 316 | Medieval Philosophy | |
| PHIL 320 | History of Early Modern Philosophy | |
| PHIL 325 | History of 19th and 20th Century Philosophy | |
| PHIL 330 | Ethics | |
| Select one of the following: | | 3 |
| THEO 352 | Church History: Apostolic Era to the Eve of the Reformation [3] | |
| THEO 354 | Church History from the Eve of the Reformation to the Present [3] | |
| Select one of the following: | | 3 |
| MIN 496 | Senior Seminar: Church and Society [4] | |
| THEO 496 | Senior Seminar: Theology and Social Issues [4] | |
| UBBL 496 | Senior Seminar: Biblical Theology and Ethics [4] | |
| **Christian Ministries Major Core** | | |
| WRIT 200 | Writing 2: Writing for Christian Practice [5] | 3 |
| or MIN 206 | Introduction to Practical Theology | |
| MIN 300 | Writing 3: Culture and Ministry [6] | 3 |
| MIN 301 | Adolescent Development in Family Ministry | 3 |
| MIN 401 | Christian Ministry Internship I [7] | 3 |
| MIN 417 | The Art of Leadership [7] | 3 |
| MINC 200 | Introduction to Contemporary Christian Ministries | 3 |
| MINC 318 | Theology and Practice of Ministry | 3 |
| MINC 467 | Spiritual Transformation | 3 |
| MINY 226 | Studying and Teaching the Bible | 3 |
| **Christian Ministries Electives** | | |
| Select two of the following: | | 6 |
| MIN 350 | Mentoring and Small Groups | |
| MIN 495 | Topics in Ministry | |
| MINC 253 | Evangelism and Discipleship | |
| MINC 330 | Intercultural Ministries [8] | |
| MINC 370 | Introduction to Pastoral Care and Counseling | |
| MINC 405 | Christian Mission in the 21st Century | |
| MINC 408 | Principles of Preaching | |
| MINC 420 | Suffering: Theological and Practical Perspectives on Disabilities | |
| MINC 430 | Race, Reconciliation, and Ministry [8] | |
| MINC 456 | Ministry Organization and Administration | |
| MINC 487 | Exegeting the City | |
| MINY 400 | Christian Values and Human Sexuality | |
| MINY 403 | Adolescent Issues and Intervention | |
| **Total Units** | | **45** |

   This is in addition to the General Education Upper-Division Bible requirement; students must choose from one of the other upper-division courses offered by the department.

   Meets the General Education Civic Knowledge and Engagement requirement.

   Meets the General Education Theology requirement.

   Meets the General Education Integrative and Applied Learning requirement.

   WRIT 200 meets the General Education Writing 2 requirement.

   Meets the General Education Writing 3 requirement.

   MIN 401 and MIN 417 require concurrent enrollment.

   Meets the General Education Intercultural Competence requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate proficiency in communication.
2. Apply practical theology methodologies in ministry contexts.
3. Develop a healthy awareness of one's self, gifts, and/or callings.
4. Exhibit increased capacities to cultivate inclusive communities.
5. Demonstrate competence related to skills required for Christian leadership.
6. Articulate how their maturing theology informs their Christian practice.

# BA in Philosophy

33 units

## Mission

The Department of Philosophy (https://www.apu.edu/theology/philosophy/) equips and mentors students to become intellectual leaders in important debates about compelling philosophical issues that shape contemporary culture.

## Goals

The philosophy major (https://www.apu.edu/theology/programs/philosophy-major/) achieves this mission by developing a community of scholars who are:

- **Intellectually Skilled**: Excellent in critical reading, analytic reasoning, and persuasive argumentative writing.
- **Historically Informed**: Cognizant of the classical philosophical theories and principles that have shaped contemporary debates about God, human nature, and the Good Life.
- **Pragmatically Oriented**: Able to use this combination of intellectual skills and theoretical knowledge to influence contemporary cultural practices concerning religion, science, ethics, civil service, public policy, and the arts.

## Distinctive Features

APU's philosophy major embodies four distinctive characteristics of the university's Wesleyan Christian heritage:

- **Classical Christian Orientation:** We draw upon the greatest aspects of the classical Christian philosophical traditions—Orthodox, Roman Catholic, and Protestant.
- **Sanctity of Mind:** We believe that all people are called to love God with their minds by cultivating intellectual virtues so they can better understand God, human nature, and all of God's Creation.
- **Sanctity of Heart:** We believe that all people are called to love God with their hearts by cultivating moral virtues so they can be better lovers of God and of their neighbors and better stewards of God's Creation.
- **Community-Oriented Service:** We believe that all people are called to manifest their love of God and neighbor by putting these intellectual and moral virtues into practice, serving their ecclesial and civil communities.

## Career Opportunities

The major in philosophy prepares students for excellence in a variety of careers, such as:

- Professor
- Lawyer
- Bioethicist
- Public Policy Analyst
- Corporate Compliance Manager
- Pastor/Theologian
- K-12 Teacher

## Requirements

The philosophy major is completed by taking PHIL 100 or HUM 224 and at least 30 units of upper-division work in philosophy from the list below. Each course is 3 units. Courses below cannot be counted for any other major in the Division of Religion and Philosophy. A minimum 2.5 cumulative GPA is required in all major courses.

| Code | Title | Units |
| --- | --- | --- |
| **Required Courses** | | |
| PHIL 100 | Introduction to Philosophy [1,2] | 3 |
| PHIL 310 | Formal Logic | 3 |
| PHIL 315 | History of Ancient Philosophy [2] | 3 |
| PHIL 320 | History of Early Modern Philosophy [2] | 3 |
| PHIL 330 | Ethics | 3 |
| PHIL 340 | Writing 3: Concepts of Human Nature [3] | 3 |
| Select one of the following: | | 3 |
| PHIL 440 | Epistemology | |
| PHIL 445 | Metaphysics | |
| **Electives** | | |
| Select 12 units consisting of any upper-division PHIL courses not being used to satisfy the Required Courses above. At least 6 of these units must be at the 400 level. [4] | | 12 |
| **Total Units** | | **33** |

[1] Meets the General Education Philosophy requirement.
[2] HUM 224 may be taken in exchange for PHIL 100. HUM 324 may be taken in exchange for PHIL 315 or PHIL 320.
[3] Meets the General Education Writing 3 requirement.
[4] PHIL 301 and PHIL 303 do not count for this elective requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Formulate philosophical questions with precision and clarity.
2. Articulate the structure of a philosopher's position or philosophical text and assess its strengths and weaknesses.
3. Identify and critique key figures and themes in the history of philosophy and the perspectives of those marginalized by this history.
4. Critically analyze societal problems and proposed resolutions from a Christian perspective.
5. Demonstrate continual intellectual growth through personal research and scholarship.
6. Manifest skills enabling them to be strong candidates for a graduate program in philosophy.

# BA in Theology

36 units

The theology that guides Department of Theology programs is a reasoned response to God's self-disclosure in Jesus Christ. This theology is a careful articulation of the mystery, grace, and hope of that story, which takes place among the people of Jesus—the Church. The theology major serves students who wish to give themselves to this particular way of truth and life. It aids in preparing students for graduate work in related disciplines and for Christian service in the Church and the world.

The theology major (https://www.apu.edu/theology/programs/theology-major/) equips and encourages undergraduate students to become effective and faithful theologians, well-prepared for further theological education as well as for service to the Church, by developing in them suitable analytical, reflective, and expressive skills and bringing them into fruitful engagement with a broad range of theological resources as they learn to apply Christian theology to contemporary issues.

## Program Goals

1. Through the General Education courses, the theology program seeks to prepare all undergraduate students to demonstrate an understanding of the essential components of theological reflection and an ability to give thoughtful consideration to current and historical issues in light of the Church's Scriptures and traditions. Graduates should be able to articulate a Christian worldview of truth and life and apply biblically based ethical reasoning skills to problems.
2. The theology program cultivates collegial scholarship for faithful engagement with students, the Church, and the academy.
3. The theology program continues to develop and refine mechanisms that bring theology majors into fruitful firsthand engagement with contemporary theological work as it is carried out in the academy. This may develop through projects of their own or through collaborative efforts with faculty. Graduates should demonstrate a practice of continual intellectual growth through personal scholarship and development.
4. The theology program continues to develop and refine methods of teaching and mentoring that further students' theological contributions to the Church and society. Graduates should practice a respect for the worth of all persons with appreciation of individual and cultural differences, demonstrating truth telling and grace in their relationships, and should be able to articulate the importance of extending genuine community to all peoples locally, regionally, nationally, and globally.
5. The theology program encourages and cultivates students' growth in the ability to think critically about the historical, doctrinal, biblical, and practical aspects of the Christian faith, including appreciating, understanding, and valuing the Church. Students grow into a greater awareness of the personal and social relevance and spiritual richness that informed, disciplined theological reflection can bring to their Christian existence and their own impact upon the world in which they live.

## Career Opportunities

The theology major is offered as an avenue of sustained and thoughtful devotion to the God of the Gospel. At the same time, it provides students with the discipline and practices that are requisite for graduate study or other service in the Church and the world. APU theology alumni have pursued graduate studies at Duke Divinity School, Fuller Theological Seminary, Oxford Centre for Mission Studies, Princeton Theological Seminary, Vanderbilt Divinity School, Yale Divinity School, and other institutions in fields such as education, sociology, law, theology, Church history, biblical studies, philosophy, and international relations. Alumni have also served as pastors, chaplains, teachers, social workers, community organizers, nonprofit program administrators, and relief workers, and in parachurch ministries.

## Requirements

THEO/UBBL Double Major Guidelines: Should a student choose to double major in theology and biblical studies, he/she must take 3 additional upper-division courses in **a single discipline of** either THEO or UBBL (THEO 4XX or UBBL 3XX/4XX) to meet the guidelines for double majors (p. 1028).

A minimum 2.5 cumulative GPA is required in all major courses. The theology major may be earned by completing all of the following courses:

| Code | Title | Units |
|---|---|---|
| **Major Course Requirements** | | |
| WRIT 200 | Writing 2: Writing for Christian Practice [1] | 3 |
| or WRIT 202 | Writing 2: Philosophical Writing in C. S. Lewis | |
| THEO 200 | Theology and the Christian Life [2] | 3 |
| THEO 352 | Church History: Apostolic Era to the Eve of the Reformation [2] | 3 |
| THEO 354 | Church History from the Eve of the Reformation to the Present [2] | 3 |
| THEO 363 | Contemporary Christian Theology | 3 |
| THEO 4XX | 400-level Theology Course [3] | 3 |
| THEO 4XX | 400-level Theology Course [3] | 3 |
| THEO 4XX | 400-level Theology Course [3] | 3 |
| THEO 496 | Senior Seminar: Theology and Social Issues [4] | 3 |
| UBBL 3/4XX | Biblical Studies Elective | 3 |
| MINC or MINY 3/4XX | Christian Ministries Elective | 3 |
| Select one of the following: | | 3 |
| PHIL 315 | History of Ancient Philosophy | |
| PHIL 316 | Medieval Philosophy | |
| PHIL 320 | History of Early Modern Philosophy | |

| | | |
|---|---|---|
| PHIL 325 | History of 19th and 20th Century Philosophy | |
| **Total Units** | | **36** |

1    Meets the General Education Writing 2 requirement.
2    Meets the General Education Theology requirement.
3    Students who wish to earn a Church history concentration may do so by substituting three of the upper-division theology courses above with three Church history seminar courses listed below as needed. Students who wish to earn a systematic theology concentration may do so by substituting three of the upper-division theology courses above with three systematic theology courses listed below, and taking an additional Church history seminar course. See tables below for additional details.
4    Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain the relationships between context and Christian theological traditions.
2. Examine important societal issues in light of Christian theological traditions.
3. Properly represent the theological ideas of people with diverse perspectives.
4. Evaluate their own implicit theological beliefs in light of Christian theological traditions.
5. Develop their own commitments in conversation with Christian theological traditions.

# BA in Youth and Family Ministries

45 units

The youth and family ministries major (https://www.apu.edu/theology/programs/youth-and-family-ministries-major/) trains, equips, and educates students to effectively reach and minister to adolescents in an increasingly diverse global context. This major is built upon the premise that effective youth work requires the youth worker to be a student of God's Word, culture, and adolescence. Upon completion of this Bachelor of Arts in Youth and Family Ministries, students are equipped to step into youth and family ministry contexts and/or graduate programs.

## Requirements

Successful completion of the major requires a 2.5 cumulative GPA in all courses required for the major.

| Code | Title | Units |
|---|---|---|
| **Specific General Education Requirements for Youth and Family Ministries Majors** | | |
| MIN 108 | Christian Life, Faith, and Ministry | |
| PHIL 100 | Introduction to Philosophy | |
| THEO 200 | Theology and the Christian Life | |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | |
| UBBL 230 | Luke/Acts | |
| **Undergraduate Division Core** | | |
| UBBL 3XX/4XX: Upper-division Bible Course [1] | | 3 |
| Select one of the following: | | 3 |
| PHIL 301 | Practical Ethics [2] | |
| PHIL 303 | Reasons for Faith: Exploring the Rationality of the Existence of God and Christianity | |
| PHIL 315 | History of Ancient Philosophy | |
| PHIL 316 | Medieval Philosophy | |
| PHIL 320 | History of Early Modern Philosophy | |
| PHIL 325 | History of 19th and 20th Century Philosophy | |
| PHIL 330 | Ethics | |
| Select one of the following: | | 3 |
| THEO 352 | Church History: Apostolic Era to the Eve of the Reformation [3] | |
| THEO 354 | Church History from the Eve of the Reformation to the Present [3] | |
| Select one of the following: | | 3 |

| | | |
|---|---|---|
| MIN 496 | Senior Seminar: Church and Society [4] | |
| PHIL 496 | Senior Seminar [4] | |
| THEO 496 | Senior Seminar: Theology and Social Issues [4] | |
| **Youth and Family Ministries Major Core** | | |
| WRIT 200 | Writing 2: Writing for Christian Practice [5] | 3 |
| or MIN 206 | Introduction to Practical Theology | |
| MIN 300 | Writing 3: Culture and Ministry [6] | 3 |
| MIN 301 | Adolescent Development in Family Ministry | 3 |
| MIN 401 | Christian Ministry Internship I [7] | 3 |
| MIN 417 | The Art of Leadership [7] | 3 |
| MINY 203 | Introduction to Contemporary Youth and Family Ministries | 3 |
| MINY 226 | Studying and Teaching the Bible | 3 |
| MINY 400 | Christian Values and Human Sexuality | 3 |
| MINY 403 | Adolescent Issues and Intervention | 3 |
| **Youth and Family Ministries Electives** | | |
| Select two of the following: | | 6 |
| MIN 350 | Mentoring and Small Groups | |
| MIN 495 | Topics in Ministry | |
| MINC 253 | Evangelism and Discipleship | |
| MINC 318 | Theology and Practice of Ministry | |
| MINC 330 | Intercultural Ministries [8] | |
| MINC 370 | Introduction to Pastoral Care and Counseling | |
| MINC 405 | Christian Mission in the 21st Century | |
| MINC 408 | Principles of Preaching | |
| MINC 420 | Suffering: Theological and Practical Perspectives on Disabilities | |
| MINC 430 | Race, Reconciliation, and Ministry [8] | |
| MINC 456 | Ministry Organization and Administration | |
| MINC 467 | Spiritual Transformation | |
| MINC 487 | Exegeting the City | |
| **Total Units** | | **45** |

[1]    This is in addition to the General Education upper-division Bible requirement; students must choose one of the other upper-division courses offered by the department.

[2]    Meets the General Education Civic Knowledge and Engagement requirement.

[3]    Meets the General Education Theology requirement.

[4]    Meets the General Education Integrative and Applied Learning requirement.

[5]    WRIT 200 meets the General Education Writing 2 requirement.

[6]    Meets the General Education Writing 3 requirement.

[7]    MIN 401 and MIN 417 require concurrent enrollment.

[8]    Meets the General Education Intercultural Competence requirement.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate proficiency in communication.
2. Apply practical theology methodologies in ministry contexts.
3. Develop a healthy awareness of one's self, gifts, and/or callings.
4. Exhibit increased capacities to cultivate inclusive communities.
5. Demonstrate competence related to skills required for Christian leadership.
6. Articulate how their maturing theology informs their Christian practice.

# Certificate of Distinction in Biblical Studies

## Requirements

24-25 units

Students who maintain a GPA of at least 3.5 in their major can earn a Certificate of Distinction in Biblical Studies by completing 24-25 units of upper-division work in biblical studies and biblical languages.

| Code | Title | Units |
| --- | --- | --- |
| Upper-division Ancient Languages course | | 3-4 |
| UBBL 476 | Writing 3: Women in the Biblical Tradition [1] | 3 |
| UBBL 493 | Biblical Studies Capstone Course: Old Testament Theology | 3 |
| or UBBL 494 | Biblical Studies Capstone Course: New Testament Theology | |
| Choose any five UBBL 4XX courses | | 15 |
| **Total Units** | | **24-25** |

[1]  Meets the General Education Writing 3 requirement.

# Certificate of Distinction in Philosophy

33 units

The Certificate of Distinction in Philosophy recognizes that a student has achieved a superior mastery of courses that provide a strong basis for graduate study in philosophy and demonstrate the student's ability to think critically within a specialized area of philosophy.

## Requirements

To receive the Certificate of Distinction in Philosophy, students must complete 33 units from the list below with a grade-point average of 3.5 or better.

| Code | Title | Units |
| --- | --- | --- |
| Requirements: | | |
| PHIL 100 | Introduction to Philosophy [1,2] | 3 |
| PHIL 310 | Formal Logic | 3 |
| PHIL 315 | History of Ancient Philosophy [2] | 3 |
| PHIL 320 | History of Early Modern Philosophy [2] | 3 |
| PHIL 330 | Ethics | 3 |
| PHIL 340 | Writing 3: Concepts of Human Nature [3] | 3 |
| Select one of the following: | | 3 |
| PHIL 440 | Epistemology | |
| PHIL 445 | Metaphysics | |
| Select 12 units of any upper-division PHIL courses not being used to satisfy the requirements above. At least 6 of these units must be at the 400 level. [4] | | 12 |
| **Total Units** | | **33** |

[1]  Meets the General Education Philosophy requirement.
[2]  HUM 224 may be taken in exchange for PHIL 100; HUM 324 may be taken in exchange for PHIL 315 or PHIL 320.
[3]  Meets the General Education Writing 3 requirement.
[4]  PHIL 301 and PHIL 303 do not count for this elective requirement. PHIL 360 covers various topics and may be repeated for a total of 6 units within the 12 units of electives. PHIL 451 and PHIL 452 meet the General Education Intercultural Competence requirement.

# Certificate of Distinction in Theology

24 units

The Certificate of Distinction in Theology acknowledges the achievement of theology majors who exhibit a mastery of theology coursework in preparation for graduate study by maintaining a GPA of 3.5 or better in 24 units of upper-division work in theology, Church history, or the history of philosophy from the following list:

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Required Senior Seminar** | | |
| THEO 496 | Senior Seminar: Theology and Social Issues [1] | 3 |
| **Additional Units** | | |
| Complete 12 additional units of 400-level coursework in theology or Church history or 300-level coursework in history of philosophy. | | 12 |
| **Required Emphasis** | | |
| Complete 9 units (not used above) from one of three emphases: | | 9 |
| **Church History Emphasis** | | |
| Select three of the following: | | |
| THEO 423 | Seminar in Church History | |
| THEO 424 | Writing 3: The Formation of Early Christianity [2] | |
| THEO 425 | Writing 3: American Christianity [2] | |
| THEO 427 | Writing 3: The History of Christian Spirituality [2] | |
| THEO 428 | Global Christianity [3] | |
| THEO 454 | Christian Traditions | |
| **Systematic Theology Emphasis** | | |
| Select three of the following: | | |
| THEO 440 | The Theology of John Wesley | |
| THEO 442 | Theologians and Theological Movements | |
| THEO 444 | Doctrinal Theology | |
| THEO 445 | Theological Ethics | |
| THEO 480 | Theology from the Margins [4] | |
| THEO 495 | Topics in Systematic Theology | |
| THEO 497 | Readings | |
| **History of Philosophy Emphasis** | | |
| Select three of the following: | | |
| PHIL 315 | History of Ancient Philosophy | |
| PHIL 316 | Medieval Philosophy | |
| PHIL 320 | History of Early Modern Philosophy | |
| PHIL 325 | History of 19th and 20th Century Philosophy | |
| **Total Units** | | **24** |

[1]  Meets the General Education Integrative and Applied Learning requirement.
[2]  Meets the General Education Writing 3 requirement.
[3]  Meets the General Education Writing 3 or Intercultural Competence requirement.
[4]  Meets the General Education Intercultural Competence requirement

# Minor in Ancient Languages

## Requirements

18 units

The ancient languages minor consists of 6 units of elementary language instruction plus any combination of 12 additional units in Greek (Koine or classical), Hebrew, Latin, or other ancient languages. Students may earn a minor in ancient languages with a concentration in either Greek or Hebrew, provided at least 12 units are in the same respective language.

| Code | Title | Units |
|---|---|---|
| Select 6 units from the following: | | 6 |
| GRKC 200 | Elementary Classical Greek I | |
| GRKC 201 | Elementary Classical Greek II | |
| GRKB 200 | Elementary Greek I | |
| GRKB 201 | Elementary Greek II | |
| HEBB 200 | Elementary Hebrew I | |
| HEBB 201 | Elementary Hebrew II | |
| LTN 200 | Elementary Latin I | |
| LTN 201 | Elementary Latin II | |
| Select 12 units from the following: | | 12 |
| GRKB 300 | Intermediate Greek I | |
| GRKB 301 | Intermediate Greek II | |
| GRKB 454 | Greek Readings [1] | |
| HEBB 300 | Intermediate Hebrew I | |
| HEBB 301 | Intermediate Hebrew II | |
| HEBB 455 | Hebrew Readings [1] | |
| ALNG 456 | Ancient Languages | |
| **Total Units** | | **18** |

[1]    Course may be repeated to earn enough units for a concentration in either Greek or Hebrew.

# Minor in Biblical Studies

## Requirements

18 units

The minor consists of UBBL 230 or UBBL 235, 12 upper-division units in biblical studies (includes the 300-level UBBL General Education requirement), and either UBBL 100 or any additional upper-division biblical studies course. Students may also include upper-division Greek or Hebrew.

| Code | Title | Units |
|---|---|---|
| UBBL 230 | Luke/Acts [1,2] | 3 |
| or UBBL 235 | Luke/Acts through a Latinx Lens | |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy (or any additional upper-division Bible course) [2] | 3 |
| Select 12 units from the following: | | 12 |
| UBBL 310 | The Rise of the King: I and II Samuel [3] | |
| UBBL 311 | Old Testament Prophets [3] | |
| UBBL 317 | Ruth and Esther [3] | |
| UBBL 320 | Psalms and Wisdom [3] | |
| UBBL 330 | Life and Teachings of Jesus [3] | |
| UBBL 340 | Romans and Galatians [3] | |
| UBBL 341 | Thessalonian and Corinthian Epistles [3] | |
| UBBL 350 | Biblical Lands and Cultures [4] | |
| UBBL 351 | Near Eastern Archaeology | |
| UBBL 352 | Archaeological Field Excavation [5] | |
| UBBL 442 | Prison and Pastoral Epistles | |
| UBBL 450 | Old Testament World | |
| UBBL 451 | New Testament World | |
| UBBL 472 | Biblical Apocalyptic | |
| UBBL 476 | Writing 3: Women in the Biblical Tradition [6] | |
| UBBL 481 | History of Biblical Interpretation | |
| UBBL 482 | Global Biblical Interpretation [7] | |

| | |
|---|---|
| UBBL 483 | Postcolonial Biblical Interpretation |
| UBBL 493 | Biblical Studies Capstone Course: Old Testament Theology |
| UBBL 494 | Biblical Studies Capstone Course: New Testament Theology |
| UBBL 496 | Senior Seminar: Biblical Theology and Ethics [8] |
| UBBL 497 | Readings |
| UBBL 498 | Directed Research |
| GRKB 300 | Intermediate Greek I |
| GRKB 301 | Intermediate Greek II |
| GRKB 454 | Greek Readings |
| HEBB 300 | Intermediate Hebrew I |
| HEBB 301 | Intermediate Hebrew II |
| HEBB 455 | Hebrew Readings |
| **Total Units** | **18** |

[1]   Either course meets the General Education Luke/Acts requirement.
[2]   Meets the General Education Biblical, Theological, and Philosophical Formation requirement.
[3]   Meets the General Education Upper-Division Bible requirement.
[4]   Meets the General Education Upper-Division Bible or Intercultural Competence requirement.
[5]   Does not meet the General Education Upper-Division Bible requirement.
[6]   Meets the General Education Writing 3 requirement.
[7]   Meets the General Education Intercultural Competence requirement.
[8]   Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain current methodological approaches used to study the Christian Scriptures
2. Explain how history and culture influence the interpretation of the Christian Scriptures
3. Write an acceptable Biblical Studies research paper or prepare an equivalent project
4. Articulate how scripture, tradition, experience, and reason shape our Christian worldview
5. Articulate biblically responsible perspectives on gender, race, and ethnic and cultural diversity

# Minor in Christian Ministries

18 units

## Requirements

Successful completion of the minor requires a 2.5 cumulative GPA in all courses required for the minor.

| Code | Title | Units |
|---|---|---|
| MINC 200 | Introduction to Contemporary Christian Ministries | 3 |
| WRIT 200 | Writing 2: Writing for Christian Practice [1] | 3 |
| or MIN 206 | Introduction to Practical Theology | |
| MINC 318 | Theology and Practice of Ministry | 3 |
| Select three of the following: | | 9 |
| MIN 300 | Writing 3: Culture and Ministry [2] | |
| MIN 301 | Adolescent Development in Family Ministry | |
| MIN 336 | Family Development and Ministry | |
| MIN 350 | Mentoring and Small Groups | |
| MIN 495 | Topics in Ministry | |
| MINC 253 | Evangelism and Discipleship | |
| MINC 326 | Effective Teaching in Christian Education | |

| | | |
|---|---|---|
| MINC 330 | Intercultural Ministries [3] | |
| MINC 346 | Ministry to the City | |
| MINC 370 | Introduction to Pastoral Care and Counseling | |
| MINC 408 | Principles of Preaching | |
| MINC 416 | Communicating the Gospel | |
| MINC/SOCW 420 | Suffering: Theological and Practical Perspectives on Disabilities | |
| MINC 430 | Race, Reconciliation, and Ministry [3] | |
| MINC 446 | Children's Educational Ministries | |
| MINC 456 | Ministry Organization and Administration | |
| MINC 467 | Spiritual Transformation | |
| MINC 487 | Exegeting the City | |
| MINY 226 | Studying and Teaching the Bible | |
| RELG 200 | World Religions [3] | |
| **Total Units** | | **18** |

[1]   WRIT 200 meets the General Education Writing 2 requirement.
[2]   Meets the General Education Writing 3 requirement.
[3]   Meets the General Education Intercultural Competence requirement.

## Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate proficiency in communication.
2. Apply practical theology methodologies in ministry contexts
3. Develop a healthy awareness of one's self, gifts, and/or callings.
4. Exhibit increasing capacities to cultivate inclusive communities.
5. Demonstrate competence related to skills required for Christian leadership.
6. Articulate how their maturing theology informs their Christian practice.

# Minor in Cultural Engagement

18 units

## Requirements

| Code | Title | Units |
|---|---|---|
| MIN 108 | Christian Life, Faith, and Ministry [1] | 3 |
| WRIT 200 | Writing 2: Writing for Christian Practice [2] | 3 |
| or MIN 206 | Introduction to Practical Theology | |
| THEO 200 | Theology and the Christian Life [3] | 3 |
| PHIL 301 | Practical Ethics [4] | 3 |
| or PHIL 330 | Ethics | |
| MNCE 310 | Practical Theology and Contemporary Issues | 3 |
| MNCE 415 | Practical Theology and Vocational Engagement | 3 |
| **Total Units** | | **18** |

[1]   Meets the General Education Biblical, Theological, and Philosophical Formation requirement.
[2]   WRIT 200 meets the General Education Writing 2 requirement.
[3]   Meets the General Education Theology requirement.
[4]   PHIL 301 meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Intentionally apply practical theology methods in critically interacting with ideas, events, and issues prevalent in contemporary society.
2. Elaborate on specific and imaginative ways in which their faith can inform their personal and vocational lives.
3. Engage contemporary issues through interdisciplinary and theological frameworks.
4. Exhibit proficiency in written and oral communication.

# Minor in Philosophical Apologetics

18 units

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Prerequisite** | | **3** |
| Select one of the following: | | |
| PHIL 100 | Introduction to Philosophy [1] | |
| HUM 224 | Core Texts in Philosophy [1] | |
| PHIL 305 | Critical Thinking and Civil Discourse [2] | |
| **I. Foundations** | | **3** |
| PHIL 303 | Reasons for Faith: Exploring the Rationality of the Existence of God and Christianity | |
| **II. Historical Background** | | **3** |
| Select one of the following: | | |
| HUM 324 | Core Texts in Philosophy [1] | |
| PHIL 315 | History of Ancient Philosophy | |
| PHIL 316 | Medieval Philosophy | |
| PHIL 320 | History of Early Modern Philosophy | |
| PHIL 340 | Writing 3: Concepts of Human Nature [3] | |
| **III. Metaphysics/Epistemology** | | **3** |
| Select one of the following: | | |
| PHIL 440 | Epistemology | |
| PHIL 445 | Metaphysics | |
| **IV. Religion/Science** | | **3** |
| Select one of the following: | | |
| PHIL 410 | Philosophy of Religion | |
| PHIL 415 | Philosophical Theology | |
| PHIL 430 | Philosophy of Science | |
| PHIL 495 | Seminar in Philosophy | |
| **V. Electives** | | **3** |
| Select one of the following: | | |
| WRIT 202 | Writing 2: Philosophical Writing in C. S. Lewis [4] | |
| RELG 350 | Judaism: A Story of Hope [5] | |
| RELG 351 | Islam: The Way of Submission [5] | |
| RELG 352 | Hinduism: Karma, Dharma, and Yoga [5] | |
| THEO 363 | Contemporary Christian Theology | |
| THEO 410 | Systematic Theology I | |
| or any course in III or IV not already used for credit toward the minor | | |
| **Total Units** | | **18** |

[1]   Meets the General Education Philosophy requirement.
[2]   Meets the General Education Civic Knowledge and Engagement requirement.

[3]     Meets the General Education Writing 3 requirement.
[4]     Meets the General Education Writing 2 requirement.
[5]     Meets the General Education Intercultural Competence requirement.

# Minor in Philosophy

18 units

The philosophy minor consists of 18 units (15 upper-division units of approved philosophy courses from the list below, plus 3 units of PHIL 100 or HUM 224).

## Requirements

A cumulative 2.5 GPA is required in all courses applied to the minor.

| Code | Title | Units |
| --- | --- | --- |
| PHIL 100 | Introduction to Philosophy [1] | 3 |
| or HUM 224 | Core Texts in Philosophy | |
| In addition to 3 units of PHIL 100 or HUM 224, choose 15 units from 300- or 400-level PHIL courses or the following: | | 15 |
| POLI 360 | Classical Political Thought | |
| POLI 363 | Modern Political Thought | |
| HUM 324 | Core Texts in Philosophy [1] | |
| **Total Units** | | **18** |

[1]     Meets the General Education Philosophy requirement.

# Minor in Practical and Professional Ethics

18 units

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Prerequisite** | | **3** |
| PHIL 100 | Introduction to Philosophy [1] | |
| or HUM 224 | Core Texts in Philosophy | |
| **I. Ethical Reasoning** | | **3** |
| Select one of the following: | | |
| PHIL 301 | Practical Ethics [2] | |
| PHIL 330 | Ethics | |
| **II. Social and Political Thought** | | **3** |
| Select one of the following: | | |
| HUM 324 | Core Texts in Philosophy [1] | |
| POLI 360 | Classical Political Thought | |
| POLI 363 | Modern Political Thought | |
| HIST 389 | Modern American Intellectual History | |
| **III. Special Topics** | | **3** |
| Select one of the following: | | |
| PHIL 362 | Business, Virtue, and the Good Life | |
| PHIL 364 | Bioethics | |
| PHIL 366 | Environmental Ethics | |
| PHIL 450 | Special Topics in Ethics | |
| THEO 445 | Theological Ethics | |
| **IV. Elective** | | **3** |

Select one of the following (or any course in II or III above that is not already being used for credit toward the minor):

| | | |
|---|---|---|
| PHIL 360 | Social and Political Debates | |
| PHIL 451 | Race, Sex and Science [3] | |
| PHIL 452 | Classical Chinese Ethics [3] | |
| **V. Integration and Application** | | **3** |
| Select one of the following: | | |
| PHIL 495 | Seminar in Philosophy | |
| PHIL 496 | Senior Seminar [4] | |
| BIOL 496 | Writing 3: Ethics and the Sciences [5] | |
| BUSI 496 | Senior Seminar: Business Ethics [4] | |
| THEO 496 | Senior Seminar: Theology and Social Issues [4] | |
| UNRS 496 | Writing 3: Ethics and Issues in Health Care [5] | |
| **Total Units** | | **18** |

[1]   Meets the General Education Philosophy requirement.
[2]   Meets the General Education Civic Knowledge and Engagement requirement.
[3]   Meets the General Education Intercultural Competence requirement.
[4]   Meets the General Education Integrative and Applied Learning requirement.
[5]   Meets the General Education Writing 3 requirement.

# Minor in Religious Studies

18 units

We are participants in a global community. From our next-door neighbors to our coworkers, our community partners to our global interactions, we are becoming involved with people from all over the world as never before. Religious studies minors leave APU with a greater ability to engage the world from a place of sincere Christian faith, awareness, and praxis.

## Mission Statement

The religious studies minor offers courses in global religious studies, employing a dialogical perspective that invites conversation between Christians and people from non-Christian religious traditions. This program prepares undergraduate students for responsible understanding of, and engagement with, people of a variety of global religious traditions in order to be faithful, well-informed, and culturally sensitive participants in intercultural and interreligious dialogue.

Students must achieve a 2.5 cumulative GPA for all courses required for this minor.

| Code | Title | Units |
|---|---|---|
| RELG 200 | World Religions [1] | 3 |
| Select 15 units from the following: | | 15 |
| RELG 350 | Judaism: A Story of Hope [1] | |
| RELG 351 | Islam: The Way of Submission [1] | |
| RELG 352 | Hinduism: Karma, Dharma, and Yoga [1] | |
| RELG 353 | East Asian Religions and Mindfulness [1] | |
| RELG 395 | Special Topics in Religious Studies [1] | |
| UBBL 3XX | Any 300-level UBBL course | |
| UBBL 4XX | Any 400-level UBBL course | |
| THEO 3XX | Any 300-level THEO course | |
| THEO 4XX | Any 400-level THEO course | |
| MIN/MINC/MINY 3XX | Any 300-level MIN, MINC, or MINY course | |
| MIN/MINC/MINY 4XX | Any 400-level MIN, MINC, or MINY course | |
| PHIL 410 | Philosophy of Religion | |
| PSYC 440 | Psychology of Religion | |
| SOC 360 | Sociology of Religion | |

Traditional prerequisites must be met for each course. Students may take a maximum of 6 units from each upper-division subject area (RELG, THEO, UBBL, MIN/MINC/MINY).

| | |
|---|---|
| **Total Units** | **18** |

[1]    Meets the General Education Intercultural Competence requirement.

# Minor in Theology

18 units

The theology minor consists of THEO 200 and 9 upper-division THEO units (any 3XX or 4XX THEO courses offered by the department qualify), 3 units of UBBL, and 3 units of PHIL 100, HUM 224, or HUM 324. The UBBL, PHIL 100, and THEO 200 requirements may be used to meet the theology minor requirement and a General Education requirement.

## Requirements

Theology minors must earn a minimum cumulative GPA of 2.5 in the courses being applied toward the minor.

| Code | Title | Units |
|---|---|---|
| Any upper-division (3XX or 4XX) UBBL course [1] | | 3 |
| PHIL 100 | Introduction to Philosophy [2] | 3 |
| or HUM 224 | Core Texts in Philosophy | |
| or HUM 324 | Core Texts in Philosophy | |
| THEO 200 and 3 upper-division (3XX or 4XX) THEO courses of choice [3] | | 12 |
| **Total Units** | | **18** |

[1]    The following courses will also fulfill the General Education Upper-Division Bible requirement: UBBL 310, UBBL 311, UBBL 317, UBBL 320, UBBL 330, UBBL 331, UBBL 340, UBBL 341, UBBL 350

[2]    All options meet the General Education Philosophy requirement.

[3]    THEO 200 meets the General Education Theology requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain the relationships between context and Christian theological traditions.
2. Examine important societal issues in light of Christian theological traditions.
3. Properly represent the theological ideas of people with diverse perspectives.
4. Evaluate their own implicit theological beliefs in light of Christian theological traditions.
5. Develop their own commitments in conversation with Christian theological traditions.

# Minor in Youth and Family Ministries

## Requirements

18 units

Successful completion of the minor requires a 2.5 cumulative GPA in all courses required for the minor.

| Code | Title | Units |
|---|---|---|
| MINY 203 | Introduction to Contemporary Youth and Family Ministries | 3 |
| WRIT 200 | Writing 2: Writing for Christian Practice [1] | 3 |
| or MIN 206 | Introduction to Practical Theology | |
| MIN 301 | Adolescent Development in Family Ministry | 3 |
| MINY 400 | Christian Values and Human Sexuality | 3 |
| Select two of the following: | | 6 |

| | |
|---|---|
| MINC 253 | Evangelism and Discipleship |
| MIN 300 | Writing 3: Culture and Ministry [2] |
| MIN 350 | Mentoring and Small Groups |
| MIN 495 | Topics in Ministry |
| MINC 330 | Intercultural Ministries [3] |
| MINC 370 | Introduction to Pastoral Care and Counseling |
| MINC 405 | Christian Mission in the 21st Century |
| MINC 416 | Communicating the Gospel |
| MINC 420 | Suffering: Theological and Practical Perspectives on Disabilities |
| MINC 430 | Race, Reconciliation, and Ministry [3] |
| MINC 467 | Spiritual Transformation |
| MINC 487 | Exegeting the City |
| MINY 226 | Studying and Teaching the Bible |
| MINY 403 | Adolescent Issues and Intervention |

**Total Units** **18**

[1]   Meets the General Education Writing 2 requirement.
[2]   Meets the General Education Writing 3 requirement.
[3]   Meets the General Education Intercultural Competence requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate proficiency in communication.
2. Apply practical theology methodologies in ministry contexts.
3. Develop a healthy awareness of one's self, gifts, and/or callings.
4. Exhibit increasing capacities to cultivate inclusive communities.
5. Demonstrate competence related to skills required for Christian leadership.
6. Articulate how their maturing theology informs their Christian practice.

# College of Education and Behavioral Sciences

The College of Education and Behavioral Sciences is composed of the following schools:

- School of Education (p. 469)
- School of Behavioral Sciences (p. 340)

# School of Behavioral Sciences

The School of Behavioral Sciences comprises a wide range of programs across numerous departments:

- Department of Clinical Psychology (p. 341): Doctor of Psychology (PsyD) in Clinical Psychology
- Department of Criminal Justice (p. 358): Criminal Justice Major, Bachelor of Arts in Criminal Justice (Bachelor's Completion), Criminal Justice Minor (Professional)
- Department of Higher Education (p. 367): Master of Science in College Counseling and Student Development, Doctor of Philosophy (PhD) in Higher Education, Doctor of Education (EdD) in Higher Education Leadership, and the Doctoral-Level Certificate in Strengths-Oriented Higher Education
- Department of Marriage and Family Therapy (p. 382): Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT), and the Substance Use Disorders Certificate
- Department of Psychology (p. 390): Psychology Majors (BA and BS), Psychology Minor, Alcohol and Drug Counseling Minor, Master of Science in Research Psychology and Data Analysis, Master of Science in Child Life (including Advanced Standing option), Master of Science in Counseling

Psychology with Specialization in Children and Adolescents, Play Therapy Certificate, Bachelor of Arts in Psychology (Bachelor's Completion), and Professional Minors in Psychology and Alcohol and Drug Counseling

- Department of Social Work (p. 421): Social Work Major (BSW), Certificate of Distinction in Undergraduate Social Work Research, Master of Social Work (MSW), and the Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance Services

All programs within the school carry a distinctly Christian perspective that challenges students intellectually and spiritually while remaining flexible and student-oriented. Creative scheduling allows professionals engaged in evolving careers to enroll in graduate courses taught by highly qualified faculty and held on APU's Azusa campus and at regional locations throughout Southern California.

## Accreditation

All Azusa Pacific programs are accredited by the WASC Senior College and University Commission (https://www.wscuc.org/), and professional programs in the School of Behavioral and Applied Sciences have earned the following specialized accreditations:

- The PsyD program is accredited by the Office of Program Consultation and Accreditation of the American Psychological Association (APA) (https://accreditation.apa.org/)[1]. APA accreditation recognizes that the program meets the standards for quality programs in psychology as stated in the APA's *Guidelines and Principles for Accreditation of Programs in Professional Psychology.*
- The BSW and MSW programs are accredited by the Council on Social Work Education (CSWE) (https://www.cswe.org/).
- The Pupil Personnel Service Credential in School Social Work and Child Welfare and Attendance Services is accredited by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/).

[1]    Office of Program Consultation and Accreditation, American Psychological Association, 750 First St., NE, Washington, DC 20002-4242, (202) 336-5979.

# Department of Clinical Psychology

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org/).
- The APU PsyD program is accredited by the American Psychological Association (APA) (https://coaportal.apa.org/login/)[1] Commission on Accreditation. APA accreditation recognizes that the program meets the standards for high-quality programs in psychology as stated in the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology.

[1]    Office of Program Consultation and Accreditation, American Psychological Association, 750 First St., NE, Washington, DC 20002-4242, (800) 374-2721, email: apaaccred@apa.org (%61%70%61%61%63%63%72%65%64%40%61%70%61%2e%6f%72%67)

**Learn more about the Department of Clinical Psychology. (https://www.apu.edu/bas/clinical-psychology/)**

## Programs

- Doctor of Psychology (PsyD) in Clinical Psychology (p. 348)

## Courses

### PPSY 700C, Psychopathology, 3 Units

This course reviews the role and categories of psychopathology utilized in the assessment and treatment of individual, marriage and family dysfunction. Students develop their diagnostic and analytical skills through a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders 4th Edition Text Revision (DSM-IV-TR). This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

### PPSY 700D, Introduction to Clinical Practice: Basic Skills, 3 Units

This course provides students with an introduction to the skill and the art of psychotherapy. The course incorporates didactic instruction, experiential learning, readings, and reflection in order to meet this course objective. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

## PPSY 700E, Advanced Developmental Psychology I: Infancy through Adolescence, 2 Units

This course is part of a two-course sequence that helps students learn to utilize a life-span perspective in their work as clinical psychologists. This course reviews important developmental issues and milestones from infancy through adolescence, paying particular attention to context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low education attainment, abuse and neglect, and inadequate housing impact development. Biological, social, and psychological aspects of development are included; models of psychological development are presented; and the processes of change and adaptation are examined, including clinical issues such as grief and loss. Clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities. This course is taken during the first year of the Psy.D. program and is foundational to the curriculum; as such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

## PPSY 700F, Diversity I: Multiculturally Responsive Attitudes and Knowledge, 3 Units

This course provides an introduction and overview to Multicultural Responsiveness within the context of the psychotherapeutic relationship and through the development of the counselor/therapist. Self-awareness of one's own cultural values and biases, awareness of the patient's worldview, and the application of culturally appropriate intervention strategies are all emphasized. This course will address the cultural dimensions of race/ethnicity, socioeconomic status, gender, sexual orientation, age, mental/physical disabilities, and religion/spirituality. The course will combine didactic and experiential elements of instruction in order to promote student growth and professional development regarding cultural diversity and the practice of psychotherapy.

## PPSY 700H, Assessment I, 3 Units

This course gives students a broad understanding of the psychometric principles related to psychological assessment. This course is the first in a sequence of assessment courses that are continued in the doctoral program, and, therefore, has specific emphases necessary to provide a foundation for a psychologist's knowledge base in assessment. Special emphasis is placed on understanding the science of psychological assessment, including an introduction to descriptive statistics, reliability, validity, and item analysis. Structuring a basic assessment battery, conducting clinical interviews and the use of psychological tests in diverse contexts is also addressed. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

## PPSY 700I, Systems II: Family Therapy, 3 Units

This course consists of an overview of current theories and methods of family intervention. The systems approach is emphasized, though psychodynamic and communication concepts in the interpersonal field are also included. The major theorists in each system are identified and their techniques demonstrated.
**Prerequisite:** PPSY 711

## PPSY 700J, Introduction to Clinical Skills: Advanced Skills, 3 Units

This course provides an introduction to the clinical world of the psychologist. A review of basic clinical skills is provided, with an emphasis on developing and refining the skills related to the relationship between clinician and client-respect, warmth, genuineness, empathy, concreteness, potency, self-disclosure, confrontation, and immediacy. Work in small groups gives students an opportunity to role play and receive feedback concerning their skills. This course is taken during the first year of the doctoral program and is foundational to the curriculum; as such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.
**Prerequisite:** PPSY 700D

## PPSY 701, Introduction to Clinical Practicum and Professional Practice, 2 Units

This course provides a further introduction to the field of clinical psychology. Students practice basic skills in assessment, interviewing, and sensitivity to diversity, with a special focus on case conceptualization. Activities include role playing and videotaping of clinical practice. Additional exploration of ethical issues in the practice of clinical psychology is also included.

## PPSY 701A, Clinical Practicum and Professional Practice, 2 Units

This course is a companion course to PPSY 701, Introduction to Clinical Practicum, to assist students during their first year of practicum and beyond. The foundational skills of the relationship competence are further expanded and developed. During the second semester of the course, students expand on learning from the first semester, now taking what they have learned and applying it to clinical case work. An expansion of basic skills is the focus, including: rapport-building; case conceptualization; making preliminary and informed diagnoses; use of therapeutic interventions; how to use clinical supervision; and how to attend to legal and ethical issues in the therapy room. Students learn how to apply theoretical orientation models to clinical work and develop the skills of treatment planning and theoretical case conceptualization. A continued emphasis on diversity and ethics underlies the core curriculum. This course focuses heavily on experimental learning, with active engagement with core material. This may include role plays, guided class discussions, growth in knowledge of the self, videotaping and review of videotapes of clients, and other classroom and homework activities designed to enhance student learning.
**Prerequisite:** PPSY 701

## PPSY 702, Legal and Ethical Competence for Psychologists, 3 Units

This course introduces students to the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct and laws relevant to the practice of psychology. Students must pass a competency examination on legal and ethical issues, practice basic clinical skills, and have their clinical work reviewed.

## PPSY 703, Psychological Theories: Psychoanalytic/Psychodynamic, 2 Units

Using primary and secondary sources, this survey course provides an overview of the history of psychoanalytic thought from Freud to the present. Prominent theorists and movements within psychoanalytic history will be featured, with an emphasis on central concepts such as: key theoretical concepts, theory of development, philosophy/structure of mind, theory of psychopathology, theory of treatment/change. Empirical support for the efficacy of psychodynamic psychotherapy will be presented. Key movements in the consideration of religion and spirituality within psychoanalysis will also be discussed.

## PPSY 705, Psychological Theories: Group, 2 Units

This course provides an introduction to the theory and practice of group psychotherapy. Students explore several prominent group therapy models and develop some clinical competency in group therapy.

## PPSY 706, Psychological Theories: Postmodern, 2 Units

This course provides an overview of postmodern theories that are prominent in the field of clinical psychology. Course material covers the theoretical and research underpinnings of specific models, along with their relationship to language, human interaction, and social constructivism; the various schools of thought associated with the discipline since its inception; and the influence and impact of each of these schools on the practice of psychology. Models covered include narrative therapy, solution-focused therapy, feminist therapy, and multicultural therapy, and students explore the subject matter through lectures, readings, discussions, and videos.

## PPSY 707, Clinical Interventions: Psychodynamic, 2 Units

Students in this course learn an empirically supported model of time-limited psychodynamic psychotherapy. This course includes conceptual/theoretical underpinnings as well as clinical application, and ideally, students are already in a clinical setting where this modality may be utilized. Consultation on cases is provided to students in this course.

## PPSY 708, Clinical Interventions: Cognitive Behavioral Therapy, 2 Units

This course provides an overview of interventions related to cognitive behavioral therapy (CBT). Students learn conceptual foundations and interventions of CBT theory in order to modify thought patterns, affective states, and behaviors as related to specific disorders and clinical populations. Students also develop a basic understanding of the efficacy of CBT as a psychotherapeutic treatment modality. Interventions are taught through in-class written assignments, by engaging in role-plays, and by observing sessions.

## PPSY 709, Clinical Interventions: Group, 2 Units

This course provides an introduction to the practice of group psychotherapy. Students explore several prominent group therapy models and begin to develop clinical competency in group therapy.
**Prerequisite:** PPSY 705

## PPSY 710, Clinical Interventions: Postmodern, 2 Units

In this course, students learn conceptual, perceptual, and executive skills of postmodern interventions, including solution-focused brief therapy. Students develop a better understanding of how postmodern interventions enhance the treatment of clients.

## PPSY 711, Psychology and Systems Theory, 3 Units

This course provides an introduction to the discipline of Family Psychology and the theoretical orientation of the Psy.D. curriculum. An in-depth analysis of the tenets of systems theory and their application to psychotherapy is provided. Philosophical, theological, and psychological ramifications of systems theory are considered. Students are challenged to adopt an ecological systems epistemology and think critically regarding the integration of psychological theories within a systemic framework.

## PPSY 714, Assessment III: Cognitive Assessment, 4 Units

This course covers the assessment of intelligence in children, adolescents, and adults and the assessment of children for developmental, learning, and emotional disorders. The course emphasizes the Wechsler intelligence scales. Critical analysis of cultural considerations in test interpretation is considered. The development and composition of comprehensive assessment batteries are addressed. This course includes a mandatory lab for practice in the administration, scoring, and interpretation of assessment devices.

## PPSY 714A, Cognitive Assessment Lab, 1 Unit

This course covers the administration and scoring of intelligence assessment measures for children, adolescents, and adults. The course emphasizes the Wechsler intelligence scales.

## PPSY 716, Family Psychology, 3 Units

This course examines family development, the assessment of family functioning, the intersection of psychopathology and family dynamics, and family psychotherapy. Students learn to administer and interpret family assessment measures. The role of culture, ethnicity, and religious influences in families is discussed. Students develop systemic treatment plans that recognize the value of the appropriate inclusion of individual, dyadic, and family therapy sessions.

## PPSY 718, History and Systems of Psychology, 3 Units

This course provides an overview of the history of the discipline of psychology. Topics covered include the theoretical and research underpinnings of the discipline; the various schools of thought associated with the discipline since its inception; and the influence and impact of each of these schools upon the practice of psychology. Students explore the subject matter through lecture, readings, discussion, and videos.

## PPSY 719, Social Psychology, 2 Units

The course provides an overview of the theoretical and applied knowledge of social psychology, which consists of how individuals affect their environment, and how the environment affects individual behavior and social interactions. The focus is on theory and empirical research which supports theory. In addition, classic action-oriented social psychology is examined in the application of social psychological theory to real-life situations.

## PPSY 720, Clinical and Professional Consultation, 1 Unit

This course offers additional support to Psy.D. students' clinical placement and supervision experiences as they receive clinical training at practicum sites. The primary purpose of this course is to provide an opportunity for students to discuss their clinical caseload in order to further develop their case conceptualization and presentation skills. Furthermore, the class provides an opportunity for faculty to encourage professional development and provide department oversight of students' clinical placement experience. This course is required every semester students are at a practicum site, and successful completion of the practicum is required to receive credit for this course.
**Corequisite:** Clinical training at a practicum site

## PPSY 722, Research Design I, 3 Units

This course provides an introduction to research design and its application to psychology. Emphasis is given to developing knowledge and skills in research design, and in assessing the technical adequacy of research conducted by others. Various types of clinical dissertations are presented and discussed to assist students in developing their clinical dissertation proposal.

## PPSY 723, Research Design II, 3 Units

This course focuses on statistical methodologies and their applications in the analysis of both empirical and qualitative data. Lectures emphasize statistical concepts and their application to clinical research. Computer applications of statistical software packages are emphasized in an experiential laboratory component. This course provides the foundational skills necessary for students to finalize their clinical dissertation proposal and to conduct the research to complete their clinical dissertation.

## PPSY 724, Systems IV: Couples Theory and Therapy, 3 Units

This course reviews the current literature on dyadic relationships and psychotherapeutic approaches to couples. A minimum of three contemporary theoretical orientations and their clinical applications are studied in depth. Demonstration, simulation, case presentations, and clinical experience are used to reinforce the models presented. Students receive training in the administration and interpretation of assessment devices for the clinical evaluation of couples. Variations across cultures and interaction with wider systems are considered.

## PPSY 730, Cognition, 2 Units

This course studies current information on cognition and cognitive processes. The relationship of contemporary understandings of cognition to the practice of psychotherapy is considered.

## PPSY 730A, Cognitive and Affective Bases of Behavior, 3 Units

This course provides foundational knowledge of cognitive and affective bases of behavior. Topics such as affect, mood, emotion, learning, memory, thought processes, and decision-making are covered. The relationship of contemporary understandings of affect and cognition to the practice of psychotherapy is also considered.

## PPSY 731, Dissertation Development, 1 Unit

This course provides advanced instruction in the development of the Psy.D. dissertation. Students participate in the section of the course that addresses the category they have chosen for their dissertation (e.g., qualitative research, quantitative research, program consultation, critical literature analysis, theoretical development, or clinical application).

## PPSY 732, Child and Adolescent Psychology, 3 Units

This course is designed to give students a broad understanding of clinical child and adolescent psychology. This course will mainly emphasize diagnosis and treatment of common childhood and adolescent psychiatric disorders. This course will utilize a developmental psychopathology model; therefore, both protective factors and risk factors for children and adolescent mental health will be covered. The course will highlight empirically validated treatments in work with children and adolescents; however, general treatment approaches will also be discussed.

## PPSY 734, Gerontology, 2 Units

This course focuses on the specific developmental issues, psychopathology, and therapeutic interventions relevant to the aging. Special attention is given to ecosystemic factors, such as extended family dynamics and community services, as they relate to treatment. Differences across cultures are considered.

## PPSY 735, Adolescent Psychology, 2 Units

This course covers current perspectives on adolescent development, psychopathology, and psychotherapy. Traditional and recent models of adolescent development are reviewed. DSM-IV criteria for disorders that relate especially to adolescents are reviewed and therapeutic interventions studied. Special attention is given to models that recognize systemic factors in the etiology and treatment of adolescent issues. Students learn to administer and interpret at least one assessment device for adolescents (e.g., MMPI-A, MACI).

## PPSY 739, Psychobiology, 3 Units

This course introduces the biological and neurological bases of human behavior. The role of the central nervous system and organic bases of psychological development and psychopathology are examined. The effects of trauma, head injury, and the neurological aspects of DSM-IV disorders are discussed.

## PPSY 740, Consultation in Clinical Psychology, 2 Units

This course provides instruction and training in the provision of professional clinical consultation. Students are introduced to the theoretical and practical aspects of providing consultation.

## PPSY 742, Diversity II: Historical and Current Causes of Systemic Differences and Oppression, 3 Units

This course examines the historical legacy, events, and circumstances that have led to structural and systemic policies that have advantaged certain populations and people groups over others in the United States. As the second in a sequence of four diversity courses, the focus of this course is upon equipping students to understand the impact of historical events on their clients' lives and learning how to consider the historical context in psychotherapy.
**Prerequisite:** PPSY 700F

## PPSY 743, Diversity III: Responsiveness in Clinical Practice, 3 Units

This course builds on previous PPSY diversity courses, emphasizing application of diversity concepts. It provides a review of and expansion upon key concepts and essential elements, as well as an introduction to some other aspects of multicultural counseling/therapy competency (MCT). The course also provides an on-campus forum for the review and integration of multicultural competence concepts in clinical practice at a practicum site chosen as part of each student's individual training plan. Course material focuses on MCT competency in the delivery of psychological services to diverse populations, as students must pass an integrative MCT competency evaluation to complete this course, and are evaluated on the development in increased MCT skill in the practice of psychology through a final integrative paper.

## PPSY 744, Supervision in Clinical Psychology, 2 Units

This course provides instruction and training in the provision of professional clinical supervision. Students are introduced to the theoretical and practical aspects of providing supervision. In addition to lectures and readings focused on the process of supervision, students are supervised as they provide supervision to master's-level trainees.

## PPSY 745, Dissertation I, 1 Unit

Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

## PPSY 746, Dissertation II, 1 Unit

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

## PPSY 747, Dissertation III, 1 Unit

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

## PPSY 748, Dissertation IV, 1 Unit

Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

## PPSY 749, Diversity IV: Global Psychology, 3 Units

This course focuses on the role of the psychologist in international contexts. Specifically, this course addresses awareness, knowledge, skills, and attitudes in working with religiously diverse populations. Furthermore, this course addresses the role of the psychologist working internationally. To this end, this course provides an overview of Global Psychology, International Psychology, global mental health, and other related movements. Critical analysis of current practices in psychological research and clinical intervention is discussed, and students identify how they will apply course content to their future professional roles.

## PPSY 752, Predoctoral Internship, 0 Units

This is a one-year professional internship at an external site approved by the director of clinical training of internship. Students register for this course during the fall, spring, and summer semesters while on internship.
**Prerequisite:** Completion of all Psy.D. curriculum and practicum requirements; pass the Clinical Competency Exam; and approval to apply for internship by director. Students who opt to take a two-year half-time internship must register for this course both years.

## PPSY 755, Dissertation V, 1 Unit

Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

## PPSY 756, Dissertation VI, 1 Unit

Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

## PPSY 757, Psychopharmacology, 2 Units

This course introduces the use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly or substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to physicians or neuropsychologists is part of therapeutic practice.

## PPSY 763, Psychodynamic Systems of Psychotherapy I, 2 Units

This seminar-style course is the first in a three-course sequence on psychodynamic systems of psychotherapy, which provides instruction and training in psychodynamic approaches to personality, psychopathology, and psychotherapy. This first course includes a review of major theorists and theories from Freud (classical analysis) to Kohut (self-psychology), focusing particularly on the British Middle School's (Fairbairn, Guntrip, and Winnicott) distinctive contributions to this spectrum of theories and therapies. Particular attention is given to the evolution from drive to relationship as primary motivation for human development and from individual to interpersonal intrapsychic systems frameworks. Implications for the understanding of religious experience from the perspective of these psychodynamic frameworks is also explored.

## PPSY 764, Psychodynamic Systems of Psychotherapy II, 2 Units

This seminar-style course is the second part of a three-course sequence, following the review of the British Middle School's unique contributions to theory and technique, and elaborates upon the distinction between one-person, two-person, and contextual psychotherapies. This course provides advanced instruction and training in contemporary psychodynamic approaches to personality and psychotherapy and highlights the systemic theory that undergirds their development. An in-depth exploration of relational psychoanalysis that diverges from traditional psychoanalytic assumptions by considering contextual daily interactions and broader social and cultural dynamics, is presented. Extensive clinical material is used to illustrate how relational thinking explores the interface between mother-infant research, dynamic systems theory, trauma research, family therapy, and social learning theory, all of which are powerfully contextual in nature. In addition, implications for understanding spirituality from within this tradition are considered.
**Prerequisite:** PPSY 763

## PPSY 765, Psychodynamic Systems of Psychotherapy III, 2 Units

This seminar-style course is the third in a three-course sequence on psychodynamic systems of psychotherapy, which provides instruction and training in psychodynamic approaches to personality, psychopathology, and psychotherapy. This third course focuses on synthesis and consolidation of understanding regarding the spectrum of psychodynamic theories and therapies with particular attention to demonstrated clinical competency, and pays particular attention to how psychodynamic theory interfaces with social issues, life transitions, faith, and film and literature.
**Prerequisite:** PPSY 764

## PPSY 766, Consultation II: Systemic and Organizational Context, 2 Units

This course explores the critical dimensions of organizational life from the vantage point of systemic, structural, and cultural perspectives. Students examine organizing principles for leadership and management, cultural artifacts of organizational life, and key contextual variables that might prove significant for consultancy engagement. This course provides a framework for students to gain insights into organizational life and the importance of key factors as a backdrop for consultancy engagements that involve organizational redesign, management principles, and cultural contexts.
**Prerequisite:** PPSY 740

## PPSY 767, Consultation III: Leadership and Organizational Assessment, 2 Units

This course introduces students to qualitative and quantitative assessment methods as key tools for leadership and organizational assessment. Students gain competency in the use of several key assessment methods and instruments, learn the importance of assessment in organizational and leadership dynamics, and learn to apply these instruments to leadership and organizational development.
**Prerequisite:** PPSY 740, PPSY 766

## PPSY 768, Consultation IV: Interventional Strategies, 2 Units

This course provides instruction and training in interventional strategies central to consultation assignments within organizational settings. Students are introduced to interventional strategies that correspond to the primary issues related to organizational life: change management, organizational culture, and leadership and team dynamics. Students gain competency in focusing on these critical areas of consultancy engagement and intervention.
**Prerequisite:** PPSY 740, PPSY 766, PPSY 767

## PPSY 770, Introduction to Forensic Psychology, 2 Units

This course provides the clinical psychology student an introduction to forensic psychology theory, methods, and assessment. This is the first and foundational course in a series of four elective courses in the family forensic psychology elective concentration. This course provides students with the opportunity to learn the foundational theory in law and psychology that serves as prerequisite knowledge to explore deeper study in forensic assessment and family forensic psychology. Specifically, this course covers the introduction to the psychological and legal aspects of criminal, civil, and family forensic psychology.

## PPSY 771, Forensic Assessment, 2 Units

This course provides substantive coverage of forensic mental health assessment, presenting the psychological and legal conceptual framework for applying forensic instruments and forensically relevant instruments to answer questions presented by a civil, family, or criminal court. Foundational issues such as forensic ethics, multicultural considerations, basic forensic assessment methodology, and assessment of response styles and dissimulation are covered. In addition, relevant legal concepts and landmark cases that substantially shape the delivery of forensic mental health assessment are addressed. Students learn the basics of conducting the following evaluation types: 1) competency to stand trial; 2) mental status at the time of the offense and criminal responsibility; 3) violence risk management; 4) sex offender risk assessment; 5) death penalty mitigation; and 6) personal injury.

## PPSY 772, Family Forensic Psychology I, 2 Units

This course provides a substantive overview of juvenile forensic and child custody evaluations. Students have the opportunity to learn legal cases and principles that apply to the work of forensic psychologists in juvenile and family courts, as well as assessment methodology and instruments that are employed when conducting juvenile forensic and child custody evaluations. Types of the evaluations covered include juvenile risk assessment, juvenile psychopathy, juvenile transfer waiver, juvenile competency, child custody, and fitness for parenting.
**Prerequisite:** PPSY 771

## PPSY 773, Family Forensic Psychology II, 2 Units

This course covers specialized issues within family forensic psychology including conducting evaluations that are useful for making legal dispositions within the family court system. Students learn the fundamental elements of conducting the following assessments: visitation risk, child trauma, child sexual abuse allegations, domestic violence risk, battered spouse, decisional/testamentary capacity and substituted judgement, psychological autopsies, and reproductive capacity. In addition, students are exposed to divorce mediation and more advanced expert testimony strategies. At the end of the four-course sequence, students have the opportunity to participate in a mock court hearing where they present their findings and undergo cross-examination by an attorney.
**Prerequisite:** PPSY 772

## PPSY 774, Assessment II: Personality, 3 Units

This course provides a review of the fundamentals of psychological assessment: the administration, scoring, and interpretation of self-report instruments for the clinical assessment of personality and professional report writing. Primary instruments studied will include the Minnesota Multiphasic Personality Inventory-2 (MMPI-2), MMPI-2-RF, Millon Clinical Multiaxial Inventory IV, Personality Assessment Inventory (PAI), NEO-Personality Inventory-3 (NEO-PI-3), Sixteen Personality Factor Questionnaire (16PF) and Beck Inventories.
**Prerequisite:** PPSY 700H

## PPSY 775, Assessment IV: Integrated Report Writing, 3 Units

This course focuses on the art and science of psychological assessment and report writing. Consistent with the assessment competence of the APA, this course is intended as a capstone or final, culminating course occurring at the conclusion of the assessment sequence. It provides students with the tools to refine report-writing skills, with a focus on conducting clinical interviewing, test selection, and third-party collaborative interviews, and learning to write integrated, clear, useful psychological reports.
**Prerequisite:** PPSY 700H, PPSY 774, PPSY 714

## PPSY 779, Advanced Developmental Psychology II: Early Adulthood through Late Adulthood, 2 Units

This course is part of a two course sequence that aims to help students learn to utilize a lifespan perspective in their work as clinical psychologists. This course reviews important developmental issues and milestones from early adulthood through late adulthood, paying particular attention to context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low-education attainment, abuse and neglect, and inadequate housing impact development. Biological, social, psychological aspects of development are included in this course. Models of psychological development are presented, and the processes of change and adaptation are examined, including clinical issues such as grief and loss. The clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

## PPSY 781, Interpersonal Theory and Psychotherapy, 2 Units

This course provides advanced instruction and training in interpersonal approaches to personality and psychotherapy. This seminar-style course includes a review of Harry Stack Sullivan's distinctive contributions to personality theory, the primary interpersonal models of personality, and several contemporary clinical applications of this theory.

## PPSY 786, Global Psychology, 2 Units

This course provides a systematic overview of existing approaches to working globally. Theory, research, and intervention are highlighted, and the history of globalization, current trends, and common problems and issues are examined. Students are encouraged to develop their clinical skills in applying psychology to significant global concerns in diverse countries and cultures and practically apply their knowledge during an intensive, three-week practicum in Kenya, East Africa.

## PPSY 787, Dissertation Continuation, 0 Units

This course is for students who have have completed Dissertation I-VI and have not yet defended their dissertation. Students are expected to meet regularly with their dissertation chair; to complete specific goals, objectives, and tasks; and to demonstrate satisfactory progress toward completion of their dissertation. Students (including those who have not yet completed their dissertation after proceeding to internship and/or completing internship) enroll in this course until the dissertation is successfully defended and the final document is submitted for the required APA editing process and APU's publications approval.
**Prerequisite:** PPSY745, PPSY 746, PPSY 747, PPSY 748, PPSY 755, PPSY 756

## PPSY 788, Integrated Health Psychology, 2 Units

In this course students are introduced to the field of integrated health psychology, learn the role and duties of a health psychologist, and develop an understanding of the collaboration that can occur will allied health professionals in order to help patients achieve better outcomes.

## PPSY 789, Integration I: Traditioning and Contextualizing the Self, 3 Units

This course presents theological anthropology as an interpretive lens for the meaning of the human story and the ways in which particular religious and/or spiritual traditions influence our understanding of human experience. Central to this course is an understanding of each student's framework of meaning - how we understand the source of pain, suffering, and illness, and the nature and process of change. Students explore how their own cultural, philosophical, theological, and/or spiritual tradition(s), implicit or explicit, inform and/or influence their understanding of human nature, development, illness, health, and change. This self-exploration and awareness of, reflection on, and interaction with theological and spiritual traditions forms a foundation for understanding the self in context - embodied and embedded culturally, ethnically, religiously - and provides a source of personal and professional identity.

## PPSY 790, Integration II: Christian Spiritual Formation and Psychotherapy, 3 Units

This course provides a historical overview of Christian spirituality. As background for discussion of Christian spiritual formation, a holistic philosophical/theological model of people is presented, along with an overview of spiritual disciplines as methods utilized to actively engage the Christian formation process. Examples of psychotherapy models that integrate Christian theology and spirituality with existing psychology theoretical and clinical models are presented and discussed. Opportunities for synthesis, application, and creative development of ideas are part of the course content and process.

## PPSY 791, Integration III: World Religions/Spirituality and Psychotherapy, 3 Units

This course focuses on the role of the psychologist engaging with religious diversity in the US and globally. With professional ethics and the psychology of religion as foundation, students will explore the application of psychological theory and methodology to the conceptualization, diagnosis, care, and treatment of individuals, couples, and families from various religious traditions. Students will gain key competencies related to awareness, knowledge, and skills and will explore their own attitudes in working with religiously diverse populations.

## PPSY 792, Integration IV: Vocation and Social Action as a Psychologist, 3 Units

As the final course in the integration sequence, this course explores the role of the psychologist as an agent of change in society. Central to this consideration is clinical practice as vocation and the inherently sacred nature of work. Drawing on students' own framework of meaning - cultural, philosophical, theological, and/or spiritual foundation and tradition(s), topics discussed in this course will include justice, mercy, compassion, and grace. Biblical ethics of hospitality, community, and respectful discourse about differences will be applied to the range of ways that psychologists may engage with society, including advocating for change in social and political policy, mental health advocacy, involvement in action for racial justice, and participation in dialogue about psychological illness and health in religious and nonreligious communities.

## PPSY 798, Special Topics, 1-6 Units

Elective courses are offered each semester according to the interests of students and faculty. Students are required to take elective courses during their program; some may choose to take additional courses of interest beyond the unit requirement of the program.

## PPSY 799, Readings in Psychology, 1-4 Units

# PsyD in Clinical Psychology

APU's Doctor of Psychology (PsyD) in Clinical Psychology (https://www.apu.edu/bas/programs/psyd/) is a professional doctorate that identifies as a practitioner-scholar program. The curriculum provides the courses and training necessary to meet the educational requirements in the state of California for licensure as a psychologist.

# Program Aim

The PsyD program at Azusa Pacific University has developed a unifying aim to guide the mission of the program: Cultivate culturally competent practitioner-scholars who are equipped to serve a wide range of clients with a special emphasis in systems thinking, diversity, and the integration of faith/spirituality and practice.

# Profession-wide Competencies in Health Service Psychology [1]

In alignment with accreditation standards from the American Psychological Association, APU's PsyD program and curriculum focus on profession-wide competencies in health service psychology. See Program Learning Outcomes (p. 357) for more details.

[1]Adapted from APA (Am. Psychol. Assoc.). 2015. *Standards of Accreditation for Health Service Psychology*. Washington, DC: APA

# APU PsyD Program's Special Emphases

In addition to the profession-wide competencies (Program Learning Outcomes), the PsyD program at APU has three areas of special emphasis:

1. Systems Approach (Family Psychology)
2. Diversity and Justice
3. Integration of Faith/Spirituality and Practice

# Systems Approach (Family Psychology)

Based on systems theory, the discipline of family psychology recognizes the dynamic interaction between persons and environments without detracting from an awareness of individual, intrapsychic issues. The PsyD program's emphasis in family psychology incorporates numerous elements from several disciplines within psychology (e.g., clinical psychology, developmental psychology, personality theory, environmental psychology, neuropsychology, psychobiology, and social psychology). All the disciplines are related by the theoretical understanding of the dynamic, reciprocal relationship between these factors as they impact human behavior. This theoretical foundation undergirds the program courses at APU. In courses that have traditionally had an individual focus, systemic aspects relevant to the content area are incorporated. The PsyD program strives to equip students to think systemically and apply systemic analysis to clinical situations.

# Diversity and Justice

The PsyD program has a strong commitment to individual and cultural diversity and is committed to creating an inclusive and positive environment for diverse students and faculty, and the development of competency in serving diverse populations. Diversity competence is interwoven throughout every course; additionally, there are specific courses that focus on developing diversity competency. The program is also committed to addressing disparity and encouraging social action and advocacy. In addition to coursework, the PsyD program supports student-run diversity committees that are focused on addressing diversity issues in the program through forums, guest speakers, and trainings.

# Integration of Faith/Spirituality and Practice (Interdisciplinary Integration)

Azusa Pacific University has a strong Christian heritage and commitment to integrating evangelical Christian thought into university programs. The PsyD expresses this heritage and commitment through an emphasis on the integration of psychology with theological anthropology, ethics, and spiritual formation. Students explore how their own cultural, philosophical, theological, and/or spiritual foundations and tradition(s), implicit or explicit, inform and/or influence their understanding of human nature, development, illness, health, and change. This self-exploration and awareness of, reflection on, and interaction with theological and spiritual traditions forms a foundation for understanding the self in context—embodied and embedded culturally, ethnically, religiously—and provides a source of personal and professional identity.

The PsyD program also has a strong commitment to open enrollment. As such, individuals from any religious or nonreligious tradition may be admitted to the PsyD program. However, it is important for prospective students to recognize that coursework and training are structured using Christian values and principles. Students are asked to learn and thoughtfully interact with the content of courses, 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.

# Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Application Deadline

**Priority Deadline: December 1.** Students who apply prior to this date will be given priority consideration for admission.

**General Deadline: January 15.** Students who apply prior to this date will be given consideration for admission after the priority applications are reviewed.

## Interview Process, Acceptance, and Deposit

Upon invitation, PsyD applicants complete an interview with the PsyD faculty. The purpose of the interview is to determine the applicant's potential for success in the PsyD program. Applicants who are accepted into the PsyD program are notified after the interview process. Upon notification of admission, applicants must confirm intent to attend in writing to the department by April 15. A $500 deposit is also required by April 15. Please note that the deposit is nonrefundable, but 100% of the deposit is applied toward tuition.

# Scholarships

## Scholarship for Integrated Psychology (Psychoanalytic Psychotherapy and Christian Theology)

The Department of Clinical Psychology has been awarded scholarship money from an external foundation for students interested in the integration of psychoanalytic psychotherapy and Christian theology. First-year students who have been nominated by a faculty member are invited to apply. The grant funds up to three APU PsyD students per year who meet program criteria, which include goals for clinical practice and research that integrate psychoanalytic psychotherapy and Christian theology and spirituality. In addition to maintaining a 3.7 GPA, scholarship students participate in a monthly mentoring group and complete a sequence of courses focused on integrating religion and spirituality into clinical practice, as well as a sequence of courses to develop clinical competencies in psychoanalytic psychotherapy. Through the scholarship program, students develop vocational and professional goals that apply the knowledge, skills, and abilities they have learned through the scholarship program to their chosen area of research and professional practice.

For more information, contact Theresa Clement Tisdale, PhD, PsyD, Scholarship for Integrated Psychology program coordinator, at tctisdale@apu.edu or (626) 815-6000, Ext. 5205.

## Project Expand Program and Stipend

The Department of Clinical Psychology has been awarded a three-year, $1.4M award from the Health Resources and Services Administration (HRSA) focused on further equipping psychology doctoral students with high-quality interdisciplinary, integrated behavioral health training and practicum experiences specific to addressing co-occurring disorders (CODs—a mental health condition and a substance use disorder) in community care settings, including school wellness centers, in high-need and high-demand areas for clinical psychology services. The goal of the grant, named Project Expand, is to provide up to 10 students each academic year with one-year training and practicum opportunities in settings that serve adults with CODs and adolescent youth at risk for the development of CODs. Interested students who are in the second year or above within the PsyD program can apply. Awarded students receive a $25,000 stipend for successful participation in the program.

For more information, contact Rachel Castaneda, PhD, MPH, and PI, at rcastaneda@apu.edu or Samuel Girguis, PsyD and co-PI, at sgirguis@apu.edu.

## PsyD Doctoral Assistantships (TRAs)

Funds are allocated to provide teaching-research assistantships (TRAs) for each academic cohort. Recipients of the assistantships receive $9,000 tuition remission per year for the first four years of the program for a scholarship total of $36,000. TRAs provide 8 hours of service per week in the Department of Clinical Psychology during September through June of the academic year. The department chair (or designee) determines the roles and responsibilities of the TRAs. Students may apply for the assistantship during the first semester of the first year of their PsyD program. Preference is given to applicants who evidence strong academic credentials (high GPA and GRE scores, in particular), financial need, cultural knowledge and language skills that facilitate the provision of psychological services in an underserved community, and commitment to provide psychological services in an underserved community following graduation. Applications for the assistantships and criteria for evaluation of applications are available in the Department of Clinical Psychology.

TRAs will be reviewed annually and must meet minimum standards to continue the assistantship. This review is intended to guarantee that persons awarded an assistantship will continue to evidence the qualities that led to their original selection. Minimum standards for continuation include maintaining good standing throughout all aspects of the program, including maintenance of a 3.5 GPA; sufficient progress on dissertation; positive evaluations from clinical training sites; willingness to receive constructive criticism regarding performance of tasks; demonstrated remediation of performance deficits that have been formally identified to the student by the PsyD program, department chair, and/or the designated supervisor; and continued ability to be available on a schedule that meets the needs of the department.

Any student who has been awarded an assistantship and who has received tuition remission is responsible to repay the amount equal to the tuition remission if the student withdraws from the PsyD program prior to graduation. Such students may work with Student Financial Services to arrange a repayment plan for the loan balance.

# Computer and Email Access Required

Students are required to own or have ready access to a computer during their tenure in the PsyD program, and required to maintain and utilize a student email address. Students are also responsible for the information sent to them by the program or department via email, and for responding to email in a consistent and timely manner.

# Academic Advising

In addition to the advisement by the program director and the directors of clinical training, each student selects a dissertation committee chair during their first year in the program who also serves as the student's academic advisor throughout the program.

# Progress Review and Annual Evaluation

Department faculty review the progress of all students in the PsyD program each semester in order to encourage professional development and successful completion of the program. Since personal characteristics are important to competency in clinical psychology, students are evaluated regularly on categories determined to be professional standards in the field of clinical psychology. The evaluation form, noting the dimensions for evaluation, is provided to students upon entrance to the program (or earlier by request). Student behavior that does not reflect the professional standards in the field of clinical psychology will be documented on the evaluations form and the student will receive a written notice. Furthermore, the student will be required to meet with their faculty advisor, the program director, and/or the Clinical Training Committee to determine a personal development plan. Students who fail to improve according to their development plan may be dismissed from the program. Students who receive more than one written notice during a semester may be dismissed from the program. Students who receive more than three written notices while in the program may be dismissed 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 needed in order to remain current in the program.

The program evaluates multiple domains of student training beyond that of academic success. Other areas of evaluation that are expected competencies of health service psychologists include intrapersonal, interpersonal, and professional development and functioning. In addition to policies outlined in the catalog, other sources of program policy include the clinical training manual, the program manual, and the dissertation manual.

# Student Grievance and Due Process Procedures

Students' rights to due process are clearly outlined in the Academic Policies and Procedures (p. 1081) section of this catalog. Additional information may be found in the program manual and the clinical training manual.

# Five- and Six-Year Academic Plans and Time to Degree Completion

## Five-Year Program

Participation in the full-time plan requires attending classes during the day or evening at least two days per week, plus occasional Saturday courses (usually four Saturdays in a year). An additional 15-20 hours per week minimum for practicum is required throughout the program.

## Six-Year Program

Starting in the third year of the program, participation in a reduced-load-per-semester, six-year plan requires attending classes during the day or evening at least two days per week plus occasional Saturday courses (usually four Saturdays in a year). An additional 15-20 hours per week minimum for practicum is required in the first three years of the program or more, depending upon student progress.

## Time to Degree Completion

PsyD students are permitted 8 years from the date of initial enrollment to complete all requirements. Extensions beyond the 8-year limit may be granted for students experiencing unusual circumstances, at the discretion of the department with approval from the dean of the School of Behavioral and Applied Sciences.

# Other Degree Requirements for the PsyD program

## Clinical Training

Clinical training is central to the practitioner-scholar (PsyD) model for educating clinical psychologists. Azusa Pacific's program is committed to assisting students in developing the essential knowledge base, attitudes, and therapeutic skills necessary to function as clinical psychologists. In their clinical placements (practicum sites), students gain experience in a variety of clinical settings including outpatient, inpatient/residential, child/adolescent, older adult, brief/managed care, and settings utilizing psychological assessment. Supervision is provided by the field placement sites while APU faculty concurrently provide students with clinical and professional consultation. Students entering the program with existing clinical training or licensure must still complete the program's clinical training sequence. Clinical training involves three years of practicum and a full-time, yearlong predoctoral internship (a limited number of two-year, half-time internships are available in some settings).

Practicum training is taken along with coursework as a means of enriching the academic experience, and is designed to provide the student with exposure to assessment and clinical treatment. A minimum of 1,500 practicum hours are required. Some students may elect to obtain an additional year of practicum experience in their fifth year and complete their internship during a sixth year. Concurrent with their supervised external practicum, students are required to participate in a 1-unit clinical consultation course (PPSY 720) that provides input from faculty on the student's clinical and professional development. Students are also required to document their practicum hours using the program Time2Track (https://time2track.com/).

The predoctoral internship is required at the end of the program when coursework and the 1,500 hours (three years) of practicum experience are complete. Internship provides the student with a more in-depth training experience. A minimum of 1,500 hours are required for internship training, though some sites may require 2,000 hours. It is highly recommended that the internship be APA/APPIC-approved, but alternative internships are provided by CAPIC. All placements must be an APA-, APPIC-, or CAPIC-approved site; this is a state law for California licensure. Permission to not seek an APA/APPIC internship must be requested from the director of clinical training and/or the Clinical Training Committee.

For those students who are licensed or registered in mental health professions other than psychology, the Department of Clinical Psychology requires that all practicum training in the PsyD program be entirely separate from any practice under such existing license or registration. For purposes of clinical training in health service psychology, all students are to be identified exclusively as psychology trainees, psychology students, or psychology interns. Practicum students are not allowed to make known in any manner any other status they may hold in other mental health professions. Practicum hours from training in psychology may not be "double counted" toward training required for other mental health professions. If a student conducts a clinical practice or performs mental health services under an existing nonpsychology mental health license while he or she is a student in the PsyD program, the Department of Clinical Psychology officially recommends that these students consider the impact of their education and training in psychology on such practice and that they seek supervision for any services that may be deemed to be part of the profession of psychology.

To facilitate the identification of students with the profession of psychology, all students are required to join the American Psychological Association as student members upon acceptance into the program. APA membership provides many benefits, including subscriptions to the *Monitor on Psychology* and *American Psychologist*. Students are also required to maintain liability insurance while in the program.

## Clinical Training Manual

Every fall semester, a clinical training manual is released to students, who are responsible for understanding its contents and being aware of any changes required by the department.

## Quality Assurance in Clinical Placements

The directors of clinical training of internship and practicum (DCTs) and the Clinical Training Committee have an ongoing responsibility to ensure that the program's clinical training standards meet all state licensing and APA requirements. All clinical training is intended to be consistent with the requirements stated in the *California Board of Psychology Laws and Regulations*. Modifications in state law shall be reflected in program changes to ensure training consistent with the current practice of psychology. Additionally, the clinical training required by the PsyD program is consistent with APA ethical and professional standards and training guidelines.

## Evaluation of Clinical Training

The clinical training goals and objectives are integrated into the clinical practicum sequence and coordinated with the clinical courses in the program. Outcomes in the clinical sequence are measured throughout the program and include regular presentations of audio- or videotaped work of students, classroom demonstrations and role plays, assessment reports presented in class, supervisor evaluations, Clinical Competency Exam, internship acceptance and completion, and licensure acquisition.

### Formative Evaluation

Formative evaluation consists of feedback given to students by their clinical supervisors, the directors of clinical training and program director, and the faculty. Although primarily verbal and situational, this kind of evaluation is of great importance due to its immediacy to clinical interventions and the issues arising during the students' clinical placements.

### Summative Evaluation

Summative evaluation occurs at the end of each semester of clinical placement. Students are evaluated by their field site supervisor as well as by all faculty members. The site supervisor evaluation is discussed with students prior to its being sent to the DCT and becoming part of the students' clinical files. Students receiving inadequate evaluations are placed on probation, counseled by their faculty advisor, and, should their clinical performance fail to meet expected standards, dismissed from the program. The Clinical Training Committee (CTC) may require students to complete remediation assignments to meet competency standards. As noted above, students are evaluated at the end of each semester for the achievement of competency in key clinical areas. This helps prepare the student for the Clinical Competency Exam, a cumulative evaluation of readiness for the predoctoral internship.

Students also evaluate their site experience and site supervisor at the end of each semester. These evaluations are submitted to the DCT and are used to ensure the quality of placement sites and on-campus supervision groups.

## Clinical Competency Examination

As a final evaluation measure, each student must pass a Clinical Competency Exam (CCE) after completing required coursework and clinical training.

For the CCE, a student submits a sample of their clinical work (case presentation, psychological assessment, and a videotape of a psychotherapy session), along with their clinical portfolio (including supervisor evaluation, verification of practicum hours, list of assessments performed, curriculum vita, and conference presentations or published works), to a two-member faculty committee. In addition, the student must respond to case vignettes illustrating various clinical issues. The purpose of this exam is to ensure that the student has developed the clinical competencies and requisite skills to begin an internship. Therefore, successful completion of the exam is required before applying to internship.

## Research Competence and Dissertation

The PsyD program requires the successful proposing, conducting, and defending of a dissertation. Further details are provided in the PsyD Dissertation Handbook.

Students are required to take the following courses as part of the dissertation process: PPSY 722 Research Design I; PPSY 723 Research Design II; PPSY 731 Dissertation Development, and six 1-unit dissertation courses (PPSY 745, PPSY 746, PPSY 747, PPSY 748, PPSY 755, PPSY 756). If, upon completion of these dissertation courses, a student has not yet defended their dissertation, they must enroll in PPSY 787 Dissertation Continuation every semester until they successfully defend their dissertation and submit it to the APU Libraries for binding and publication. Please note that even though PPSY 787 Dissertation Continuation is 0 units, the student will be charged 1 unit per semester until the dissertation process is complete.

Students are required to consult the APU Doctoral Programs Handbook for Style and Format Requirements for the year of their dissertation defense to determine specific deadlines for May graduation.

## Minimum Levels of Acceptable Achievement (MLAs)

In order to successfully complete the PsyD program, the following minimum levels of acceptable achievement are required:

- Obtaining a grade of *B-* or better (or a grade of *Credit*) in all coursework (see academic probation policy for process if a grade below a *B-* (or a grade of *No Credit)* is obtained in any class)
- Completing a minimum of three years of clinical practicum (see clinical training manual for details) and obtaining an overall score of 3 or better on summative supervision evaluations (see clinical training manual for process if the overall score on summative evaluations is below a 3)
- Successfully passing Parts I-IV of the Clinical Competency Exam (CCE)
- Successfully proposing a dissertation (see dissertation manual for process if the dissertation is not successfully proposed)
- Successfully defending a dissertation and submitting it for binding and/or publication through APU Libraries (see dissertation manual for process if the dissertation is not successfully defended)
- Completing a minimum of 1,500 hours of a predoctoral internship (see clinical training manual for further details)

## Personal Psychotherapy Required

All PsyD students must complete 30 hours of psychotherapy with a licensed psychologist of their choice. Additional individual psychotherapy may be recommended or required by the program as part of the degree requirements if deemed necessary by department faculty.

## Degree Posting

The doctoral degree is posted after the student has met all program requirements, including verification of the following:

- Completion of all required coursework (prior to commencing internship)
- Passing of Clinical Competency Exam
- Successful dissertation defense
- Submission of dissertation for binding
- Verification of completion of personal psychotherapy hours (see above)
- Verification of completion of the predoctoral internship

Note: Doctoral degree posting dates conform to those published in the catalog. (p. 1079)

## Academic Psychology Licensure

The APU PsyD program fulfills the graduate education requirements in the state of California for licensure as a psychologist. Students seeking licensure in California may obtain information regarding requirements by contacting:

California Board of Psychology
1625 N. Market Blvd., Ste. N-215
Sacramento, CA 95834
(916) 574-7720
bopmail@dca.ca.gov
psychology.ca.gov (https://www.psychology.ca.gov/)

Students seeking licensure in another state should contact the appropriate examining board in that state.

# Program Requirements

## Curriculum

The PsyD curriculum is designed to meet the requirements of the APA for health service psychology. Courses stress the importance of critical thinking in the discipline of psychology, and the curriculum provides a breadth of knowledge regarding scientific psychology. Since this is a professional degree, clinical education and application of scientific knowledge to clinical domains are stressed throughout the curriculum, as well as in the clinical practicum experience. Cultural and individual diversity perspectives are woven into courses across the curriculum. In addition, all of the courses incorporate a systemic perspective on psychology. The coursework also includes interdisciplinary courses that integrate ethics, theology, and psychology—issues relevant to Christian faith—where appropriate.

The PsyD curriculum is composed of 125 units of required courses plus 8 units of elective courses for a total of 133 units. PsyD students may apply for a Master of Arts in Clinical Psychology en route to the PsyD, after completing 57 units in the PsyD and attendance at a child abuse workshop. Note: The Master of Arts in Clinical Psychology is a nonlicensable degree.

Certain courses or mandatory seminars may be scheduled for Saturdays. Attendance at these courses or seminars is required to fulfill degree requirements.

| Code | Title | Units |
| --- | --- | --- |
| **YEAR 1** | | |
| **Fall** | | **15** |
| PPSY 700C | Psychopathology | |
| PPSY 700D | Introduction to Clinical Practice: Basic Skills | |
| PPSY 702 | Legal and Ethical Competence for Psychologists | |
| PPSY 722 | Research Design I | |
| PPSY 739 | Psychobiology | |
| **Spring** | | **17** |
| PPSY 700E | Advanced Developmental Psychology I: Infancy through Adolescence | |
| PPSY 730A | Cognitive and Affective Bases of Behavior | |
| PPSY 723 | Research Design II | |
| PPSY 700J | Introduction to Clinical Skills: Advanced Skills | |
| PPSY 700F | Diversity I: Multiculturally Responsive Attitudes and Knowledge | |
| PPSY 711 | Psychology and Systems Theory | |
| **Summer** | | **8** |
| PPSY 731 | Dissertation Development | |
| PPSY 779 | Advanced Developmental Psychology II: Early Adulthood through Late Adulthood | |
| PPSY 719 | Social Psychology | |
| PPSY 718 | History and Systems of Psychology | |
| **YEAR II** | | |
| **Fall** | | **14** |
| PPSY 789 | Integration I: Traditioning and Contextualizing the Self | |
| PPSY 700H | Assessment I | |
| PPSY 732 | Child and Adolescent Psychology | |
| PPSY 701 | Introduction to Clinical Practicum and Professional Practice | |
| PPSY 703 | Psychological Theories: Psychoanalytic/Psychodynamic | |
| PPSY 745 | Dissertation I | |
| **Spring** | | **15** |
| PPSY 790 | Integration II: Christian Spiritual Formation and Psychotherapy | |
| PPSY 701A | Clinical Practicum and Professional Practice | |
| PPSY 774 | Assessment II: Personality | |
| PPSY 742 | Diversity II: Historical and Current Causes of Systemic Differences and Oppression | |
| PPSY 700I | Systems II: Family Therapy | |
| PPSY 746 | Dissertation II | |
| **Summer** | | **9** |

| PPSY 791 | Integration III: World Religions/Spirituality and Psychotherapy | |
| PPSY 714A | Cognitive Assessment Lab | |
| PPSY 704 | Psychological Theories: Cognitive and Behavioral | |
| PPSY 757 | Psychopharmacology | |
| PPSY 747 | Dissertation III | |
| **YEAR III** | | |
| **Fall** | | **13-15** |
| PPSY 705 | Psychological Theories: Group | |
| PPSY 714 | Assessment III: Cognitive Assessment | |
| PPSY 743 | Diversity III: Responsiveness in Clinical Practice | |
| PPSY 740 | Consultation in Clinical Psychology | |
| PPSY 720 | Clinical and Professional Consultation | |
| PPSY 748 | Dissertation IV | |
| Elective, if needed (see below) | | |
| **Spring** | | **13-17** |
| PPSY 716 | Family Psychology | |
| PPSY 792 | Integration IV: Vocation and Social Action as a Psychologist | |
| PPSY 720 | Clinical and Professional Consultation | |
| PPSY 755 | Dissertation V | |
| PPSY 775 | Assessment IV: Integrated Report Writing | |
| Must complete 2 of the 4 Clinical Interventions courses: | | |
| PPSY 707 | Clinical Interventions: Psychodynamic | |
| PPSY 708 | Clinical Interventions: Cognitive Behavioral Therapy | |
| PPSY 709 | Clinical Interventions: Group | |
| Elective (if needed) | | |
| **Summer** | | **4-6** |
| PPSY 706 | Psychological Theories: Postmodern | |
| PPSY 756 | Dissertation VI | |
| PPSY 720 | Clinical and Professional Consultation | |
| Elective (if needed) | | |
| **YEAR IV** | | |
| **Fall** | | **10-12** |
| PPSY 734 | Gerontology | |
| PPSY 749 | Diversity IV: Global Psychology | |
| PPSY 788 | Integrated Health Psychology | |
| PPSY 720 | Clinical and Professional Consultation | |
| PPSY 710 | Clinical Interventions: Postmodern (Must complete 2 of the 4 Clinical Interventions courses) | |
| PPSY 787 | Dissertation Continuation [1] | |
| **Spring** | | **8-10** |
| PPSY 724 | Systems IV: Couples Theory and Therapy | |
| PPSY 744 | Supervision in Clinical Psychology | |
| PPSY 720 | Clinical and Professional Consultation | |
| PPSY 787 | Dissertation Continuation [1] | |
| Must complete 2 of the 4 Clinical Interventions courses | | |
| PPSY 707 | Clinical Interventions: Psychodynamic | |
| PPSY 708 | Clinical Interventions: Cognitive Behavioral Therapy | |
| PPSY 709 | Clinical Interventions: Group | |
| **Summer** | | **1-3** |
| PPSY 787 | Dissertation Continuation [1] | |
| PPSY 720 | Clinical and Professional Consultation | |
| Elective (if needed) | | |
| **YEAR V** | | |

| | |
|---|---:|
| **Fall** | **0** |
| PPSY 752 | Predoctoral Internship (required to take 3 times) |
| PPSY 787 | Dissertation Continuation [1] |
| **Spring** | **0** |
| PPSY 752 | Predoctoral Internship |
| PPSY 787 | Dissertation Continuation [1] |
| **Summer** | |
| PPSY 752 | Predoctoral Internship |
| PPSY 787 | Dissertation Continuation [1] |
| **TOTAL UNITS** | **133** |

| Code | Title | Units |
|---|---|---|
| **Elective Courses [2]** | | |
| Choose 8 units from the following: | | |
| **Forensic Psychology Concentration** | | |
| PPSY 770 | Introduction to Forensic Psychology | |
| PPSY 771 | Forensic Assessment | |
| PPSY 772 | Family Forensic Psychology I | |
| PPSY 773 | Family Forensic Psychology II | |
| **Psychodynamic Systems Concentration** | | |
| PPSY 763 | Psychodynamic Systems of Psychotherapy I | |
| PPSY 764 | Psychodynamic Systems of Psychotherapy II | |
| PPSY 765 | Psychodynamic Systems of Psychotherapy III | |
| **Other Elective Courses** | | |
| PPSY 735 | Adolescent Psychology | |
| PPSY 781 | Interpersonal Theory and Psychotherapy | |
| PPSY 786 | Global Psychology | |
| PPSY 798 | Special Topics | |

[1]     PPSY 787 is required if a student has not successfully defended their dissertation by the beginning of their fourth year in the program (and after having enrolled in Dissertation I-VI during their first three years in the program). Continuous enrollment is required from that point until the student has successfully defended their dissertation.

[2]     All students must take 8 units of electives. Students may choose to take electives grouped in the listed concentrations; students need to complete only 4 units within a concentration to complete it, but may choose to take more if desired.

See below for more information regarding the five-year academic plan versus the six-year academic plan.

## Academic Probation and Disqualification

Students must maintain a minimum cumulative GPA of 3.0 throughout the period of their enrollment. Students will be placed on academic probation if a cumulative 3.0 GPA is not maintained, or when they receive a *NC* (No Credit) or a grade below a *B-* in their coursework. Students may be disqualified from further graduate work if a cumulative 3.0 GPA is not maintained or if they obtain a total of two grades below a *B-* or *NC* (No Credit) in their coursework.

## Electives

Students are required to take 8 units of elective courses. Students may take miscellaneous electives in psychotherapy, assessment, or other courses related to clinical psychology; or they may complete one of the elective concentrations described below.

### Psychodynamic Systems of Psychotherapy Concentration

The psychodynamic systems of psychotherapy elective concentration provides an opportunity for students to learn a comprehensive model of personality, psychopathology, and psychotherapy that reflects the systemic epistemology of the doctoral program. This course sequence provides a historical overview of major psychodynamic systems of theory and therapy (from origins to the present). Each course focuses on key theorists, theoretical constructs, conceptualization and treatment planning, supporting research, and clinical demonstration and application. Students seeking a Certificate of Completion in the Psychodynamic Systems of Psychotherapy elective concentration must complete three semesters of PPSY 720 Clinical and Professional Consultation, with Theresa Clement Tisdale, PhD, PsyD, as the instructor, alongside a yearlong clinical practicum placement (in which students are permitted to provide psychodynamic psychotherapy to clients) and the following two-course sequence of electives:

| Code | Title | Units |
|------|-------|-------|
| PPSY 763 | Psychodynamic Systems of Psychotherapy I | 2 |
| PPSY 764 | Psychodynamic Systems of Psychotherapy II | 2 |

For more information, contact Tisdale at tctisdale@apu.edu.

## Forensic Psychology Concentration

The forensic psychology elective concentration provides an opportunity for students to pursue more focused training in the specialty area of forensic psychology. This concentration prepares PsyD students for competitive forensic psychology internships and postdoctoral training experiences. While completion of the certificate program does not guarantee placement in supervised training sites, it enhances the student's educational foundation in preparation for advanced training in forensic psychology. Students seeking the Certificate of Completion in Forensic Psychology must complete a forensic psychology practicum, participate in forensic psychology research, and complete the following two-course sequence of electives:

| Code | Title | Units |
|------|-------|-------|
| PPSY 771 | Forensic Assessment | 2 |
| PPSY 773 | Family Forensic Psychology II | 2 |

For more information, contact Tonneka Caddell, PsyD, at tcaddell@apu.edu.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. In the profession-wide competency of Research, students will: •Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. •Conduct research or other scholarly activities. •Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

2. In the profession-wide competency of Ethical and Legal Standards, students will: •Be knowledgeable of and act in accordance with each of the following: 1. the current version of the APA Ethical Principles of Psychologists and Code of Conduct; 2. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and 3. Relevant professional standards and guidelines. •Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. •Conduct self in an ethical manner in all professional activities.

3. In the profession-wide competency of Individual and Cultural Diversity*, students will: •An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. •Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. •The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. •Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work. *In addition to being a profession-wide competency, Diversity/Justice is a Special Emphasis in the APU PsyD program.

4. In the profession-wide competency of Professional Values and Attitudes, students will: •Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. •Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. •Actively seek and demonstrate openness and responsiveness to feedback and supervision. •Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

5. In the profession-wide competency of Communication and Interpersonal Skills, students will: •Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. •Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. •Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

6. In the profession-wide competency of Assessment, students will: •Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. •Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. •Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

7. In the profession-wide competency of Intervention, students will: •Establish and maintain effective relationships with the recipients of psychological services. •Develop evidence-based intervention plans specific to the service delivery goals. •Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. •Demonstrate the ability to apply the relevant research literature to clinical decision making. •Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. •Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

8. In the profession-wide competency of Supervision, students will: •Demonstrate knowledge of supervision models and practices.

9. In the profession-wide competency of Consultation and Interprofessional/Interdisciplinary Skills, students will: •Demonstrate knowledge and respect for the roles and perspectives of other professions. •Demonstrates knowledge of consultation models and practices.

10. Students will demonstrate the ability to apply systems thinking to professional work (APU PsyD Special Emphasis in Systems / Family Psychology).

11. Students will demonstrate the knowledge, skills, and attitudes necessary to integrate faith and spirituality into clinical practice (APU PsyD Special Emphasis in Integration of Faith/Spirituality into Clinical Practice).

Adapted from APA (Am. Psychol. Assoc.). 2015. *Standards of Accreditation for Health Service Psychology*. Washington, DC: APA

# Department of Criminal Justice

## Mission Statement

The Department of Criminal Justice (https://www.apu.edu/bas/criminaljustice/) prepares students to apply knowledge of criminal justice and critical analysis of social problems to promote the equitable application of the law for all people and become ethical Christian leaders in public and private organizations that intend to make communities safer. The department provides an academically rigorous focus within a liberal arts education, developing criminal justice professionals who embody Christian social justice perspectives.

## About the Department

Criminal justice is an interdisciplinary social science involving the study of crime and societal responses to it. The department seeks to foster an environment of inquiry, innovation, and lifelong learning in which students learn to recognize, critically examine, and solve social problems related to crime and criminal behavior. By examining the policies and systems designed to control criminality, students learn the sociopolitical context of crime and explore the historical and contemporary theories of violent and antisocial behavior. In addition to learning academic theories and analyzing criminal justice practices, students develop practical skills such as writing for criminal justice audiences, locating relevant laws and regulations, and understanding courtroom procedures.

The department provides foundational courses for understanding contemporary criminological theory and criminal justice practice with scholarly appraisal of law enforcement, the courts, and corrections. The department also offers elective courses that encourage the reflection, critical thinking, and ethical decision making essential to becoming responsible practitioners and leaders in the criminal justice field.

## Career Opportunities

Graduates of the criminal justice program are prepared to enter a broad range of career paths and/or graduate study in the criminal justice field, including criminology/criminal justice, forensic psychology, forensic science, and law.

## Programs
### Major

- Criminal Justice (BA) (p. 364)

### Professional Programs

- Criminal Justice, BA (Bachelor's Completion) (p. 365)
- Criminal Justice Minor (p. 366)

## Courses
### CJ 110, Introduction to Criminal Justice, 3 Units
This course will provide an overview of the field of criminology/criminal justice as an academic discipline. The academic discipline of criminal justice involves the scientific study of theoretical perspectives on crime and justice. In this course students will consider the respective roles of law, rehabilitation, public health, morality, and justice in the study of why crime occurs, how society responds to crime, and the scientific methods criminologists use to measure the extent of crime. The people who commit crime, the crimes they commit, and society's response to those actions cannot be fully understood outside the context of the larger criminal justice system, how it operates, the differential treatment of certain racial/ethnic groups, and the systems necessity in society. These issues are discussed throughout this course. *Meets the General Education Requirement: Social Science.*

## CJ 200, Criminal Justice, Civic Engagement and Social Responsibility, 3 Units

This course provides an experiential introduction to the criminal justice system. Issues of ethics, justice, and poor relations between criminal justice professionals and community members, are issues every 21st century criminal justice professional must be prepared to address. In this course students are introduced to types of civic engagement in a democracy as it relates to the criminal justice system. Students will organize community forums to address issues in policing, the courts, and the reintegration of offenders into the community. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## CJ 220, Police and Society, 3 Units

This course provides an introduction to the history of policing and examination of major trends in contemporary law enforcement. By comparing community policing, problem-oriented policing, evidence-based policing and many others, students will identify the legal framework of policing and administration of police work. This course also includes an in-depth examination of police behavior, police discretion, and societal attitudes towards law enforcement.
**Prerequisite:** CJ 110

## CJ 240, Introduction to Corrections: Jails and Prisons, 3 Units

Prisons are total institutions that exert control over inmates' daily lives. This course provides an in-depth introduction to the historical evolution and current state of incarceration and detention in the United States. By focusing on the theories and ideologies informing punitive practices, the goals of deterrence, rehabilitation, and incapacitation will be explored. Students will take a critical look at life in prison by exploring how incarceration affects the inmate and the potential consequences for society. Special emphasis is given to current controversies in jail and prison policy, such as overcrowding and violence.
**Prerequisite:** CJ 110

## CJ 250, Juvenile Justice, 3 Units

This course is designed to familiarize students with the juvenile justice system. This course will educate students on: types of delinquency, causes of delinquency (why a minor would engage in delinquent behavior), gang culture, social problems contributing to delinquency, law enforcement agencies that address delinquency, court proceedings and courts orders. Interventions that can be utilized with children who engage in delinquency and prevention programs that reduce the risk factors contributing to delinquency will also be discussed.
**Prerequisite:** CJ 110

## CJ 251, Criminal Law, 3 Units

A study of the principles and doctrines embodied in the criminal law. Topics such as substantive crimes, justification, complicity and liability, causation, and inchoate crimes will be explored and emphasized.
**Prerequisite:** CJ 110

## CJ 255, The Criminalization of Youth, 3 Units

This course explores the criminalization of youth and its effects in today's society. The criminalization of youth refers to the myriad ways in which youth in the U.S. are ignored, mistreated, or otherwise excluded and incarcerated by society long before they are sentenced to time behind bars. The study of the criminalization of youth seeks to investigate U.S. systems and structures that treat young people like criminals, police their bodies, and hold young people accountable for larger systemic and institutional failures. The course begins with an investigation of the overpolicing of young people, especially young people of color, in communities and schools. Then, by examining these issues, students search for possible alternatives to the criminalization of youth.
**Prerequisite:** CJ 250

## CJ 280, American Court System, 3 Units

This course provides an analysis of the structure, process, and personnel involved in the American Court system. By examining both state and federal courts, students will be exposed to the relationship between the judiciary and other criminal justice functions. Special emphasis is given to current court reform programs and the role of technology in the court room.
**Prerequisite:** CJ 110

## CJ 310, Criminological Theories, 3 Units

Students in this course identify different perspectives on crime causation and critically assess why people commit crimes. Course material includes the ideas, worldviews, and theories common to criminal justice professions regarding criminal motivation, what is considered a criminal act, how those acts should be handled, and the role of professionals in the criminal justice system.
**Prerequisite:** CJ 220, CJ 240, and CJ 280

## CJ 340, Victimology, 3 Units

This course provides advanced study and critical appraisal of the theories and recent research on victims of crime. This analysis focuses on the physical, emotional, and financial harm people suffer because of criminal activities, and the role of the victim in the criminal justice system. By exploring the relationships between the offender, the victim, and the criminal justice system, students gain a greater understanding of the frequently forgotten victims of crime. Course material also covers the programs and policies that have resulted from society's increasing concern about the rights of victims.
**Prerequisite:** CJ 220, CJ 240, CJ 280, WRIT 262

## CJ 350, Race, Ethnicity and Crime, 3 Units

Race, and companion factors such as race, ethnicity, social economic class (SES), gender and age are critical factors in the administration of criminal justice in the US. This course critically examines race, ethnicity and SES within the U.S. criminal justice system. The course will provide an overview of the history and background of the experiences of different racial and ethnic groups with different facets of the criminal justice system (policing, juvenile justice, sentencing, courts, etc.). This course will also introduce students to theories about the treatment of the poor compared to the non-poor in criminal offending; and will examine theoretical issues of race and justice. Empirical understandings of the intersectional relationship between race, class and gender and the criminal justice system will also be discussed.
**Prerequisite:** CJ 310

## CJ 351, Criminal Procedure, 3 Units

This course offers a study of specific criminal procedural concepts, such as the right to counsel, exclusionary rule, search warrants, permissible warrantless searches, stop and frisk, entrapment, wiretapping, confessions, lineups, jury selection, voir dire, negotiated pleas, and postconviction relief.
**Prerequisite:** CJ 110

## CJ 355, Gender and Crime, 3 Units

Students in this course explore the intersection between gender (with special focus on women) and crime, addressing such topics as gender differences in offending, theoretical explanations for female offending, the social construction of offending, women as victims of crime and violence, the sexualization and criminalization of women's bodies, women's experiences with prison and the criminal justice system, and women working in criminal justice fields.
**Prerequisite:** CJ 110 and junior or senior standing.

## CJ 362, Writing 3: Criminal Justice Research Design, 3 Units

The course focuses on the nature, purpose, and value of doing and communicating research in the field of criminal justice. Material builds on students' understanding of research methods (as learned in WRIT 262) and focuses on teaching students basic concepts and tools for designing a research project, collecting and analyzing data, and writing for an academic and professional audience. Students develop and conduct a methodologically sound empirical research project and craft a well-written scholarly research paper that communicates their research and findings. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** WRIT 262 and a minimum of 90 units.

## CJ 375, The Politics of Crime and Punishment, 3 Units

What types of political decisions lead to some communities being more policed than others? What is the relationship between descriptive representation in state and local government institutions and criminal justice outcomes? How does contact with the criminal justice system affect individuals' future political participation? Students in this course explore the relationship between politics and crime and punishment, reviewing literature focused on political behavior and political institutions to better understand the phenomena we hear about in the news, from sentencing algorithms and felony (dis)enfranchisement to stop-and-frisk and police use of force. Students examine why debates in this area are so often focused on urban environments, and what it is about cities that makes us associate them with crime. This course does not-nor could in one semester-provide a comprehensive review of any of the literature it covers, but it does provide students with the necessary foundation to engage in current debates and identifies where to look for more information.

## CJ 395, Sex Crimes, 3 Units

This course focuses on sex crimes, sex offenders, the criminal justice system response, and policy, and begins with an overview of the types of sex crimes that occur, and their prevalence. Criminological theories and theories specific to sex offending are identified. Three broad types of sex crimes are assessed: (1) rape, (2) child sexual abuse, and (3) child pornography. An emphasis is placed on typologies, which emphasize the heterogeneity that exists among sex offenders. Attention is also given to specialized groups of sex offenders: (1) juvenile sex offenders, (2) female sex offenders, and (3) those who sexually abuse in the context of an institution (school, church, daycare, etc.). Recent trends in investigation strategies, assessment tools, treatment approaches, and legal responses are reviewed and discussed. Students have the opportunity to explore problems with current trends and discuss related issues. Emphasis is placed on critical research disputing commonly held myths regarding this population of offenders.
**Prerequisite:** CJ 110

## CJ 450, Forensic Psychology for Criminal Justice Professionals, 3 Units

This course provides an in-depth introduction to the science of psychology applied to the criminal justice system. Students explore the psychological principles related to eyewitness testimony, lineups, police interrogations, jury decision making, competence, insanity, and future dangerousness. Special emphasis is given to current research findings in forensic psychology.
**Prerequisite:** CJ 110

# CJ 460, Criminal Justice Internship, 3 Units

The purpose of the internship program is to provide advanced student majors with practical experience working in the field of criminology and criminal justice. Classroom time focuses on processing your learning in the field, addressing any questions, challenges or concerns regarding the experience, and facilitating thinking about professional and graduate work in related fields. As such, classroom time is spent in a small group facilitated discussion format. Students in this course will apply their learning experience practically within a criminal justice professional setting. Class assignments will assist students in looking at different professional experiences from the lens of multiple criminal justice professionals (e.g. law enforcement officers, prosecutors/defense attorneys, probation officers, etc.). Additionally, this allows students to make contact with professionals who might later serve as references or points of contact, and it also allows students to gain actual experience which can be included on a resume or job application. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Criminal Justice Majors Junior or Senior status.

# CJ 494, Senior Capstone in Criminal Justice, 3 Units

This course gives students experience working in the field of criminology and criminal justice. Classroom time focuses on processing students' field learning; addressing questions, challenges, or concerns regarding their experiences; and facilitating thinking about professional and graduate work in related fields. Class assignments help students view professional experiences through the lenses of multiple criminal justice professionals (e.g., law enforcement officers, prosecutors/defense attorneys, probation officers, etc.). Students also network with criminal justice professionals, and participate in seminar-style lectures about how to succeed in criminal justice organizations and beyond. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** CJ 310, CJ 340, CJ 350, and a minimum of 90 units.

# CJ 495, Special Topics in Criminal Justice, 3 Units

This course addresses topics of current interest in criminal justice not covered by the core and elective courses. Topics vary from semester to semester and may reflect new issues in the criminal justice system, theories, or faculty research interests in the field. This course may be taken more than once as topics change.
**Prerequisite:** CJ 110

# CJ 496, Writing 3: Senior Capstone in Criminal Justice, 3 Units

This course provides students an opportunity to combine their learning experience from multiple courses in criminal justice into a research project that demonstrates their learning. This course will focus on writing instruction for students entering criminal justice professions. Students will expound on a contemporary issue in criminal justice and present their findings to professionals in the criminal justice field. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** WRIT 262 (Writing 2) and a minimum of 90 units

# PRCJ 110, Intro to Criminal Justice, 3 Units

This course provides an overview of the field of criminology/criminal justice as an academic discipline involving the scientific study of theoretical perspectives on crime and justice. Students consider the respective roles of law, rehabilitation, public health, morality, and justice in the study of why crime occurs, how society responds to crime, and the scientific methods criminologists use to measure the extent of crime. The people who commit crime, the crimes they commit, and society's response to those actions cannot be fully understood outside the context of the larger criminal justice system, how it operates, the differential treatment of certain racial/ethnic groups, and the system's necessity in society, and these issues are discussed throughout this course. *Meets the General Education Requirement: Social Science.*

# PRCJ 200, Criminal Justice, Civic Engagement, and Social Responsibility, 3 Units

This course provides an experiential introduction to the criminal justice system, preparing students to address important 21st-century issues of ethics, justice, and poor relations between criminal justice professionals and community members. Students are introduced to types of civic engagement in a democracy as it relates to the criminal justice system, and organize community forums to address issues in policing, the courts, and the reintegration of offenders into the community. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

# PRCJ 220, Police and Society, 3 Units

This course introduces students to the history of policing and examines major trends in contemporary law enforcement. By comparing community policing, problem-oriented policing, evidence-based policing, and other types, students identify the legal framework of policing and administration of police work. This course also includes an in-depth examination of police behavior, police discretion, and societal attitudes toward law enforcement.

# PRCJ 240, Introduction to Corrections: Jails and Prisons, 3 Units

Prisons are total institutions that exert control over inmates' daily lives, and this course provides an in-depth introduction to the historical evolution and current state of incarceration and detention in the United States. By focusing on the theories and ideologies informing punitive practices, the goals of deterrence, rehabilitation, and incapacitation are explored. Students take a critical look at life in prison, exploring how incarceration affects inmates and the potential consequences for society. Special emphasis is given to current controversies in jail and prison policy, such as overcrowding and violence.

# PRCJ 250, Juvenile Justice, 3 Units

This course familiarizes students with the juvenile justice system, including types of delinquency, causes of delinquency (why a minor would engage in delinquent behavior), gang culture, social problems contributing to delinquency, law enforcement agencies that address delinquency, court proceedings, and court orders. Course material also addresses interventions that can be utilized with children who engage in delinquency, and prevention programs that reduce the risk factors contributing to delinquency.

## PRCJ 251, Criminal Law, 3 Units

This course introduces students to the concepts of criminal law, including history and development, constitutional limitations on crimes and punishment, principles of criminal liability, criminal defenses, inchoate crimes, and elements of crimes against persons, property, and habitation.

## PRCJ 255, The Criminalization of Youth, 3 Units

This course explores the criminalization of youth and its effects in today's society. The criminalization of youth refers to the myriad ways in which youth in the U.S. are ignored, mistreated, or otherwise excluded and incarcerated by society long before they are sentenced to time behind bars. The study of the criminalization of youth seeks to investigate U.S. systems and structures that treat young people like criminals, police their bodies, and hold young people accountable for larger systemic and institutional failures. The course begins with an investigation of the overpolicing of young people, especially young people of color, in communities and schools. Then, by examining these issues, students search for possible alternatives to the criminalization of youth.
**Prerequisite:** PRCJ 250

## PRCJ 280, The American Court System, 3 Units

Students in this course analyze the structure, process, and personnel involved in the American court system. By examining state and federal courts, students discover the relationship between the judiciary and other criminal justice functions. Special emphasis is given to current court reform programs and the role of technology in the courtroom.

## PRCJ 310, Criminological Theories, 3 Units

Students in this course identify different perspectives on crime causation and critically assess why people commit crimes. Course material includes the ideas, worldviews, and theories common to criminal justice professions regarding criminal motivation, what is considered a criminal act, how those acts should be handled, and the role of professionals in the criminal justice system.

## PRCJ 340, Victimology, 3 Units

This course provides advanced study and critical appraisal of the theories and recent research on victims of crime. This analysis focuses on the physical, emotional, and financial harm people suffer because of criminal activities, and the role of the victim in the criminal justice system. By exploring the relationships between the offender, the victim, and the criminal justice system, students gain a greater understanding of the frequently forgotten victims of crime. Course material also covers the programs and policies that have resulted from society's increasing concern about the rights of victims.

## PRCJ 350, Race, Ethnicity, and Crime, 3 Units

Race, ethnicity, socioeconomic class, gender, and age are critical factors in the administration of criminal justice in the United States. Students in this course critically examine race, ethnicity, and socioeconomic class within the U.S. criminal justice system as they explore the experiences of different racial and ethnic groups with different facets of the criminal justice system (e.g., policing, juvenile justice, sentencing, courts, etc.). Course material also introduces theories about the treatment of the poor compared to that of the nonpoor in criminal offending, and students examine theoretical issues of race and justice. Empirical understandings of the relationship between race, class, and gender and the criminal justice system are also discussed.
**Prerequisite:** PRCJ 220, PRCJ 240, PRCJ 280

## PRCJ 351, Criminal Procedure, 3 Units

Students in this course study specific criminal procedural concepts, such as the right to counsel, exclusionary rule, search warrants, permissible warrantless searches, stop and frisk, entrapment, wiretapping, confessions, lineups, jury selection, voir dire, negotiated pleas, and postconviction relief.
**Prerequisite:** PRCJ 110 or instructor consent.

## PRCJ 355, Gender and Crime, 3 Units

Students in this course explore the intersection between gender (with special focus on women) and crime. Topics include gender differences in offending, theoretical explanations for female offending, the social construction of offending, women as victims of crime and violence, the sexualization and criminalization of women's bodies, women's experiences with prison and the criminal justice system, and women working in criminal justice fields.

## PRCJ 362, Writing 3: Criminal Justice Research Design, 3 Units

The course focuses on the nature, purpose, and value of doing and communicating research in the field of criminal justice. Material builds on students' understanding of research methods (as learned in PRWR 262) and focuses on teaching students basic concepts and tools for designing a research project, collecting and analyzing data, and writing for an academic and professional audience. Students develop and conduct a methodologically sound empirical research project and craft a well-written scholarly research paper that communicates their research and findings. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** PRWR 262

## PRCJ 395, Sex Crimes, 3 Units

This course focuses on sex crimes, sex offenders, the criminal justice system response, and policy, and begins with an overview of the types of sex crimes that occur and their prevalence. Criminological theories and theories specific to sex offending are identified. Three broad types of sex crimes are assessed: (1) rape, (2) child sexual abuse, and (3) child pornography. An emphasis is placed on typologies, which emphasize the heterogeneity that exists among sex offenders. Attention is also given to specialized groups of sex offenders: (1) juvenile sex offenders, (2) female sex offenders, and (3) those who sexually abuse in the context of an institution (school, church, daycare, etc.). Recent trends in investigation strategies, assessment tools, treatment approaches, and legal responses are reviewed and discussed. Students have the opportunity to explore problems with current trends and discuss related issues. Emphasis is placed on critical research disputing commonly held myths regarding this population of offenders.

## PRCJ 450, Forensic Psychology for Criminal Justice Professionals, 3 Units

This course provides an in-depth introduction to the science of psychology applied to the criminal justice system. Students explore the psychological principles related to eyewitness testimony, lineups, police interrogations, jury decision making, competence, insanity, and future dangerousness. Special emphasis is given to current research findings in forensic psychology.

## PRCJ 460, Criminal Justice Internship, 3 Units

The internship program allows students to apply their learning and gain work experience within a professional criminal justice setting. Assignments help students view professional experiences through the lenses of multiple criminal justice professionals (e.g., law enforcement officers, prosecutors, defense attorneys, probation officers, etc.), and allow students to network with professionals and gain experience for inclusion on resumes and job applications. Classroom time is spent in small groups with facilitated discussions, and focuses on processing learning in the field; addressing questions, challenges, or concerns regarding the experience; and encouraging thinking about professional and graduate work in related fields. *Meets the General Education Requirement: Integrative and Applied Learning.*

## PRCJ 494, Senior Capstone in Criminal Justice, 3 Units

This course gives students experience working in the field of criminology and criminal justice. Classroom time focuses on processing students' field learning; addressing questions, challenges, or concerns regarding their experience; and facilitating thinking about professional and graduate work in related fields. Class assignments help students view professional experiences through the lenses of multiple criminal justice professionals (e.g., law enforcement officers, prosecutors/defense attorneys, probation officers, etc.). Students also network with criminal justice professionals, and participate in seminar-style lectures about how to succeed in criminal justice organizations and beyond. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** PRWR 262

## PRCJ 495, Special Topics in Criminal Justice, 3 Units

This course addresses topics of current interest in criminal justice not covered by core and elective courses. Topics vary by semester and may reflect new issues in the criminal justice system, theories, or faculty research interests in the field. This course may be taken more than once, as topics change.

## PRCJ 496, Writing 3: Senior Capstone in Criminal Justice, 3 Units

This course provides students an opportunity to combine their learning experience from multiple courses in criminal justice into a research project that demonstrates their learning. This course will focus on writing instruction for students entering criminal justice professions. Students will expound on a contemporary issue in criminal justice and present their findings to professionals in the criminal justice field. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** PRWR 262 (Writing 2) and a minimum of 90 units

## POLI 250, Introduction to Criminal Law, 3 Units

This course introduces students to the concepts of criminal law, including history and development, constitutional limitations on crimes and punishment, principles of criminal liability, criminal defenses, inchoate crimes, and elements of crimes against persons, property, and habitation.

## POLI 350, Constitutional Law: Fundamental Freedoms, 3 Units

This course analyzes U.S. Supreme Court decisions related to constitutional civil rights and liberties found in the Bill of Rights and 14th Amendment, including freedoms of speech, press, religion, assembly; the right to bear arms; due process and equal protection; and political rights related to representation, voting, and naturalization.
**Prerequisite:** POLI 150 or instructor consent

## POLI 351, Constitutional Law: Criminal Justice, 3 Units

The course analyzes U.S. Supreme Court decisions related to the constitutional protections offered to criminal defendants found in the Bill of Rights and 14th Amendment, including the right to be free from unreasonable searches and seizures, the privilege against self-incrimination, the right to counsel, the right to a jury trial, the protection against excessive bail and cruel and unusual punishment, and other due process guarantees.
**Prerequisite:** POLI 150 or instructor consent

## POLI 380, Terrorism and Counterterrorism, 3 Units

This course considers the sources, history, and motivations behind terrorism, the tools and tactics employed by terrorists, and terrorist organizations' political objectives, with emphasis on recent and current terrorism. Students also consider the phenomenon of state terrorism, the theory and practice of counterterrorism, and the variety of Christian responses to terrorism.
**Prerequisite:** POLI 150 or POLI 160

## SOCW 410, Family Violence, 3 Units

Family violence is an in-depth study from a system's perspective of violence that occurs in families. This course provides an overview of child abuse, spousal abuse, abuse between intimate partners, and elder abuse. The course explores the theory and research as to the causes of abuse, including individual and family factors, elder abuse, gender issues, community and societal influences, and cultural factors. This course explores the policy and programs developed to deal with these crises. Finally, methods of assessment and intervention are investigated as applicable to both professional and personal situations.
**Prerequisite:** Junior or Senior standing or instructor consent

# BA in Criminal Justice

51 units

A minimum 2.0 grade-point average is required in all major courses, and students must pass all required courses with a *C* or higher. Students must earn at least 50% of major course credits at Azusa Pacific University to graduate with a degree in criminal justice. No more than 50% of required criminal justice courses can be lower-division.

No more than 10 percent of the criminal justice major (https://www.apu.edu/bas/programs/criminal-justice-major/) credits may be completed through knowledge-based examinations (e.g., CLEP). All credit earned through examination will be clearly documented on the student's official transcript by specific course designations and numbers, including the source of the credit. Awarding blanket credit for criminal justice courses in a "block" is not allowed (e.g., "12 hours criminal justice credit").

| Code | Title | Units |
| --- | --- | --- |
| **Core Courses** | | |
| MATH 130 | Introduction to Statistics [1] | 3 |
| or MATH 115 | Mathematics in Society | |
| CJ 110 | Introduction to Criminal Justice [2] | 3 |
| CJ 220 | Police and Society | 3 |
| CJ 240 | Introduction to Corrections: Jails and Prisons | 3 |
| CJ 250 | Juvenile Justice | 3 |
| CJ 280 | American Court System | 3 |
| CJ 310 | Criminological Theories | 3 |
| CJ 340 | Victimology | 3 |
| CJ 350 | Race, Ethnicity and Crime | 3 |
| WRIT 262 | Writing 2: Criminal Justice Research Methods [3] | 3 |
| CJ 362 | Writing 3: Criminal Justice Research Design [4] | 3 |
| CJ 494 | Senior Capstone in Criminal Justice [5] | 3 |
| **Elective Courses** | | **15** |
| CJ 200 | Criminal Justice, Civic Engagement and Social Responsibility [6] | |
| CJ 251 | Criminal Law | |
| or POLI 250 | Introduction to Criminal Law | |
| CJ 255 | The Criminalization of Youth | |
| CJ 351 | Criminal Procedure | |
| or POLI 350 | Constitutional Law: Fundamental Freedoms | |
| CJ 355 | Gender and Crime | |
| CJ 395 | Sex Crimes | |
| CJ 450 | Forensic Psychology for Criminal Justice Professionals | |
| CJ 460 | Criminal Justice Internship [7] | |
| CJ 495 | Special Topics in Criminal Justice | |
| POLI 380 | Terrorism and Counterterrorism | |
| SOCW 410 | Family Violence | |
| or SOCW 411 | Intimate Relationship Violence: Assessment and Intervention | |
| **Total Units** | | **51** |

| | |
| --- | --- |
| [1] | Meets the General Education Quantitative Literacy requirement. |
| [2] | Meets the General Education Social Sciences requirement. |
| [3] | Meets the General Education Writing 2 requirement. |
| [4] | Meets the General Education Writing 3 requirement. |
| [5] | Meets the General Education Integrative and Applied Learning requirement. |
| [6] | Meets the General Education Civic Knowledge and Engagement requirement. |
| [7] | Meets the General Education Integrative and Applied Learning requirement. |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate comprehension of traditional and contemporary criminology theories.
2. Critique how major components of the criminal justice system respond to crime, criminals, and victims from theoretical and practical perspectives.
3. Employ data and methods of social science research to respond to contemporary criminal justice issues.
4. Illustrate ways in which race and ethnicity are linked to differential justice within criminal justice systems.
5. Students will be able to apply relevant Christian principles to the delivery of justice within the Criminal Justice system.

# BA in Criminal Justice (Bachelor's Completion Program)

51 units

Azusa Pacific's bachelor's completion program in criminal justice (https://www.apu.edu/bas/programs/criminal-justice-bachelors-completion/) is designed for transfer students who have at least 15 units and are interested in completing a Bachelor of Arts in Criminal Justice at the Inland Empire Regional Campus (https://www.apu.edu/inland/) or online. Students gain hands-on field experience as they learn about the criminal justice system, preparing them to make a difference in the lives of others.

Azusa Pacific's bachelor's completion programs allow students who began a program of study at another higher education institution to finish their degree at APU. In order to graduate, students must complete the required program units and General Education (p. 915) units, for a minimum total of 120 units.

No more than 10 percent of the criminal justice major credits may be completed through knowledge-based examinations (e.g., CLEP). All credit earned through examination must be clearly documented on the student's official transcript by specific course designations and numbers, including the source of the credit. Awarding blanket credit for criminal justice courses in a "block" is not allowed (e.g., "12 hours criminal justice credit").

## Requirements

A minimum 2.0 grade-point average is required in all major courses, and students must pass all required courses with a *C* or higher. Students must earn at least 50% of major course credits at Azusa Pacific University to graduate with a degree in criminal justice. No more than 50% of required criminal justice courses can be lower-division.

No more than 10 percent of the criminal justice major (https://www.apu.edu/bas/programs/criminal-justice-bachelors-completion/) credits may be completed through knowledge-based examinations (e.g., CLEP). All credit earned through examination will be clearly documented on the student's official transcript by specific course designations and numbers, including the source of the credit. Awarding blanket credit for criminal justice courses in a "block" is not allowed (e.g., "12 hours criminal justice credit").

| Code | Title | Units |
| --- | --- | --- |
| **Core Courses** | | |
| PRMA 130 | Introduction to Statistics [1] | 3 |
| PRCJ 110 | Intro to Criminal Justice [2] | 3 |
| PRCJ 220 | Police and Society | 3 |
| PRCJ 240 | Introduction to Corrections: Jails and Prisons | 3 |
| PRCJ 250 | Juvenile Justice | 3 |
| PRCJ 280 | The American Court System | 3 |
| PRCJ 310 | Criminological Theories | 3 |
| PRCJ 340 | Victimology | 3 |
| PRCJ 350 | Race, Ethnicity, and Crime | 3 |
| PRWR 262 | Writing 2: Criminal Justice Research Methods [3] | 3 |
| PRCJ 362 | Writing 3: Criminal Justice Research Design [4] | 3 |
| PRCJ 494 | Senior Capstone in Criminal Justice [5] | 3 |
| **Elective Courses** | | **15** |
| PRCJ 200 | Criminal Justice, Civic Engagement, and Social Responsibility [6] | |
| PRCJ 251 | Criminal Law | |

| | | |
|---|---|---|
| or PRPO 250 | Introduction to Criminal Law | |
| PRCJ 255 | The Criminalization of Youth | |
| PRCJ 351 | Criminal Procedure | |
| or PRPO 350 | Constitutional Law: Fundamental Freedoms | |
| PRCJ 355 | Gender and Crime | |
| PRCJ 395 | Sex Crimes | |
| PRCJ 450 | Forensic Psychology for Criminal Justice Professionals | |
| PRCJ 460 | Criminal Justice Internship [5] | |
| PRCJ 495 | Special Topics in Criminal Justice | |
| PRPO 250 | Introduction to Criminal Law | |
| PRPO 350 | Constitutional Law: Fundamental Freedoms | |
| PRPO 380 | Studies of Terrorism | |
| PRSW 410 | Family Violence | |
| **Total Units** | | **51** |

[1]    Meets the General Education Quantitative Literacy requirement.
[2]    Meets the General Education Social Sciences requirement.
[3]    Meets the General Education Writing 2 requirement.
[4]    Meets the General Education Writing 3 requirement.
[5]    Meets the General Education Integrative and Applied Learning requirement.
[6]    Meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate comprehension of traditional and contemporary criminology theories.
2. Critique how major components of the criminal justice system respond to crime, criminals, and victims from theoretical and practical perspectives.
3. Employ data and methods of social science research to respond to contemporary criminal justice issues.
4. Illustrate ways in which race and ethnicity are linked to differential justice within criminal justice systems.
5. Students will be able to apply relevant Christian principles to the delivery of justice within the Criminal Justice system.

# Minor in Criminal Justice (Professional)

21 units

Learn more about the minor in criminal justice for professional students. (https://www.apu.edu/bas/programs/criminal-justice-minor-bachelors-completion/)

## Requirements

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | **9** |
| PRCJ 220 | Police and Society | |
| PRCJ 240 | Introduction to Corrections: Jails and Prisons | |
| PRCJ 280 | The American Court System | |
| **Electives** | | **12** |
| Select four of the following: | | |
| PRCJ 200 | Criminal Justice, Civic Engagement, and Social Responsibility [1,2] | |
| PRCJ 250 | Juvenile Justice [1] | |
| PRCJ 251 | Criminal Law [1] | |
| PRCJ 255 | The Criminalization of Youth [1] | |
| PRCJ 310 | Criminological Theories | |
| PRCJ 340 | Victimology | |

| PRCJ 350 | Race, Ethnicity, and Crime |
| PRCJ 351 | Criminal Procedure |
| PRCJ 355 | Gender and Crime |
| PRCJ 395 | Sex Crimes |
| PRCJ 450 | Forensic Psychology for Criminal Justice Professionals |
| PRCJ 495 | Special Topics in Criminal Justice |
| **Total Units** | **21** |

1   Only 3 lower-division units may be used to satisfy elective requirements.
2   Meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain how major components of the criminal justice system (police, courts, and corrections), respond to crime, criminals, and victims.
2. Demonstrate comprehension of traditional and contemporary criminal justice theories.

# Department of Higher Education

## Mission Statement

The Department of Higher Education (https://www.apu.edu/bas/highered/) focuses on preparing the next generation of leaders, scholars, faculty, and student development professionals who will shape colleges and universities across the globe. Together, we strive to be a community of scholars and disciples who make a difference in the world.

## Contact

- Learn more about our programs on our website (https://www.apu.edu/bas/highered/programs/).
- Email: doctoralhighered@apu.edu
- Phone: (626) 815-5349

## Accreditation

- All APU programs in higher education are accredited by the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org).

## Programs

- Master of Science in College Counseling and Student Development (p. 377)
- Doctoral Programs in Higher Education (p. 373)
    - Doctor of Philosophy (PhD) in Higher Education (p. 380)
    - Doctor of Education (EdD) in Higher Education Leadership (p. 375)
- Doctoral-Level Certificate in Strengths-Oriented Higher Education (p. 374)

## Courses

### CCSD 543, Legal and Ethical Issues in College Student Affairs, 3 Units

This course provides an examination of the major legal and ethical issues confronting contemporary student affairs professionals. Emphasis is placed on federal regulations and mandates, constitutional issues, tort liability, contractual relationships, distinctions between public and private sector institutions of higher education, and ethical standards of the student affairs profession.

### CCSD 551, Introduction to College Student Affairs, 3 Units

An introduction to and overview of the field of college student affairs is offered with emphasis upon its historical and philosophical foundation, its basic documents, and its primary objectives within American colleges and universities. Students survey and analyze the typical programs and services which the college student affairs field delivers within American colleges and universities.

### CCSD 552, The Process Of Adult Development, 3 Units

Students study and critique selected human development theories relevant to the process of being and becoming an adult. An overview of models for translating theory to practice and assessment techniques to be applied to individuals, groups, and the environment is provided.

## CCSD 553, Administration in College Student Affairs, 3 Units
Strategies, techniques, and issues related to the organization and administration of college student affairs' functions and divisions are stressed. Organizational structure, staff selection, training, supervision, budgeting, planning, policy development, and leadership as well as program implementation and evaluation are addressed.

## CCSD 562, Qualitative Research with Today's Diverse College Students, 3 Units
Students are provided with a review and analysis of the ecology of college students in contemporary American higher education. Student characteristics, subcultures, values, beliefs, lifestyles, and other critical variables are examined in relation to qualitative assessment methods and policy/program implications.

## CCSD 563, Counseling: The Helping Relationship, 3 Units
This course includes an introduction to and overview of various theoretical approaches to the helping relationship and an examination of helping techniques with culturally diverse populations as applied through advising, crisis intervention, and consultation roles. Behavior development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included.

## CCSD 567, The Role of Diversity in Student Affairs Practice, 3 Units
This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professionals to serve diverse student populations.

## CCSD 568, Inclusive Diversity Practices in Student Affairs, 3 Units
This course helps students develop professional skills and practices in designing culturally sensitive and appropriate interventions for any campus setting in the context of higher education. Students taking this course should already have a solid awareness and knowledge of the theoretical bases and content of social justice, privilege, and marginalized groups within higher education. Learning is targeted at experiential activities that provide opportunities to practice multicultural skills. Based on Pope and Reynolds (1997), multicultural skills allow for effective and meaningful interactions with people who differ culturally. Skill is based on awareness and knowledge to bring about appropriate, effective change in multicultural situations. Students receive feedback as they develop these skills, with specific attention paid to: 1) frameworks of social justice and ally ship, including social justice as a Christian tradition; 2) involvement with the unique experiences of marginalized social groups of college students; and 3) examining critical dimensions of the design and delivery of multicultural education programs. The pedagogy employed in this course draws heavily on critical self-reflection to explore how students' multicultural skills shape interventions related to inclusive diversity practices on a college campus.
**Prerequisite:** CCSD 567

## CCSD 571, Student Learning in the Cocurriculum, 3 Units
Students are exposed to a dual study of theory and research pertaining to student learning as it occurs outside the classroom in the higher education setting. The course focuses on strengths for creating seamless learning experiences that extend beyond those offered in the formal curriculum, partnering with faculty members, and creating conditions that effectively engage students in educationally purposeful activities.

## CCSD 573, Career Counseling and Development, 3 Units
This course provides a comprehensive review of career theory, as well as resources and techniques utilized in assisting individuals to make informed educational and career choices. An exploration of changing concepts of work and careers and their implications for career counseling are emphasized. A focus on the relationship of career to other issues of counseling and development is addressed.

## CCSD 575, Quantitative Analysis in College Student Affairs, 3 Units
Students explore the basic elements of descriptive and inferential statistics, and use a statistical software package to develop computer skills necessary for quantitative analysis. The application of data analysis to student affairs practice is emphasized. It is strongly recommended that students complete this course prior to enrolling in CCSD 592 Program Evaluation in College Student Affairs.

## CCSD 581, Foundations of Higher Education, 3 Units
Students explore and analyze the various purposes served by American colleges and universities and the principal policy questions currently confronting these institutions. Classic works and events that have influenced professional thought, public opinion, and policy related to higher education are addressed.

## CCSD 583, Counseling Issues and Practice, 3 Units
Conflict, crisis, and dysfunctional behavior on the college campus are examined. Specific attention is given to the key issues relevant to student populations, including prejudice, substance abuse, suicide, and eating disorders. An opportunity for the development of skills applicable to college student affairs roles is provided through laboratory experience/practice.

## CCSD 592, Program Evaluation in College Student Affairs, 3 Units
This course provides an introduction to basic concepts, principles, and methods of evaluation and research in the social sciences. Problem identification, research/program design, instrument development, data collection techniques, fundamental statistical tests, cost/benefit analyses, and interpretation of findings are addressed. Critical analysis of relevant literature is emphasized.

## CCSD 595, Capstone Project in College Student Affairs, 3 Units
This course supports students in completing their professional portfolio which contains evidence of the 12 competencies upon which the program is built.

## CCSD 595A, Capstone Project in College Student Affairs, 2 Units

This course supports students in completing their professional portfolio which contains evidence of the 12 competencies upon which the program is built.

## CCSD 595B, Capstone Project in CSA, 1 Unit

This course supports students in completing their professional portfolio which contains evidence of the 12 competencies upon which the program is built.

## CCSD 598, Special Topics, 3 Units

This course examines in depth a topic of current interest or need. Students analyze and evaluate topics/issues to reach and express a position, provide training for a particular population, or enhance personal development. If students elect this course more than once during their program, each course must address a different topic.

## CCSD 599, Readings in College Student Affairs, 3 Units

This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

## HED 550, Asian Americans in Higher Education, 3 Units

Students in this course explore the history and experiences of Asian Americans, particularly the factors that influenced immigration patterns to the U.S., cultural contributions of Asian Americans, and issues encountered by Asian Americans due to racism and/or ignorance. Sociopolitical and economic factors that influence the experiences of Asian Americans are also examined. Asian American groups come to the U.S. from cultures rich in tradition and have struggled against many obstacles to contribute much to the fabric of American life. Unfortunately, these contributions and struggles, as well as the obstacles, are too often forgotten, ignored, or unheard. This course tells that story through the systematic analytical lens of sociological inquiry.

## HED 701, Strengths-Oriented Leadership, 4 Units

This course is a critical analysis of leadership theory and practice with an emphasis on how awareness and application of a strengths philosophy can increase leadership effectiveness. Using group discussions, research papers, and individual reflection, students develop and evaluate theoretical principles of leadership development and develop a personal approach to creating institutional change.

## HED 702, The Nature of Inquiry, 4 Units

This course introduces beginning doctoral students to the methods, theoretical perspectives, and epistemologies associated with various approaches to the research process. Students examine the nature of doctoral study, begin their own scholarly inquiry and synthesis process in higher education leadership, and identify potential areas for future research.

## HED 703, Critical Issues in Higher Education, 4 Units

This foundational course will introduce students to an array of critical issues facing U.S. higher education. Areas of focus will include the formative influences that led to the diversification of American higher education as well as current and emerging issues and trends related to the purposes, governance, funding, and delivery of postsecondary education. These topics will be explored through a lens of ethics and social justice and framed around the potentially-competing priorities of affordability, accessibility/equity, and academic quality.

## HED 704, Ethical Issues in Higher Education, 2 Units

Ethics is the study of what should be and what ought to be, rather than what is. In this course, ethical dilemmas encountered by students in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophical and theological perspectives. Personal ethics are studied in terms of integrity in pursuing one's own sense of destiny and calling in the leadership roles assumed.

## HED 705, Student Access, Equity, and Success in College, 4 Units

This course examines the impact of the college student experience, beginning with the college choice process and culminating with graduation and lifetime impact. Student development theories, theories and models of student change in college, student retention theories, and strategies for defining and measuring student success and institutional effectiveness are emphasized. Policies, programs, and best practices that enhance student learning, success, and persistence are explored.

## HED 710, Research Design and Statistics, 4 Units

This course integrates statistical procedures with quantitative research methodologies in a practical setting that emphasizes conducting the research and statistical analyses within the context of higher education. Students learn to write a proposal for an Institutional Review Board, analyze and critique published research, and design, implement, analyze, and report results from a quantitative research study. Use of SPSS statistical software is also emphasized.

## HED 711, Qualitative Research Methods, 4 Units

Students are introduced to the perspectives, purposes, designs, analysis, interpretation, and reporting of qualitative research in the field of education. Ethnography, case study, grounded theory, action research, and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis and the skills of data management, analysis, and interpretation are studied and practiced.

## HED 721, Diversity and Social Justice in Higher Education, 4 Units

This course examines the social ecology of higher educational institutions through a lens of justice and equity. Focus is on research as it informs policy and practice within post-secondary institutions, and how higher education is shaped by sociopolitical forces, cultural norms, and voices from its margins.

## HED 722, Global Policy Analysis in Higher Education, 4 Units

This course offers a unique opportunity to examine postsecondary policies at the institutional, local, state, national, regional, and international level with a special focus on social justice. Global policy students will examine core policy principles, the culture of higher education, and critical theory. The course includes a site visit to an international location for an opportunity to deeply reflect on issues of policy and justice from a Christian perspective. The examination of policies will include those that lead to justice-oriented change as well as policies that result in greater inequality.

## HED 724, Teaching, Learning, and Assessment in Higher Education, 4 Units

This course will explore the higher education teaching-learning experience and the role of assessment at the individual, course, program, and university levels. Emphasis will be placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, outcomes assessment, and developing a learning ethos within the university.

## HED 725, Administration in Higher Education, 4 Units

Offered each July and required of all Ed.D. and Ph.D. students in the Organizational Leadership concentration. This course serves as one of the foundational courses in the higher education leadership doctoral program. Focused on educating emerging leaders in the field, the course gives students an appreciation for the challenges of approaching institutional decision making from the various perspectives represented on the president's cabinet. Various organizational models are also presented as frameworks for understanding the complex organizational cultures typically found in college and university settings.

## HED 730, Advanced Quantitative Methods, 4 Units

This course is for Ph.D. students who plan to write a quantitative dissertation. The course content introduces more advanced quantitative methods and statistical concepts, such as multivariate analysis of variance and covariance, factorial analysis of variance, structural equation modeling, exploratory and confirmatory factor analysis, discriminant analysis, and logistic regression. Experimental and quasi-experimental research designs are emphasized, along with computer applications with SPSS and AMOS software.

## HED 731, Advanced Qualitative Research, 4 Units

This course is required of Ph.D. students who plan to write a qualitative dissertation. In this advanced seminar on qualitative research, the focus is on data collection and analysis approaches representing the major qualitative methodologies. Each qualitative methodology leads to particular ways of gathering, analyzing, and presenting data, which will be explored through primary source readings. The course culminates in a comparative methodologies paper or pilot research project.

## HED 732, Leading Change in Higher Education, 4 Units

This course examines leadership, organizational development, and change theories, with particular application to the contemporary public and private higher educational environment and to university governance. Emphasis is on the leadership role as change agent within organizations. Theoretical as well as practical perspectives relative to the nature of leadership are incorporated. The concepts of communication, motivation, delegation, creativity, conflict, and change are incorporated throughout the course. Students have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions for interpersonal, structural, and organizational problems experienced within the higher education environment.

## HED 760, Research Seminar, 1-2 Units

This research seminar exposes doctoral candidates to the creation, implementation, and dissemination of a focused research agenda based on the area of specializations of the core faculty. The seminar focuses on reading and evaluating educational research, collecting and analyzing qualitative or quantitative data, and engaging in collaborative research. This course is required of all Ph.D. students beginning their second year of the program and requires attendance at team meetings each semester. Students take 1-2 units per semester for a total of 4-6 units.

## HED 761, Strengths-Oriented Research and Programming, 2 Units

This course provides students with the opportunity to design, implement, and assess strengths-oriented programs for college students. A culminating project is the hallmark of the course, with an emphasis on either the design of a strengths-oriented program or the assessment of the effectiveness of strengths-oriented interventions.

## HED 791, Dissertation Proposal I, 1 Unit

Students identify a research topic and develop a dissertation proposal(the first three chapters of the dissertation). Steps include identifying a significant problem in higher education, conducting a literature search, writing a literature review, selecting a research methodology, and selecting appropriate qualitative and statistical tools.

## HED 792, Dissertation Proposal II, 1 Unit

Students continue writing their dissertation proposal (the first three chapters of the dissertation). The focus in this course is on selecting a research methodology and selecting appropriate qualitative and statistical tools. Ph.D. students must pass all comprehensive exams before defending their proposal.

## HED 794, Dissertation Research I, 2-3 Units

This course is offered each term and is required of all students in the dissertation phase. Students work with their dissertation committee in conducting a doctoral-level research project, enrolling for 2-3 units of credit in this course their first semester of dissertation research, then enrolling in HED 795 Dissertation Research II continuously in subsequent semesters until the dissertation is complete.

## HED 795, Dissertation Research II, 2-3 Units

In this course, offered each term and required of all students in the dissertation phase, students work with their dissertation committee in conducting a doctoral-level research project in higher education. After enrolling in HED 794 for one semester, students enroll for 2-3 units of dissertation credit in this course and must re-enroll each semester from the time their proposal is approved until the dissertation is completed.

## HED 796, Dissertation Proposal Seminar, 3 Units

Students in this course identify a research topic and develop a dissertation proposal. Steps include articulating a significant problem in higher education that can be researched, conducting a literature search and writing a literature review, selecting a research methodology to appropriately implement, and completing the first three chapters of the dissertation. The course is graded CR/NC based on the student submitting written material to their dissertation chair, and is repeated until the dissertation proposal is successfully defended. Students must pass all comprehensive exams prior to defending their dissertation proposal.

## HED 797, Dissertation Research, 3 Units

This course is offered each term and is required of all students who have successfully defended their dissertation proposal. Students work with their dissertation committee in conducting a doctoral-level research project in higher education. Students enroll for 3 units of dissertation credit each semester until they defend their final dissertation.

## HED 798, Special Topics, 1-4 Units

Offered upon faculty request. In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit up to a maximum of 6 units. Each course must address a different topic.

## HED 799, Readings in Higher Education, 1-4 Units

Offered as Independent Study with approval of department chair. Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

## HEDL 709, The Philosophy of Action Research, 4 Units

This course offers students an opportunity to begin exploring all aspects of doctoral study. Students learn about various approaches to research, with an emphasis on action research, while also exploring their roles as change agents and examining how their actions as leaders influence people, systems, and themselves. They are given the opportunity to enhance their skills in locating and evaluating the literature of the field, explore scholarly writing, and identify possible dissertation topics.

## HEDL 715, Qualitative Methods in Action Research, 3 Units

Students in this course analyze models of action research while developing specific strategies for using the action research model in their professional practice. Assessment strategies focus on qualitative approaches.

## HEDL 716, Survey Methods and Quantitative Analysis, 3 Units

In this course, students are introduced to the principles of good survey design and the quantitative procedures that are most useful in analyzing survey research data. Students explore the application of survey methods and quantitative analysis to their work as action researchers and change agents within higher education settings.

## HEDL 720, Campus Ecology and Creating Spaces for Thriving, 3 Units

This course examines how higher education institutions can create actual and virtual spaces that more effectively promote student thriving, sustainability, and community. Innovative architectural designs are identified and evaluated, and students have the opportunity to design, or redesign, a "thriving space" for a college campus.

## HEDL 723, Higher Education Law and Policy, 3 Units

Students in this course examine the historical, contextual, and theoretical aspects of higher education law and policy as they affect students, faculty members, administrators, and organizational systems. Course material also involves the analysis of contemporary legal and policy issues confronting public and private higher education in the United States.

## HEDL 729, The Spirituality of Leadership, 3 Units

This course examines the spiritual dimensions of leadership by exploring vocation, calling, and thriving. Students examine how the Christian faith informs leadership development and practice, but also investigate the spirituality of leadership across other traditions and perspectives.

## HEDL 733, The Changing Worlds of Higher Education, 4 Units

Students will explore the rapidly changing nature of higher education in the United States and around the world. The problems facing higher education, in all its forms, will be examined as will emerging innovative models and structures. Participation in an international travel experience is a requirement of this course.

## HEDL 740, Critical Issues in Higher Education, 3 Units

This foundational course introduces students to an array of critical issues facing U.S. higher education. Areas of focus include the formative influences that led to the diversification of American higher education, as well as current and emerging issues and trends related to the purposes, governance, funding, and delivery of postsecondary education. These topics are explored through a lens of ethics and social justice and framed around the potentially competing priorities of affordability, accessibility/equity, and academic quality.

## HEDL 741, Strengths-Oriented Leadership, 3 Units

This course is a critical analysis of leadership theory and practice, with an emphasis on how awareness and application of a strengths philosophy can increase leadership effectiveness. Using group discussions, research papers, and individual reflection, students develop and evaluate theoretical principles of leadership development and develop a personal approach to creating institutional change.

## HEDL 742, Student Access, Equity, and Success in College, 3 Units

This course examines the impact of the college student experience, beginning with the college choice process and culminating with graduation and lifetime impact. Student development theories, theories and models of student change in college, student retention theories, and strategies for defining and measuring student success and institutional effectiveness are emphasized. Policies, programs, and best practices that enhance student learning, success, and persistence are explored.

## HEDL 743, Diversity and Social Justice in Higher Education, 3 Units

This course examines the social ecology of higher educational institutions through a lens of justice and equity. Focus is on research as it informs policy and practice within postsecondary institutions, and how higher education is shaped by sociopolitical forces, cultural norms, and voices from its margins.

## HEDL 744, Administration in Higher Education, 4 Units

This course gives students an appreciation for the challenges of approaching institutional decision making from the various perspectives represented on the president's cabinet. Various organizational models are also presented as frameworks for understanding the complex organizational cultures typically found in college and university settings.

## HEDL 745, Leading Change in Higher Education, 3 Units

This course covers 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, and the concepts of communication, motivation, delegation, creativity, conflict, and change are incorporated throughout the course. Students have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions for interpersonal, structural, and organizational problems experienced within the higher education environment.
**Prerequisite:** HEDL 785

## HEDL 748, Guided Inquiry Project I, 1 Unit

In this introductory course, students explore a potential topic for their action research dissertation, focusing on conceptualizing an area of concern and developing a problem statement around that area of concern.

## HEDL 749, Guided Inquiry Project II, 1 Unit

In this course, Ed.D. students continue to work on steps toward the dissertation begun in HEDL 748, identifying the innovation they intend to introduce, and outlining the research design that will be used to gather evidence regarding the impact of the innovation.
**Prerequisite:** HEDL 748

## HEDL 785, Dissertation Proposal, 1 Unit

Students complete the first three chapters of the action research dissertation. Successful completion of these three chapters is a prerequisite for continuing coursework in the final two semesters of the program.

## HEDL 787, Dissertation Seminar, 2 Units

In this course, students complete work on chapter 4 of their dissertation by gathering and analyzing data and presenting the findings from their research. Students also complete chapter 5.
**Prerequisite:** HEDL 785

## HEDL 789, Dissertation Research, 3-4 Units

In this course, students successfully defend their research with their dissertation committee.

## HEDL 799, Readings in Higher Education Leadership, 1-4 Units

Offered as Independent Study with approval of department chair. Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

# Doctoral Programs in Higher Education

**For more information: (626) 815-5349**

APU's doctoral programs in higher education produce ethical scholars and leaders who have a positive impact on student learning and social justice in higher education. The department offers the Doctor of Philosophy (PhD) in Higher Education and the Doctor of Education (EdD) in Higher Education Leadership. The PhD emphasizes research and leadership skills that make a difference in the field of higher education; the EdD emphasizes leadership development that makes a difference at the institutional level.

The doctoral programs require that the student already holds a master's degree in a field related to higher education. Because the programs are geared for higher education professionals, all students are expected to be employed in a college or university setting and to have at least five years of experience in higher education or a closely related field. Both doctoral programs employ a cohort model in which students are in residency in Azusa part time; the PhD program meets for two weeks each January and July, with students completing course assignments independently, and the EdD program meets for one week in June and one weekend (Friday/Saturday) each month except for May and August, with students completing course assignments independently. Campus intensive sessions continue to be required each term during the dissertation phase, as well.

## Mission Statement

The mission of the doctoral programs in higher education is to produce ethical scholars and leaders who have a positive impact on student learning and social justice in higher education.

## Core Values of the Doctoral Programs in Higher Education

The doctoral programs in higher education are driven by these core values:

- A Christian worldview that enables students to become "big-picture thinkers" who are people of character and integrity
- An appreciative perspective of learning and leadership that nurtures talent and encourages students to become the persons they were created to be
- A commitment to rigorous research that makes a difference in real-world settings
- A passion for social justice and a commitment to inclusion and equity that emerges from our faith
- A passion for learning and student thriving
- A commitment to mentoring doctoral students academically, personally, and spiritually

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

Students admitted to the PhD in Higher Education or the Doctoral-Level Certificate in Strengths-Oriented Higher Education programs cannot be simultaneously enrolled in any other APU program, nor can they enroll in classes outside of their program.

### Application Deadlines

For the PhD program, completed applications with all supporting documentation received by January 31 will receive priority consideration for July admission and be eligible for scholarships. The final application deadline is May 1.

For the EdD program, completed applications with all supporting documentation received by January 31 will receive priority consideration for May admission. The final application deadline is April 1.

*Note: Applications for both programs are reviewed on a rolling basis and are accepted until the new cohort has been finalized.*

### Interview

Upon invitation, doctoral applicants complete an interview with at least one member of the doctoral faculty. The purpose of the interview is to discuss career and education goals, evaluate the match of the program to the student, and ascertain, at least initially, the applicant's potential for success in the doctoral program.

### Admission Decisions

Applicants must meet department and university criteria for admission; admission to the university is the first step in the process, but it does not guarantee admission to the doctoral program.

The department reserves the right to offer provisional admission to students who fail to meet all the specified admission criteria. In such cases, program faculty specify the additional requirements necessary for full admission and the time limit for completing them. Failure to meet these requirements will result in dismissal from the program.

Upon notification of admission, applicants to either doctoral program have 30 days to confirm via email their intent to begin their doctoral studies at APU. A nonrefundable deposit of $500 is due by April 15 to secure a place in the cohort.

## Advisement

Upon admission, each student is assigned a faculty advisor. Academic advising is viewed as a collaborative relationship between the student and the faculty advisor, and the purpose of the collaboration is to enable the student to achieve maximum benefits from his or her doctoral experience. The advisor's role is to work with the student to develop a plan for timely and successful completion of the doctorate. The student should plan to meet with the advisor regularly. Once the student selects a dissertation chair, that person assumes the role of faculty advisor.

## Transferring Units from Another Doctoral Program

Students in the EdD program may transfer up to 12 units from another regionally accredited doctoral program. Students in the PhD program may transfer up to 18 units of doctoral work from another regionally accredited university. Official transcripts and course descriptions must be submitted. The department chair will determine the courses that successfully transfer.

## International Travel Requirement in Second Year

In both programs, one week of international travel is included in the required coursework during the spring term of the second year, often in late May or early June. The costs of the trip are included in tuition, except for airfare to the selected location and some meals while in country.

## Computer Requirement

Students must bring a laptop computer or tablet to campus for all coursework. The SPSS statistical software package is required of students in their research courses throughout the PhD program. The Campus Store makes arrangements to enable students to purchase computers and software at economical rates on convenient terms. Often, the required purchase of the laptop and software can be budgeted into student loans. For more information, contact the Student Financial Services (https://www.apu.edu/student-services/finances/) at (626) 815-2020.

## Residence Requirement

Students must meet a residence requirement by completing a minimum of 39 units in the EdD program or 42 units in the PhD program through APU.

## Statistical Competency

Students admitted to the PhD program are expected to have completed a master's-level course in statistics and/or research design prior to admission. Students without this level of preparation are expected to design a plan to adequately prepare for doctoral-level statistics. Students are given a take-home diagnostic exam to complete during the first year of the program, so that they are adequately prepared for the research courses that begin in the second year.

## Research Assistantships and Financial Aid

Federal Stafford loans and personal bank loans are available to all eligible graduate students through the Student Financial Services (https://www.apu.edu/student-services/finances/). Students are advised to contact the office early in the admissions process at (626) 815-2020 or ssc@apu.edu.

In addition, the department offers a limited number of research scholarships to entering PhD students by application: the Social Justice, Leadership, and Student Success scholarships. These research scholarships are offered on a competitive basis for $3,500 per year for three years of coursework for those students whose research interests and dissertation plans align with one of these priorities. Dissertation fellowships of $2,000, as well as research and teaching assistantships of varying amounts, are available to continuing students by faculty invitation. In addition, students who are employed by institutions with any level of membership in the Council for Christian Colleges & Universities receive a 10% tuition discount. Students who enter either doctoral program with another student from their same home institution that same year receive a 10% tuition discount, as well. Information will be mailed to all admitted students about the availability of scholarships and the application process for each.

# Doctoral-Level Certificate in Strengths-Oriented Higher Education

The PhD in Higher Education program offers a 10-unit Doctoral-Level Certificate in Strengths-Oriented Higher Education (https://www.apu.edu/bas/programs/strengths-certificate/). Designed for educators and leaders who wish to deepen their knowledge and application of a strengths development model to their work in higher education, the certificate consists of three courses.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Opening Course** | | |
| HED 701 | Strengths-Oriented Leadership | 4 |
| **Choose from the following:** | | |
| HED 705 | Student Access, Equity, and Success in College | 4 |
| - OR - | | |
| HED 724 | Teaching, Learning, and Assessment in Higher Education | 4 |
| **Concluding Course** | | |
| HED 761 | Strengths-Oriented Research and Programming | 2 |
| **Total Units** | | **10** |

This program is offered on the Azusa campus, comprising two weeks in January and two weeks in July, and program participants join existing cohorts of doctoral students in their classes. The doctoral credits from the certificate may be transferred to any other university. Participants must have a master's degree or higher with a GPA of at least 3.0 at the graduate level to be eligible for admission to this program and must complete all certificate courses with a *B*- or above.

If you have questions about this program, email doctoralhighered@apu.edu.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# EdD in Higher Education Leadership

## NOTE: This program is not admitting new students for the 2024-25 academic year.

**For more information: (626) 815-5584**

The Doctor of Education in Higher Education Leadership (https://www.apu.edu/bas/programs/higher-education-leadership/) is a 51-unit degree program, inclusive of dissertation. It develops professional educators and leaders who are able to apply their knowledge in order to improve educational practice primarily at the institutional level. The dissertation for the EdD is a culminating research project utilizing a three-year cycle model of action research beginning in the first year.

## Schedule

Students begin each academic year with a one-week intensive at APU in June, and also attend classes on campus one weekend (9 a.m.-5 p.m. Friday and Saturday) a month, with the exception of May and August. Students take two courses a term, and three terms per academic year, for a total of six courses (17 units) per academic year. In between campus visits, students work online to complete course assignments and communicate with faculty and fellow students. Students travel internationally during May of their second year. The coursework for that session will be the focus of the trip. All in-country costs of the trip are included in the program tuition, but students are responsible for their international airfare.

## Dissertation Courses

The dissertation process is embedded in the EdD program, as students take Guided Inquiry Project I in their first year and Guided Inquiry Project II in their second year. Each course in the program supports the development of the dissertation proposal and the final dissertation study. The dissertation proposal course begins in the third year. If students do not successfully defend their dissertation proposal in HEDL 785, they must continue to enroll in HEDL 785 each term until the proposal is successfully defended. Once students successfully defend their dissertation proposal, they enroll in HEDL 787 for one semester (3 units) and then in HEDL 789 (3 units) for each semester thereafter until the dissertation has been successfully defended. Enrollment in these courses entitles a student access to faculty and university resources, including library databases and the services of the doctoral research librarian. Continuous enrollment in dissertation courses is required until the dissertation is successfully defended. Students are considered enrolled full time from the proposal (HEDL 785) through the completion of the dissertation (HEDL 789). Students are expected to continue to come to campus each term during the dissertation phase. Credit for dissertation courses is given for completion of the stated course objectives as outlined in the syllabus. Students who do not meet the designated course outcomes will not receive credit for the course and will be required to retake the course.

## Requirements

The program requires 51 units beyond the master's degree, inclusive of dissertation; most courses are 3-4 units, with some 1-unit courses. Read the complete course descriptions for more information.

| | | Units |
|---|---|---|
| **Year I** | | |
| **Summer** | | **Units** |
| HEDL 709 | The Philosophy of Action Research | 4 |
| HEDL 748 | Guided Inquiry Project I | 1 |
| | **Units** | **5** |
| **Fall** | | |
| HEDL 740 | Critical Issues in Higher Education | 3 |
| HEDL 720 | Campus Ecology and Creating Spaces for Thriving | 3 |
| | **Units** | **6** |
| **Spring** | | |
| HEDL 741 | Strengths-Oriented Leadership | 3 |
| HEDL 729 | The Spirituality of Leadership | 3 |
| | **Units** | **6** |
| **Year II** | | |
| **Summer** | | |
| HEDL 733 | The Changing Worlds of Higher Education | 4 |
| HEDL 749 | Guided Inquiry Project II | 1 |
| | **Units** | **5** |
| **Fall** | | |
| HEDL 742 | Student Access, Equity, and Success in College | 3 |
| HEDL 716 | Survey Methods and Quantitative Analysis | 3 |
| | **Units** | **6** |
| **Spring** | | |
| HEDL 743 | Diversity and Social Justice in Higher Education | 3 |
| HEDL 715 | Qualitative Methods in Action Research | 3 |
| | **Units** | **6** |
| **Year III** | | |
| **Summer** | | |
| HEDL 744 | Administration in Higher Education | 4 |
| HEDL 785 | Dissertation Proposal | 1 |
| | **Units** | **5** |
| **Fall** | | |
| HEDL 723 | Higher Education Law and Policy | 3 |
| HEDL 745 | Leading Change in Higher Education | 3 |
| | **Units** | **6** |
| **Spring** | | |
| HEDL 787 | Dissertation Seminar | 2 |
| HEDL 789 | Dissertation Research [1] | 3-4 |
| | **Units** | **6** |
| | **Total Units** | **51** |

| Code | Title | Units |
|---|---|---|
| **Optional Course** | | |
| HEDL 799 | Readings in Higher Education Leadership [2] | 1-4 |

[1]　Students enroll for 4 units of HEDL 789 during the last semester of their third year. If they still have not completed their dissertation by the time the semester ends, they reenroll for 3 units each term until the dissertation process is completed.

[2]    HEDL 799 may be taken by students needing additional units to complete the program (e.g., transfer students).

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes
### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Conduct and disseminate action research that promotes leadership development and makes a difference to campus practice.
2. Lead effectively, collaboratively, compassionately, and with vision.
3. Competently effect change at the campus level through creative interventions and program design.
4. Articulate and evaluate a strengths-based approach to leadership practice.
5. Articulate and evaluate a Christian perspective on effective leadership in higher education.
6. Lead effectively with diverse populations and appropriately confront personal and institutional injustice in higher education settings.
7. Demonstrate a commitment to and ability to foster student development within individuals and institutions.

# MS in College Counseling and Student Development

**For more information: (626) 815-5485, ccsdprogram@apu.edu**

The Master of Science in College Counseling and Student Development program (https://www.apu.edu/bas/programs/student-development-masters/) prepares student affairs professionals who work effectively with college students at a diversity of institutions. The program encourages students to integrate their academic learning with their life experience in order to grow personally and professionally. The curriculum is based on developing competence in 10 areas through academic coursework, internship experience, and research opportunities.

## Mission Statement

The graduate program in college counseling and student development at Azusa Pacific University prepares individuals to become student affairs educators whose special interest is college students and the environments that affect their development as whole persons and scholar-students.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Application Deadlines

Completed applications with all supporting documentation received by January 15 will receive priority consideration for fall admission. These applicants also will be given priority for on-campus graduate assistantship interviews.

## Admissions Interview

Upon invitation, applicants complete an interview with at least one member of the faculty. The purpose of the interview is to discuss career and education goals, evaluate the match of the program to the student, and ascertain, at least initially, the applicant's potential for success in the program.

## Program Delivery

The program is a two-year, on-campus program for students attending full time. Classes are held weekly utilizing the university's 8-week session schedule (https://www.apu.edu/calendar/academic/). Students pursuing this option who are employed three-quarters time or more are encouraged to complete their program over three years instead of two.

## Career Opportunities

Program graduates pursue career opportunities in residential life, career development, campus ministries, admissions, counseling, academic support services, student activities, student financial services, service-learning, and many other co-curricular campus programs.

## Student Outcomes

Because the specific roles of student affairs practitioners vary greatly across functions and institution types, this program seeks to prepare student affairs educators who have a generalist perspective of the profession and possess the basic competencies necessary to be successful in a wide range of circumstances. Specifically, upon completion of the program, students should be able to demonstrate competence in these areas:

- Moral, Spiritual, and Ethical Foundations
- Values, Philosophy, and History
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Organizational and Human Resources
- Leadership
- Social Justice and Inclusion
- Student Learning and Development
- Technology
- Advising and Supporting

## Prerequisites

In order to be admitted into the program, students should provide evidence of the following:

1. A baccalaureate degree from a regionally accredited institution
2. Baccalaureate or master's grade-point average of at least 3.0 on a 4.0 scale
3. Two references: one faculty and one student affairs professional preferred
4. International students who have graduated from a college or university where English was not the principal language must meet requirements listed in the English Proficiency Requirements (p. 959) section

## Requirements

The program comprises 45 semester units of coursework. Of this total, at least 36 must be taken at APU; up to 9 semester units of appropriate graduate work may be transferred into the program with department approval.

The coursework is divided into three major components: foundational studies, professional studies, and integration. Foundational studies are those that explore the historical, philosophical, and theoretical bases of higher education and student affairs as well as assist students in the assessment of their personal leadership skills. Professional studies are those that assist students in developing competencies in program design and evaluation, administration, counseling, and research. The integration of the theoretical and practical is provided through supervised experiences and the capstone project.

| Code | Title | Units |
|---|---|---|
| **Foundational Studies** | | |
| CCSD 551 | Introduction to College Student Affairs | 3 |
| CCSD 567 | The Role of Diversity in Student Affairs Practice | 3 |
| CCSD 568 | Inclusive Diversity Practices in Student Affairs | 3 |
| CCSD 575 | Quantitative Analysis in College Student Affairs | 3 |
| CCSD 581 | Foundations of Higher Education | 3 |
| **Professional Studies** | | |
| CCSD 543 | Legal and Ethical Issues in College Student Affairs | 3 |
| CCSD 552 | The Process Of Adult Development | 3 |
| CCSD 553 | Administration in College Student Affairs | 3 |
| CCSD 562 | Qualitative Research with Today's Diverse College Students | 3 |
| CCSD 563 | Counseling: The Helping Relationship | 3 |
| CCSD 571 | Student Learning in the Cocurriculum | 3 |
| CCSD 573 | Career Counseling and Development | 3 |
| CCSD 583 | Counseling Issues and Practice | 3 |

| CCSD 592 | Program Evaluation in College Student Affairs | 3 |
|---|---|---|
| CCSD 595 | Capstone Project in College Student Affairs | 3 |
| **Integration and Supervised Practice** | | |
| Capstone Project and Colloquium | | |
| 750 hours of supervised field placement in at least two practice areas | | |
| **Total Units** | | **45** |

## Fieldwork

All students are required to complete a minimum of 750 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 (see next section) can be used toward fieldwork hours.

## Graduate Assistantships

Azusa Pacific University provides a number of graduate assistantships for students enrolled in the program. A student who receives a graduate assistantship (GA) is required to enroll full time in the program each term. Students who drop to part-time status in the middle of the academic year will have GA eligibility evaluated on a case-by-case basis. Graduate assistants are expected to work 600 hours over the course of the academic year, for which they are compensated with a stipend.

## Capstone Project

During the final semester, students are required to complete a professional portfolio that contains evidence of competence in 10 aspects of student affairs practice. The presentation of the portfolio should be before a committee of at least one faculty member and two student affairs professionals who will evaluate and reflect with the student regarding the effectiveness of the project. Successful completion of this project is required for graduation.

## Scholarships

Students are also eligible for consideration for a program-funded scholarship. Program-funded aid is awarded based on financial need and/or merit.

# Program Learning Outcomes

# Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Obtain the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. (For our program at APU, the emphasis is both a personal and professional "compass" of honesty, truth-telling and servant-oriented approach to one's work with an ability to articulate a Christian worldview that reflects the values, ethics and principal teachings of the Christian faith.)
2. Obtain the knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. (This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow.)
3. Design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.
4. Learn the policy development processes used in various contexts, apply legal constructs, compliance/policy issues, and understand governance structures and their impact on one's professional practice.
5. Manage institutional human capital, financial, and physical resources. (This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.)
6. Embody the knowledge, skills, and dispositions required of a leader, with or without positional authority; understand that leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. (This can include working with students, student affairs colleagues, faculty, and community members.)
7. Create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. (Social Justtice and inclusion is defined as both a process and a goal. Student affairs educators must have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. This involves seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.)
8. Apply the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.

9. Use digital tools, resources, and technologies for the advancement of student learning, development, and success, as well as the improved performance of student affairs professionals. (Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.)

10. Provide advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. (Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, student affairs professionals play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.)

# PhD in Higher Education

## NOTE: This program is not admitting new students for the 2024-25 academic year.

**For more information: (626) 815-5349**

The Doctor of Philosophy in Higher Education (https://www.apu.edu/bas/programs/higher-education-phd/) is a research degree program consisting of 62 units of coursework, inclusive of dissertation. It primarily develops scholars who are able to conduct original research and interpret and communicate the results of that research through their writing, teaching, and leadership. The dissertation for the PhD involves original research that extends the theoretical knowledge base of higher education policy and practice.

## Schedule

Students are admitted to the program once a year, with coursework beginning in July of the admission year. The program requires students to complete their coursework on the Azusa campus during two-week visits in early January and again in July each year for four years, or until the dissertation is completed. In addition, all students are assigned to a research team when beginning the second year of the program. Students are expected to attend meetings required of their research team, which may be held in conjunction with a designated conference. In spring of the second year of the program, all students are expected to travel internationally as part of the required course HED 722 Global Policy Analysis in Higher Education. All in-country travel costs are included in tuition; students are responsible for purchasing their own round-trip international airfare.

## Requirements

The PhD is a sequenced program of courses with 4 units of electives. Students with a master's degree in higher education or college student affairs may waive 2 units of electives. Because this program is designed in a cohort model, students take courses together in January and July in a specified sequence.

| Code | Title | Units |
| --- | --- | --- |
| **Required Courses** | | |
| HED 701 | Strengths-Oriented Leadership | 4 |
| HED 702 | The Nature of Inquiry | 4 |
| HED 703 | Critical Issues in Higher Education | 4 |
| HED 705 | Student Access, Equity, and Success in College | 4 |
| HED 710 | Research Design and Statistics | 4 |
| HED 711 | Qualitative Research Methods | 4 |
| HED 721 | Diversity and Social Justice in Higher Education | 4 |
| HED 722 | Global Policy Analysis in Higher Education | 4 |
| HED 724 | Teaching, Learning, and Assessment in Higher Education | 4 |
| HED 725 | Administration in Higher Education | 4 |
| HED 730 | Advanced Quantitative Methods | 4 |
| or HED 731 | Advanced Qualitative Research | |
| HED 732 | Leading Change in Higher Education | 4 |
| HED 760 | Research Seminar (taken 4 times over 4 terms for a total of 4 units) | 1 |
| HED 796 | Dissertation Proposal Seminar | 3 |
| HED 797 | Dissertation Research | 3 |
| **Elective Courses** | | |
| Select four units from the following: | | 4 |
| HED 704 | Ethical Issues in Higher Education | |
| HED 761 | Strengths-Oriented Research and Programming | |
| HED 798 | Special Topics | |

| HED 799 | Readings in Higher Education | |
|---|---|---|
| **Total Units** | | **62** |

# Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Program of Study

The program requires 62 units beyond the master's degree, inclusive of dissertation. Some elective courses are offered in conjunction with travel to professional conferences. The required research seminars (HED 760) each term meet between sessions, often in conjunction with professional conferences. Read the complete course descriptions for more information.

# Dissertation Courses

The dissertation proposal process begins after completion of the third year, as students take HED 796 (3 units) while they write the first three chapters of their dissertation. If students do not successfully defend their dissertation proposal during the term they first enroll in HED 796, they must retake that course until the proposal is passed. Once students successfully defend their dissertation proposal, they enroll in HED 797 (3 units) each semester until the dissertation has been successfully defended. Enrollment in these courses gives students access to faculty and university resources, including library databases and the services of the doctoral research librarian. Students are considered enrolled full time from the proposal (HED 796) through the completion of the dissertation (HED 797). Students are expected to come to campus for one week each term during the dissertation phase. Credit for dissertation courses is given for completion of the stated course objectives as outlined in the syllabus. Students who do not meet the designated course outcomes will not receive credit for the course and will be required to retake the course.

| Code | Title | Units |
|---|---|---|
| HED 796 | Dissertation Proposal Seminar | 3 |
| HED 797 | Dissertation Research | 3 |

## Independent Study

Students may petition to take an independent study course (HED 799) to substitute for an elective course.

# Comprehensive Examinations

All students enrolled in the program must pass all of their comprehensive examinations before defending their dissertation proposal and advancing to candidacy. The purpose of the comprehensive exam process is to ensure that all students graduating from APU with a PhD in Higher Education are able to articulate a thorough grasp of the critical issues and theories impacting the professional field. Accordingly, there are three key areas of the program's learning outcomes that are assessed via this process:

1. Social justice and diversity
2. Leadership and change
3. Student success

## Students demonstrate each competency as follows:

- **Social justice and diversity:** Students produce a "TED Talk" type of video per instructions.
- **Leadership and change:** Students create an electronic leadership portfolio per instructions.
- **Student success:** Students produce a creative design project per instructions.

Projects submitted for demonstration of the above competencies are due either April 15 or October 15 each year. Complete instructions are provided to students upon arrival to campus. Students have two opportunities to earn a passing score on a particular competency; failure of the second opportunity results in potential dismissal from the program.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Conduct and disseminate original research that extends the theoretical knowledge base of higher education policy and practice and answers meaningful questions.

2. Competently engage the critical issues and help shape the conversations that affect the future direction of higher education at the national and international levels.
3. Lead effectively, collaboratively, and with vision.
4. Articulate and evaluate an appreciative approach to teaching, learning, and leadership development.
5. Foster thriving in the students they serve, through effective pedagogy and institutional practices that are learning-centered.
6. Cultivate a critical self-awareness of faith, spirituality, and belief systems through engaging diverse ways of knowing in Christian dominant environments.
7. Effectively address personal, institutional, and systemic injustices through competent policy analysis, formulation, and revision, as well as individual actions.

# Department of Marriage and Family Therapy

The Department of Marriage and Family Therapy (https://www.apu.edu/bas/marriage-family-therapy/) offers the Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy (MFT) (p. 386) program, which is intended for individuals who seek to develop a solid foundation in the theoretical and applied practice of professional counseling with individuals, couples, and families. Also included in the program are interdisciplinary studies in theology, ethics, and psychotherapy. For those planning to practice at the master's level, this program meets the current education requirements for California licensure as a marriage and family therapist.

The Department of Marriage and Family Therapy also offers a Substance Use Disorders Certificate (p. 385) that is designed for students and alumni of the clinical psychology program but which is open to anyone interested in gaining competency in the substance use disorders field.

## Programs

### Master's

- Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT) (p. 386)

### Certificate

- Substance Use Disorders (p. 385)

## Courses

### PPSY 510, Psychotherapy and Cultural Diversity, 3 Units

An awareness of divergent cultural values, assumptions, and family dynamics is essential to the contemporary practice of psychotherapy. Students are encouraged to begin the process of garnering multicultural competency by examining their own attitudes and biases, increasing their knowledge of diverse populations, and developing skills related to service provision. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural psychotherapy and encourages students to evaluate their readiness to engage in a process of developing competency in this arena. An introduction to the distinctives of several cultural groups is provided.

### PPSY 511, Addictions, Assessment, and Interventions, 3 Units

This course introduces students to the field of addictions and compulsive behaviors, including substance abuse and substance abuse treatment. Emphasis is on assessment and intervention skills and processes, and evidence-based research relevant to treatment. Coursework also covers the nature and scope of addictions, DSM-5 criteria for disorders, and unique issues relative to faith, special populations such as children/adolescents and persons with disabilities, and other issues of diversity. If this course is used as a prerequisite course for the optional Substance Use Disorder concentration, students must achieve a grade of B- or higher.

### PPSY 512, Legal, Ethical, and Moral Issues in Therapy, 3 Units

This course introduces and develops student competency in the legal, ethical, and moral issues related to the practice of marriage and family therapy in California. Consideration is given to the student practitioner's values, behaviors, and culture in relationship to becoming a licensed marriage and family therapist. Professional legal and ethical codes, as well as moral decisions, are studied and applied in clinical scenarios. Areas of focus include, but are not limited to, the requirements of mandated reporting, suicide assessment and interventions, and the limits of confidentiality. Additionally, students review statutory, regulatory, and decisional laws related to the MFT's scope of practice, including privilege, family law, and the treatment of minors.

## PPSY 513, Substance Use Disorders II: History, Support, and Promising Practices, 3 Units

This course reviews the history of addiction and drugs in society from prohibition to the 21st century, including America's war on drugs. Students study mutual support groups such as 12-step programs, Rational Recovery, and Celebrate Recovery. Also included is the study of psychopharmacology (illicit drugs, abuse of prescription drugs, and medication-assisted treatment). New and emerging trends and promising practices are considered.
**Prerequisite:** PPSY 511

## PPSY 514, Substance Use Disorders III: Co-Occurring Disorders, Co-Morbidity, and Integrated Treatment, 3 Units

This course introduces co-occurring disorders, co-morbidity, and integrated treatment including mental health treatment, substance abuse, and primary health. Students learn the distinction between mental health disorders and substance-induced disorders and how to differentiate between the two. Behavioral addictions such as gambling, nicotine, and gaming, and the physiological impact of such disorders, are studied.
**Prerequisite:** PPSY 511 and PPSY 513

## PPSY 515, SUD IV: Families and Other Special Populations; Confidentiality and Evidence Based Practices, 3 Units

This course focuses on substance abuse in the family system from adolescents to the elderly. Special populations are examined, such as high-risk groups, perspectives of women, and chronic pain. Special attention is paid to culturally and linguistically appropriate services. The ethical considerations of dual relationships and confidentiality are addressed. Evidence-based practices (motivational interviewing) and core concepts of relapse prevention techniques are major focuses.
**Prerequisite:** PPSY 511, PPSY 513 and PPSY 514

## PPSY 516, Legal and Ethical Issues in Substance Use Disorders, 1 Unit

This course is designed to enhance the substance use disorders concentration and certificate, giving students further education and an opportunity to review, discuss, and apply the legal and ethical issues specific to the field of substance use disorders.
**Corequisite:** PPSY 513

## PPSY 517, Motivational Interviewing with the SUD Population, 1 Unit

This course is designed to enhance the Substance Use Disorders concentration and certificate, equipping students with theories and techniques of motivational interviewing as it applies to the assessment and treatment of substance use disorders.
**Corequisite:** PPSY 514

## PPSY 525, Crisis and Trauma in Community Mental Health, 3 Units

This course prepares students in the understanding and treatment of child abuse, domestic violence, and trauma. Content includes detection, assessment, and intervention strategies. Awareness of resiliency factors and their application to client recovery is addressed. Target populations include survivors, perpetrators, and those experiencing co-morbid disorders. Attention is paid to understanding the issues of diversity and its impact on client welfare, including elder abuse, same-gender abuse, and ethnic differences. This course also presents the challenges of accessing resources in community mental health. Guest speakers/consumers are invited. This course meets the domestic violence and child abuse requirements for MFT and LCSW licensure in California. This course also includes training (6+ hours) in suicide assessment and intervention.

## PPSY 533, Christian Spiritual Formation and Psychotherapy, 3 Units

This course will provide an historical overview of Christian Spirituality, which is understood as ways of expressing devotion to God. As background for discussion of Christian Spiritual Formation, a holistic philosophical/theological model of persons will be presented along with an overview of spiritual disciplines as methods utilized to actively engage the Christian formation process. Examples of psychotherapy models that integrate Christian theology, spirituality with existing psychology theoretical and clinical models will be presented and discussed. Opportunities for synthesis, application, and creative development of ideas are all part of the course content and process.

## PPSY 551, Theories of Psychotherapy, 3 Units

This course develops an understanding of the major theoretical orientations used by current practitioners, focusing on systemic approaches. Established schools of thought, the recovery model, evidence-based and promising practices and their immediate descendants are presented through lectures, videotapes, reflection, application via clinical case presentations, and experiential learning. The course also highlights cultural and spiritual diversity as it applies to the therapeutic process and awareness of the self, interpersonal issues, and spiritual values as they impact the use of theoretical frameworks.

## PPSY 552, Human Sexuality and Sex Therapy, 3 Units

This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate biological, psychological, social, and moral perspectives of the theories of sexual development and functioning, including issues of heterosexuality, homosexuality, gender identity, and transgender. In addition, students survey literature on sexual dysfunction, develop diagnostic skills for assessing the nature and extent of sexual dysfunction, and learn treatment strategies utilized in the various systems of marriage and sex therapy.

## PPSY 555, Career Development Theories and Techniques, 3 Units

This course provides a comprehensive review of career development theory, as well as resources and techniques utilized in assisting individuals to make informed educational and career choices. An exploration of changing concepts of work and careers and their implications for career counseling is emphasized. A focus on the relationship of career to other issues in counseling is addressed.

## PPSY 557, Couples Therapy, 3 Units

This course provides instruction on current theories and methods of couples/marriage therapy. Students gain basic knowledge in the application, assessment, and interventions of several theoretical models and are introduced to psychological instruments used in couples therapy. Emphasis is placed on how couples therapy attends to diversity issues such as domestic violence, ethnicity, spirituality, and cultural considerations within the clinical setting. Legal and ethical issues pertaining to couples therapy are integrated into treatment considerations.

## PPSY 558, Advanced Developmental Psychology, 3 Units

The purpose of this course is to help students learn to utilize a lifespan perspective in their work as marriage and family therapists. The course focuses on the important developmental issues and milestones for each stage of the lifespan, paying particular attention to the aspects of context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low educational attainment, abuse and neglect, and inadequate housing impact development. Biological, social, and psychological aspects of aging and long-term care are included in this course. Models of psychological development are presented and the processes of change and adaptation are examined, including clinical issues such as grief and loss. The clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities.
**Prerequisite:** Human Development or equivalent

## PPSY 561, Child and Adolescent Therapy, 3 Units

This course equips students with an understanding of the broad range of childhood and adolescent problems and disorders. A variety of psychotherapeutic modalities is presented, giving students an opportunity to develop knowledge of basic child and adolescent therapy skills, assessments, and treatment strategies. The impact of developmental aspects, family dynamics, social environments, and multicultural issues is addressed. In addition, legal and ethical issues, including child abuse reporting, suicide assessment and intervention, and the role of hospitalization, are considered.

## PPSY 563, Psychopathology, 3 Units

This course reviews the role and categories of psychopathology utilized in the assessment and treatment of individual, marriage, and family dysfunction. Students develop diagnostic skills through a master of the concepts in the Diagnostic and Statistical Manual of Mental Disorders (DSM 5), and review available community resources for those with severe mental disorders.

## PPSY 571, Family Therapy, 3 Units

This course is an overview of current theories and methods of family therapy interventions. There is an emphasis on how family therapy integrates diversity issues (e.g., ethnicity, socioeconomic status, spirituality, blended families) during the clinical hour. The major theories, their founding clinicians, and some of their contemporaries are reviewed. Clinical application of the material is emphasized in coursework.

## PPSY 572, Research Methodology, 3 Units

This course surveys the major social science research methods, preparing students to read, understand, and evaluate psychological research. This course provides students with the basic knowledge and experience of conducting psychological experiments and how and when to use statistical procedures. Students build skills in how to apply clinical outcome research to clinical treatment planning and interventions. Sensitivity to issues of diversity in psychological research is stressed.

## PPSY 577, Psychological Assessment, 3 Units

This course provides students with a broad understanding of the clinical use of psychological tests, including objective personality tests, intelligence tests, and projective testing techniques. Emphasis is on developing skills in administering tests, interpreting test findings, and applying test findings through report writing. Current research regarding psychological testing is also reviewed.

## PPSY 580, Introduction to Clinical Practice: Basic Skills, 3 Units

This course introduces the student to basic skills in attending behavior, clinical interviewing, and clinical intervention. It is designed to stimulate self-awareness as related to the therapeutic relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, role-play, and student audio/videotaped clinical practice. A grade of B or better must be achieved in order to advance to PPSY 581.

## PPSY 581, Introduction to Clinical Practice: Advanced Skills, 3 Units

This course is designed to further develop the psychotherapeutic skills of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and in making contracts with clients for change. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of cases, and trained to work with diverse populations. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection.
**Prerequisite:** PPSY 580

## PPSY 582, Group Skills, 3 Units

This course introduces students to the theories and techniques utilized in group counseling. The course includes information about principles of group dynamics, group process, and developmental stages. Students explore the therapeutic factors of group work and group leadership style. Content also includes current research and literature, methods, and evaluation of effectiveness. Ethical, legal, and professional issues as well as special needs such as multiculturalism, life-span development concerns, and the therapist's personal leadership style are addressed.
**Prerequisite:** PPSY 580 and PPSY 581

## PPSY 585, Psychobiology and Psychopharmacology, 3 Units

This course introduces the biological and neurological bases of human behavior and use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly, substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to medical doctors or neuropsychologists is part of therapeutic practice.

## PPSY 592, Introduction to Clinical Placement, 1 Unit

This course is designed to support and equip students with entry-level practice management skills for clinical placement within community mental health and private practice settings. Students develop knowledge and gain practice in identifying diagnoses, presenting problems, documentation, and treatment planning. This course also provides program oversight of students' clinical placement experiences.
**Prerequisite:** PPSY 580 and PPSY 581

## PPSY 593, Clinical Consultation, 1 Unit

This course is designed as an adjunct to the advanced-level students' clinical placement and supervision experiences. The primary purpose of this course is to provide an opportunity for students to discuss their clinical caseload, and to provide program oversight of clinical placement experience.
**Prerequisite:** PPSY 597, PPSY 598, and current placement in a clinical site

## PPSY 595, Special Topics, 1-6 Units

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a range of specialized topics that are of interest to mental health professionals. The unit values of these courses range from 1-6 unit credits, depending upon the specific contact hours and workload involved in the course.

## PPSY 597, Clinical Placement I, 3 Units

This course provides oversight of students' clinical placement and supervision experiences, focusing on enhancing students' clinical skills and knowledge of the interpersonal process of psychotherapy. Special attention is given to case management issues, documentation, community-based resources, integration of faith, health promotion, legal and ethical issues, and treatment planning. Treatment planning, utilizing many theoretical approaches including the recovery model, includes instruction and practice in determining the presenting problem, diagnosis, prognosis, client goals, and clinical interventions. Clinical skills and the processes of psychotherapy and supervision are addressed through experiential learning, readings, discussion, reflection, and assignments. This course also provides students with a forum for discussing their clinical caseloads (individuals, children, couples, families, and groups) and their interactions with placement supervisors. Students must be serving at an approved training site to be enrolled in this course.

## PPSY 598, Clinical Placement II, 3 Units

This course is an adjunct to students' clinical placement, building on PPSY 597 to provide oversight and consultation for students' clinical placements and the further development of clinical skills. Emphasis is on management of crisis issues, legal/ethical practice, diagnosis, prognosis, multicultural treatment, treatment planning, application of theory to actual clients, integration of faith, and case management services. Clinical work is discussed from a public mental health and private practice perspective. Students must be serving at an APU-approved training site to be enrolled in this course.
**Prerequisite:** PPSY 597

## PPSY 599, Readings in Psychology, 1-4 Units

## PPSY 786, Global Psychology, 2 Units

This course provides a systematic overview of existing approaches to working globally. Theory, research, and intervention are highlighted, and the history of globalization, current trends, and common problems and issues are examined. Students are encouraged to develop their clinical skills in applying psychology to significant global concerns in diverse countries and cultures and practically apply their knowledge during an intensive, three-week practicum in Kenya, East Africa.

# Certificate in Substance Use Disorders

The Substance Use Disorders Certificate (https://www.apu.edu/bas/programs/substance-use-disorders-certificate/) is designed for students already enrolled in the MFT program, and for program alumni wishing to return and enhance their knowledge base. The certificate comprises 11 additional units taken over the course of a year (students who have not already taken PPSY 511 as part of the MFT program must also complete that course as part of their certificate, bringing their program unit count to 14), allowing students time to work in the field while gaining expertise. This program expands on the skills and knowledge needed to improve the health and wellness of individuals struggling with substance use, giving students access to a competency that historically has been afforded only to those working in the substance use disorder field.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| PPSY 511 | Addictions, Assessment, and Interventions | 3 |
| PPSY 513 | Substance Use Disorders II: History, Support, and Promising Practices | 3 |
| PPSY 514 | Substance Use Disorders III: Co-Occurring Disorders, Co-Morbidity, and Integrated Treatment | 3 |
| PPSY 515 | SUD IV: Families and Other Special Populations; Confidentiality and Evidence Based Practices | 3 |
| PPSY 516 | Legal and Ethical Issues in Substance Use Disorders | 1 |
| PPSY 517 | Motivational Interviewing with the SUD Population | 1 |
| **Total Units** | | **14** |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# MA in Clinical Psychology: Marriage and Family Therapy (MFT)

## Mission Statement

The MFT program (https://www.apu.edu/mft/) is dedicated to the education and training of competent, self-aware, and culturally sensitive family therapists. Using a foundation in Christian faith, a systemic family psychology approach, and an integration of theories of psychotherapy, students explore personal, ethical, and social values as they prepare to serve the needs of their communities.

## Licensed Professional Clinical Counselor (LPCC) Option

The MFT program offers one additional course that provides for students interested in dual licensure as an LPCC and an MFT. Coursework meets California education requirements for both licenses.

## Gottman Couples Therapy Level 1 Certificate

The Couples Therapy course includes the completion of Gottman Level 1 training, which equips students with new insight into couples' struggles using research-based assessments and effective interventions based on the Gottman Sound Relationship House Theory. Students receive a certificate of completion and are then eligible to take the Level 2 training.

## Substance Use Disorders Certificate

Upon completion of the MFT program, students may choose to take 11 additional units that fulfill the requirements for a certificate in substance use disorders. This certificate allows students to establish a competency that historically has been afforded only to those working in the substance use disorders field. As primary care physicians, mental health providers, and substance use treatment providers coalesce into whole-person care, you will be a part of cutting-edge treatment.

## Program Goals

### Diversity

Students will recognize the importance of diversity and its impact on clinical practice. Students will be equipped with awareness of beliefs and customs of diverse cultural groups and how to implement this knowledge when treating clients and interacting with agency personnel.

### Identity Formation

Students will articulate their personal narrative inclusive of values, beliefs, behaviors, and traditions of faith that inform their worldview.

### Ethical Practice

Students will understand the ethical guidelines and legal requirements within the field of marriage and family therapy. Students gain knowledge of when to use resources and seek consultation if faced with ethical or legal dilemmas in the context of therapy.

## Competency

Students will be trained to become practitioners in marriage and family therapy with professional competencies in relationship, intervention, diversity, integration of faith and practice, and systemic family psychology.

# Admission

Admitted students typically begin in the fall semester. To be considered for fall enrollment, the deadline for submission of a completed application is March 1. Students who apply earlier will be given priority consideration for admission.

Applicants may also apply to begin in the spring semester. The deadline for submission of a completed application for spring enrollment is October 1. Applicants for the spring semester will be considered based on space available at the Azusa campus and the Orange County, San Diego, and Inland Empire regional campuses.

Admission to the program does not guarantee that students will obtain a license or credential in marriage and family therapy or as an LPCC. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with Azusa Pacific University and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., Social Security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. Azusa Pacific will not refund tuition, fees, or any associated costs to students who determine, subsequent to admission, that they cannot meet licensure or credentialing requirements.

# Application Requirements

- To be admitted into the program, students must hold a bachelor's degree from a regionally accredited university or college (or an equivalent degree from a college or university in another country) with a minimum 3.0 grade-point average on a 4.0 scale. At the discretion of the university, a higher professional degree such as an MD or DC may be accepted as a substitute for the bachelor's degree.
- Students who enter the program with a bachelor's degree in a major other than psychology will be required to take Abnormal Psychology with a grade of *B* or better before beginning the program. Prerequisites may be waived on an individual basis.
- International applicants whose first language is not English must submit an iBT (internet-based TOEFL) score of 90 minimum; the minimum subsets are: Reading 22, Speaking 22, Listening 22, and Writing 24. Students may also submit results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Because written and verbal English language skills are crucial to the education, training, and practice of psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. If applicants do not meet the minimum requirement, they must first go through an English training program to raise their proficiency. Students may be mandated to do this if they are not meeting the language and writing standards for the program.

# Personal and Group Psychotherapy

During the course of the program, students must complete 40 hours of individual psychotherapy. Students have the option of completing 20 sessions (40 hours) of group therapy in lieu of 20 of the 40 required individual psychotherapy hours.

# Clinical Placement

Students develop therapeutic skills through required hours of direct clinical experience. Clinical placements may range from 12-30 months depending upon course track sequences.

While students are responsible for securing a placement site, assistance is provided by the director of clinical training, site directors, and in the Introduction to Clinical Practice courses. In addition, students receive support from and opportunities to discuss clinical issues and problems with supervisors and faculty in clinical placement and supervision courses.

For students seeking licensure, the clinical placement sequence meets MFT and LPCC requirements in California. To ensure the highest quality in clinical placements, the director of clinical training maintains contact with offsite supervisors and evaluates the student's experience. Any violations of professional ethics codes may be grounds for dismissal from the degree program.

Students are required to obtain 300 hours of direct client experience for the MFT license, and 300 hours of direct client experience for the LPCC license. To meet graduation and licensure requirements, the student must receive one hour of individual or two hours of group supervision for every five hours of direct client experience. These hours count toward the 3,000 hours required for MFT licensure in California. Hours for the LPCC license begin postgraduation.

# Comprehensive Examination

As a final evaluative component of the MFT program, each student must pass the Comprehensive Examination, which includes two elements:

1. A law and ethics exam
2. A clinical exam

Failure to pass the Comprehensive Examination may prevent graduation from the program.

# Program Locations

The Department of Marriage and Family Therapy offers its master's degree program on APU's Azusa campus as well as at the Orange County, San Diego, and Inland Empire regional campuses. More information may be obtained by contacting the program director, the local site administrator, or a program representative.

**Azusa Campus**
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000
(626) 815-6000, Ext. 5523

**Orange County Regional Campus**
1915 Orangewood Ave., Suite 100
Orange, CA 92868-2046
(714) 935-0260

**San Diego Regional Campus**
5353 Mission Center Rd., Suite 300
San Diego, CA 92108-1306
(619) 718-9655

**Inland Empire Regional Campus**
Program Director: Hilary Catling, MA, LMFT
hcatling@apu.edu
375 W. Hospitality Lane
San Bernardino, CA 92408
(909) 888-9977

# Course Requirements

The degree must be completed in a minimum of two years and a maximum of six. Any extensions beyond six years must be requested as an exception to APU policy and must be submitted in writing on an Academic General Petition. A three-year course of study is recommended for most working students. The program is composed of 63 units of coursework. A maximum of 12 units of selected coursework, which meet the following criteria, may be transferred:

- Taken within the past eight years and completed with a grade of *B* or better
- Obtained at a regionally accredited institution
- Received from a graduate program in clinical psychology, counseling psychology, or marriage and family therapy
- Acceptable for California MFT licensing requirements
- Approval by the program director

Students in the program must maintain a 3.0 GPA with no course grade lower than a *C*-. Course resulting in grades lower than a *C*- will be retaken. In order to graduate, students may not have more than two instances of a *C+/-* on their transcript. If a student receives a third *C+/-*, the student will be required to retake one of the courses and receive a *B*- or better.

A student who receives two NO CREDIT grades in a CREDIT/NO CREDIT course (e.g., PPSY 593) will be referred to the Clinical Training Committee (CTC), which will meet to review the student's situation and issue a recommendation. The CTC recommendation may include: 1) academic and/or clinical probation, 2) postponing clinical placement, 3) a recommended leave of absence, or 4) dismissal from the program.

| Code | Title | Units |
| --- | --- | --- |
| **Program Requirements** | | |
| PPSY 510 | Psychotherapy and Cultural Diversity | 3 |
| PPSY 511 | Addictions, Assessment, and Interventions [1] | 3 |
| PPSY 512 | Legal, Ethical, and Moral Issues in Therapy | 3 |
| PPSY 525 | Crisis and Trauma in Community Mental Health | 3 |
| PPSY 533 | Christian Spiritual Formation and Psychotherapy | 3 |
| PPSY 551 | Theories of Psychotherapy | 3 |
| PPSY 552 | Human Sexuality and Sex Therapy | 3 |
| PPSY 557 | Couples Therapy | 3 |

| PPSY 558 | Advanced Developmental Psychology | 3 |
|---|---|---|
| PPSY 561 | Child and Adolescent Therapy | 3 |
| PPSY 563 | Psychopathology | 3 |
| PPSY 571 | Family Therapy | 3 |
| PPSY 572 | Research Methodology | 3 |
| PPSY 577 | Psychological Assessment | 3 |
| PPSY 580 | Introduction to Clinical Practice: Basic Skills | 3 |
| PPSY 581 | Introduction to Clinical Practice: Advanced Skills | 3 |
| PPSY 582 | Group Skills | 3 |
| PPSY 585 | Psychobiology and Psychopharmacology | 3 |
| PPSY 592 | Introduction to Clinical Placement | 1 |
| PPSY 593 | Clinical Consultation [2] | 1 |
| PPSY 595 | Special Topics [3] | 1 |
| PPSY 597 | Clinical Placement I | 3 |
| PPSY 598 | Clinical Placement II | 3 |
| **Optional Certificate in Play Therapy** | | **9** |
| Choose three of the following: | | |
| PSYC 536 | Play Therapy: History, Theories, and Interventions | 3 |
| PSYC 538 | Jungian Therapy and Sandplay | 3 |
| PSYC 539 | Play and Play Therapy Across the Lifespan | 3 |
| PSYC 540 | Gestalt Play Therapy and Interventions | 3 |
| PSYC 541 | Play Therapy with Special Populations | 3 |
| PSYC 545 | Play Therapy with Bereaved Children and Families | 3 |
| **Optional Certificate in Substance Use Disorders** [1] | | **11** |
| PPSY 513 | Substance Use Disorders II: History, Support, and Promising Practices | 3 |
| PPSY 514 | Substance Use Disorders III: Co-Occurring Disorders, Co-Morbidity, and Integrated Treatment | 3 |
| PPSY 515 | SUD IV: Families and Other Special Populations; Confidentiality and Evidence Based Practices | 3 |
| PPSY 516 | Legal and Ethical Issues in Substance Use Disorders | 1 |
| PPSY 517 | Motivational Interviewing with the SUD Population | 1 |
| **Optional Electives** | | **0-5** |
| PPSY 555 | Career Development Theories and Techniques | 3 |
| PPSY 786 | Global Psychology [4] | 2 |
| **Total Units** | | **63-90** |

[1] Students who elect to take the optional concentration in substance use disorders must complete the master's degree prior to enrolling in the concentration coursework. Additionally, PPSY 511 must have been completed with a grade of *B-* or better, and students must have completed their practicum at an APU-affiliated substance use disorder clinical placement site. Upon completion of the concentration, students receive a Substance Use Disorders Certificate.

[2] Students who have not completed their hours of experience must enroll in this course until their hours are completed. This course may be taken up to three times. Students who have already completed their hours of experience are not required to take this course.

[3] This course must be taken twice during a student's course of study, with different special topics.

[4] To participate in this course, students must apply and be accepted to it. Due to international requirements, other policies may be applicable.

# Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Diversity: The program will produce graduates who can apply their knowledge of family therapy in a culturally appropriate manner to a wide range of demographic groups.
2. Identity Formation: The program will produce graduates who demonstrate an awareness of their personal narrative and how it impacts their contribution to the field of marriage and family therapy.
3. Ethical practice: The program will produce graduates who will become clinicians who are ethically grounded, demonstrate integrity, and operate within the laws of the profession.
4. Competency: The program will prepare graduates to effectively utilize a variety of theoretical approaches to marriage and family therapy.

# Department of Psychology

The Department of Psychology (https://www.apu.edu/bas/psychology/) at Azusa Pacific University assists students in developing the skills necessary for the observation, understanding, and analysis of human behavior. In their study of psychology, students are trained to employ systematic methods of inquiry to explain normal and abnormal behavior, examining a number of factors including neural, cognitive, developmental, cultural, interpersonal, and individual differences. Students also engage in the development of their strengths and skills in personal, intellectual, and spiritual areas.

Each faculty member is a committed Christian with an interest in the individual student. As a department, the faculty are committed to preparing students for a wide range of postbaccalaureate work in psychology or related disciplines, and helping students reflect upon the relationship of psychology to the Christian faith. Programs and activities associated with psychology are planned by the faculty, the Psychology Club, and the Psi Chi honor society to create a spirit of community. These activities include graduate school forums in which students interact with Christian psychology professionals, as well as informal gatherings where psychology majors receive information to help them successfully navigate their program requirements, meet other students, and understand career opportunities.

The design of the undergraduate curriculum reflects the extensive breadth of psychology and provides internship experience in applied field or research settings. There are two undergraduate degrees offered: the Bachelor of Arts (BA) (p. 405) and the Bachelor of Science (BS) in Psychology (p. 411). While the degrees overlap in their core courses, the focuses in terms of elective courses are different—the BA program focuses on the applied areas of understanding the human condition, and the BS program focuses on the scientific methods used to study behavior, emphasizing research skills.

The department also offers undergraduates a psychology minor (p. 415) and an alcohol and drug counseling minor (p. 414).

At the graduate and professional level, the department comprises an energetic community of scholars equipping students to understand the field of psychology through academically rigorous coursework, hands-on laboratory research, internships with community agencies, and individual research projects. The department offers a Master of Science in Research Psychology and Data Analysis (p. 418), a Master of Science in Counseling Psychology with Specialization in Children and Adolescents (p. 417), a Play Therapy Certificate (p. 413), a bachelor's completion program in psychology (p. 408) for transfer students who have at least 30 units of college credit, and professional minors in psychology (p. 416) and alcohol and drug counseling. (p. 414)

## Mission Statement

The Department of Psychology at APU is a community of Christian scholars who, with their diverse backgrounds and expertise in understanding human behavior in society, are committed to enhancing the development of our students through intellectual challenge, experiential learning, personal growth, and spiritual discovery so that each student develops his or her potential and is prepared for where God is leading them to serve.

## Career Opportunities

Study in psychology provides a foundational background for a broad variety of careers in which the understanding of human behavior and social processes is useful. Graduates with a bachelor's degree in psychology have a foundational background for entry-level jobs in mental health or community service agencies, business, and human resources. For advanced positions requiring testing, counseling, or consulting, a master's degree is generally the minimum requirement, while psychologists with doctoral degrees qualify for more advanced counseling, research, and teaching positions. Psychology majors with advanced degrees may pursue careers in developmental, family, health, educational, sports, industrial/organizational, ministry, and experimental psychology, as well as neuropsychology. They may also pursue licensure as clinical, counseling, or school psychologists, or marriage and family therapists. Other areas in which students seek careers include social work, marketing, law, physical therapy, and medicine. In a recent alumni survey, 85% completed postgraduate study, with two-thirds of those in a discipline-related position, and half of the alumni surveyed achieved national licensure or certification in the field. All students planning to major in psychology are urged to make an appointment at the department office (Wynn 109 (https://www.apu.edu/map/114695/)) and to continue visiting the department for help with progressing in the major and beyond.

## Programs

### Majors

- Psychology (BA) (p. 405)
- Psychology (BS) (p. 411)

## Minors

## Professional Programs

## Master's

## Certificate

## Courses

### PSYC 110, General Psychology, 3 Units

Students in this general survey course explore the field of psychology, including human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Meets the General Education Requirement: Social Science.*

### PSYC 110H, General Psychology - Honors, 3 Units

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Meets the General Education Requirement: Social Science.*
**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

### PSYC 250, Data Analysis in Psychology, 3 Units

This course introduces students to statistical analyses that are common in psychological research. Students learn to identify the appropriate analysis, how to run the statistical analysis in SPSS, and how to interpret SPSS output. Students are also introduced to writing results in American Psychological Association (APA) style.
**Prerequisite:** MATH 130

### PSYC 280, Introduction to Certified Alcohol Drug Counselor Credentialing, 3 Units

Students in this course examine the effects of alcoholism and drug dependency, specifically as they relate to cultural/lifestyle considerations, human behavior, and family dynamics. Course material also considers the substance use system of care, including its programs, policies, and procedures for the treatment and recovery of individuals suffering from substance use disorders. This is the first course in a series designed to meet the educational requirements for California Consortium of Addiction Programs and Professionals (CCAPP) credentialing.

### PSYC 290, Human Growth and Development, 3 Units

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology and sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Meets the General Education Requirement: Social Science.*

### PSYC 290H, Human Growth and Development - Honors, 3 Units

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology, sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Meets the General Education Requirement: Social Science.*
**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

### PSYC 292, Introduction to Brain and Behavior, 3 Units

This course covers the foundation for the physiological basis of human behavior. Topics include the structure and function of different brain regions, how neurons communicate, sensory and motor function, and complex brain functions such as speech and cognition. This course also serves as an introduction to the neurobiology of various psychological and neurological diseases.
**Prerequisite:** PSYC 110

## PSYC 299, Applied Statistics, 3 Units

This is an elementary course in basic statistical concepts. Students are introduced to the understanding and use of necessary computational procedures to attain basic skills in the following: frequency distributions, graphs, central tendency, variability, normal curve, probabilities, correlation, hypothesis testing, and chi square. Understanding and use of the above statistics are stressed over mathematical development. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships.
**Prerequisite:** MATH 110 or equivalent

## PSYC 301, Global-Local Cultural Psychology Integration I, 1 Unit

This course prepares students for their semester of study away, introducing them to the cultural, multicultural, social, and ecosystemic contexts of the local study-away culture, including the history, major cultural values, and cultural, sociopolitical, and interpersonal dynamics that inform and situate their study away. Students develop an understanding of the cultural bases for psychological processes of individuals they are likely to engage with during their time abroad, and also develop awareness, self-knowledge, and self-assessment of their skills for engaging in intercultural and multicultural contexts. Students are prepared to advance their cultural self-knowledge and knowledge of diverse others in the formation of cultural competence.
**Prerequisite:** Enrollment in the South Africa Semester and a psychology major.

## PSYC 302, Global-Local Cultural Psychology Integration II, 2 Units

This course facilitates student re-entry from a semester abroad. Students critically analyze their international study experience, synthesizing their gained awareness, knowledge of self and other, and skills in engaging with diverse others during their semester abroad. This course facilitates students translating their advanced knowledge and skills from the cross-cultural context into knowledge and skills that are effective for use in navigating their domestic multicultural context, facilitating their identity formation into ethical and responsible local citizens and emerging professionals.
**Prerequisite:** Students will have returned from study abroad South Africa the previous semester and are psychology majors

## PSYC 305, Educational Psychology, 3 Units

Educational psychology is a broad field of study focusing on the various factors that influence learning and human knowledge. This course provides an overview of the principles and theories used throughout other psychological fields, but in the context of educational psychology. Specifically, this course covers development, culture, motivation, learning, cognition, and learner differences.

## PSYC 320, Social Psychology, 3 Units

How are individuals' thoughts, feelings, and behaviors influenced by other people? In this course, students are encouraged to become careful observers of social influences on human behavior by learning the theories and methods employed by social psychologists in order to apply these perspectives in everyday social interactions.

## PSYC 330, Sports Psychology, 3 Units

Students in this survey course explore the role of psychology as it relates to the enhancement of athletic performance. Course material covers areas related to sports and physical activity, such as motivation, self-confidence, goal setting, burnout, anxiety, healthy attitudes toward sports participation, and other sports-related activity. Emphasis is on critically reviewing sports psychology literature and research in an attempt to separate effective and ineffective psychology-related approaches to sport activity.

## PSYC 340, History of Psychology, 3 Units

The historical growth of psychological science is surveyed here. This course focuses on major theorists and their ideas in relation to the historical context as well as current psychological issues.

## PSYC 345, Psychology of Child and Adolescent Development, 3 Units

This course is an advanced examination of emotional, cognitive, physical, and social development from infancy through adolescence. The process of human development as a complex interaction of biological and sociocultural factors is reviewed. Contemporary research topics focusing on genetics, fertility, attachment, communication, and cognitive and moral aspects of development are examined. *Meets the General Education Requirement: Social Science.*

## PSYC 355, Psychology of Adult Development, 3 Units

This course is an advanced examination of the emotional, cognitive, physical, and social development of individuals from young adulthood through the end of life. The process of adult development as an interplay of biological, psychological, cognitive, and psychosocial aspects is examined. Emphasis is on normal patterns in personal and emotional development in adulthood, as well as on contemporary research in areas of health, gender, marriage and relationships, family and parenting, ethnic/ecological systems, work, ethics, and morality.

## PSYC 360, Abnormal Psychology, 3 Units

The major focus of this course is mental illness and abnormal behavior, in light of modern theory and knowledge. Current trends and modern methods of diagnosis, understanding, treatment, and prevention are discussed.

## PSYC 362, Research Methods in Psychology, 3 Units

Students engage in a comprehensive overview of quantitative and qualitative research methods used in psychological research, and gain an understanding of the ethical considerations and other challenges involved in good research design. Students also complete a research project and learn to write utilizing the style adopted by the American Psychological Association.
**Prerequisite:** PSYC 250 and WRIT 260

## PSYC 370, Industrial/Organizational Psychology, 3 Units

Students survey basic behavioral science research and thinking as they contribute to industrial and organizational psychology, including worker attitudes and theories of motivation, organizational structure and communication, theories of leadership and decision making, conflict resolution, and methods of personnel selection and appraisal.

## PSYC 375, Psychology of Conflict Management and Mediation, 3 Units

Students in this course develop a psychological understanding of the dynamics of human conflict, the differences between constructive and destructive conflict, and the different ways in which conflict can be managed, resolved, and transformed. Students also learn basic skills in the management and resolution of conflict.

## PSYC 380, Psychology of Personality, 3 Units

Students in this course become familiar with the various basic elements of personality and their integration, exploring concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. Course material also covers current and traditional theories of personality.

## PSYC 380H, Psychology of Personality - Honors, 3 Units

This course acquaints students with the various basic elements of personality and their integration. Students explore concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. The course also reviews current and traditional theories of personality.
**Prerequisite:** PSYC 110 and PSYC 290 or SOCW 310 + SOCW 311. Must also be a student admitted to the Honors College and be considered a member in "active" status.

## PSYC 383, Psychology of Suicide, 3 Units

This course gives students an overview of suicidal behavior, including terminology, statistics, theories, and interventions, that addresses this sensitive topic from a biopsychosocial-spiritual perspective. Students also have opportunities to learn fundamental skills in suicide assessment, safety planning, and interventions to reduce suicide.

## PSYC 385, Health Psychology, 3 Units

This is a survey course exploring the role of psychology as it relates to human physiology and the health field. Topics include basic neurology, stress management, nutrition, addictive substances, immunological disorders, and other relevant psychophysiological areas.

## PSYC 386, Community Psychology, 3 Units

This course introduces students to the field of community psychology, which is concerned with the scientific study of social structures and their influence on individuals, groups, and organizations. The main focus is on the development and application of community-based psychological theory and research toward understanding, designing, implementing, and evaluating social change and empowerment. The roles of research and social action at multiple levels of analysis to facilitate social change are examined.

## PSYC 390, Cognition, 3 Units

This course offers an overview of cognitive psychology. Students discuss theories and research concerning sensation, perception, memory, and other higher-order mental processes including imagery, language, creativity, concept formation, and decision-making.

## PSYC 400, Multicultural Psychology, 3 Units

This course introduces students to cultural and multicultural psychology sub disciplines in psychology. Students develop knowledge of the history, major tenets, theories, research findings and behavioral practices in multicultural psychology. Students also gain understanding of the cultural bases for psychological processes. Students develop awareness, knowledge and skills for engaging in intercultural and multicultural contexts. Students are also asked to advance their cultural self-knowledge as well as knowledge of diverse others in order to develop multicultural competence in working with individuals from diverse backgrounds. *Meets the General Education Requirement: Intercultural Competence.*

## PSYC 400H, Cultural Psychology- Honors, 3 Units

This course presents major psychological theories and practices from a multicultural perspective, emphasizing shared components across cultures. A historical overview of different minority groups in the United States and how these people groups have adjusted and adapted to new cultures is presented. Students explore major psychological theories and practices from a multicultural perspective, with an emphasis on the cultural sources of diversity in thinking, emotion, motivation, self, development, and psychopathology. This course is designed to help individuals begin to understand the need for issues of being culturally competent in working with individuals from diverse backgrounds. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** PSYC 110. Must be an Honors Program student or non-honors student with a GPA > 3.4

## PSYC 405, Psychology of Learning, 3 Units

This course examines several major theories and research in the psychology of learning, as well as how learning theories have developed historically and how learning principles apply to psychological problems.

## PSYC 407, Psychology of Asian Americans, 3 Units

This course addresses psychosocial issues of the Asian American and Pacific Islander communities. Course material is based on theories and the empirical study of human behavior, and topics include development, relationships, and relevant historical antecedents.

## PSYC 410, Psychology of Exceptional Children, 3 Units

Students in this course examine and analyze the problems faced by the exceptional child. Course material covers physical and emotional adjustment, speech and language disorders, and other physical and mental disorders.

## PSYC 415, Group Process, 3 Units

Students in this course survey the basic behavioral science research and thinking as applied to human interaction in groups. This includes such topics as group formation, phases, structure, types and uses of groups, group communication, group conflict resolution, and methods of group leadership. Course includes the observation and evaluation of group interaction.

## PSYC 420, Political Psychology, 3 Units

This course addresses political phenomena from a psychological perspective, and students are encouraged to develop civic knowledge, apply psychological theory within political contexts, and identify determinants of political behavior. Course content includes political attitudes and identity, leadership and group influence, voting behavior, nationalism, social movements, terrorism, and international conflict/resolution. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## PSYC 430, Intervention Strategies with Children, 3 Units

This course introduces a broad range of assessment and intervention strategies designed to meet the developmental, psychomotor, language, behavioral, and education needs of children. Issues of normative and non-normative child and family functioning in child assessment and intervention planning are considered. Observational techniques, standardized tests, informal assessment measures, developmental assessments, and alternatives to current testing practices are discussed and reviewed from the viewpoints of the multiple disciplines impacting child assessment and intervention. The broad range of modalities utilized in intervention with children is given strong emphasis, with observation and student practice required at an intervention site.

## PSYC 432, Psychosocial Interventions in Pediatric Health Care, 3 Units

This is a core course in the child life specialist curriculum, covering a wide range of recreational and psychosocial interventions for children who are hospitalized, chronically ill, or have disabilities. Students learn various intervention techniques using developmental play, music, art, dance, and other forms of recreation, and gain understanding of the role of the child life specialist as a member of an interdisciplinary medical team.

## PSYC 440, Psychology of Religion, 3 Units

This course investigates the common ground between psychology and religion. Values, mature religion, the nature of humanity, and religious experience are all areas of study for this purpose.

## PSYC 445, Psychology of the Family, 3 Units

This course provides an overview of the field of family psychology. The three primary areas of study are: family systems theory, the family lifecycle, and several theoretical frameworks for the study of families. Students are given the opportunity to apply these concepts to their own family of origin.

## PSYC 450, Counseling Theory, 3 Units

This course is an introduction to counseling and psychotherapy, with students exploring the underlying assumptions and practices of traditional and contemporary counseling theories. Students also explore common ethical concerns that emerge in counseling relationships.

## PSYC 451, Interventions in Counseling, 3 Units

This course introduces counseling methods and practices; legal and ethical codes of conduct for counseling professionals; community prevention, education, and early intervention methods; interviewing; screening; and interventions in counseling. Students practice basic counseling assessment and intervention methods, including crisis management and safety practices. This course meets criteria for Domain IV of the CCAPP certification requirements.

## PSYC 453, Bilingualism, Biculturalism, and Cognition, 3 Units

This course provides students with an overview of issues in bilingualism and biculturalism from a cognitive perspective. Theories and research concerning knowledge representation, bilingual cognition (language acquisition, production, comprehension, and variations in executive functions), and bicultural cognition (cognitive consequences of culture-specific knowledge) are discussed. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships.

## PSYC 454, Counseling in the Christian Community, 3 Units

Students in this course explore the practice of counseling in Christian and ministry settings, engaging in an interdisciplinary examination of the psychological, cultural, theological, and biblical understandings of mental health care and counseling. Course material also incorporates a survey of counseling theory and practices from an integrative perspective, with attention given to ministry and Christian culture and tradition-based issues.

## PSYC 455, Field Experience, 3 Units

This course is for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavors that offer an opportunity to apply former training in a professional setting while acquiring new knowledge, and students may be required to share information regarding their personal life, family, or relationships. This course can be repeated to a total of 6 units counted toward the major, 9 units toward the degree. *Meets the General Education Requirement: Integrative and Applied Learning.*

## PSYC 462, Research Methods II, 3 Units

The course is designed to further develop students' understanding of research design and the research process in the behavioral sciences. Students investigate at an advanced level the validity threats inherent in the research process and explore a variety of advanced research designs. Students have the opportunity to utilize various designs in their own research endeavors and learn to use SPSS for the analysis of their own research endeavors and data.

## PSYC 463, Drugs, Behavior, and Society, 3 Units

This course provides an overview of drug use historically and in contemporary society from community and biopsychosocial perspectives. Students engage in an in-depth study of various psychoactive drugs of abuse, considering the physiological, psychosocial, health, legal, and political aspects of drugs. Course material covers drug-taking risk behaviors and issues related to dependence among high-risk populations. Strategies for drug abuse prevention/education and intervention approaches are also examined.

## PSYC 464, Substance Use Assessment and Interventions, 3 Units

Students in this course gain an in-depth understanding of empirically driven and theoretically grounded assessments and interventions for substance use issues, focusing on how to engage in effective screening and assessment protocols for substance use problem identification and service planning. Students participate in practical application of evidence-based interventions, including the use of case studies and a variety of practice exercises. Course material integrates foundational assessment and intervention models for addressing co-occurring mental health needs, family system issues, and patient-centeredness, including spirituality.

## PSYC 466, Case Management in Mental Health and Substance Use Disorders, 3 Units

This course offers an overview of the theory, structure, and practice of case management. Students gain an understanding of the professional practice of case management, including scope and responsibilities, multidisciplinary and ecological systems engagement, cultural and diversity factors, and ethical and legal issues. Students develop skills in effective communication, clinical documentation, case management facilitation, managing interpersonal and individual dynamics, case management interviewing, intervention planning, and implementation of services.

## PSYC 470, Cognitive Neuroscience, 3 Units

Cognitive neuroscience is the study of the relationship between cognitive processes and the brain. Students first learn about the major research methods in this field, such as lesion studies, brain imaging, and animal models, then learn how these methods have been used to inform our understanding of the neural correlates of memory, decision making, perception, and social cognition.

## PSYC 472, Neurological and Behavioral Disorders, 3 Units

This course examines the neurobiology of various psychological and neurological diseases. Neurological disorders covered include developmental, tumors, seizures, strokes, traumatic brain injury, neurodegenerative, and infectious disease. Behavioral disorders include schizophrenia, major affective disorders, anxiety disorders, autism, attention-deficit hyperactivity disorder, stress disorders, sleeping and eating disorders. The neurobiology of drug abuse will be analyzed based on common features of addiction, pathways affected by commonly abused drugs and heredity factors.

## PSYC 475, Research Experience, 3 Units

Students in this course improve their research skills and integrate their knowledge, skills, and interests by conducting a comprehensive research project. Successful completion of the course results in an APA-style paper or submission of a paper or poster presentation to a professional organization or in a professional setting. Concurrent enrollment in another research practicum course is permitted, and 12 units of research experience in PRPS 475 can be counted toward the bachelor's degree requirements. *Meets the General Education Requirement: Integrative and Applied Learning.*

## PSYC 480, Psychological Testing and Measurement, 3 Units

Students gain a thorough background in objective tests and measurements. A brief survey is offered in intelligence, personality, organization, and industrial psychological measures. Terminology is developed, dangers and advantages of psychological instruments are discussed, and each student is required to administer and interpret a number of instruments. Special materials fee applies. Course is offered to juniors, seniors, and graduate students only.

## PSYC 485, Stress and Coping, 3 Units

This course provides an overview of stress and coping theory as it has developed in the research literature in the last century. The interrelationships between stress and mental illness, medical diseases, and industrial-organizational factors are discussed. Students develop a basic understanding of stress as it relates to trauma and posttraumatic symptomology. Students gain an understanding of basic stress management and coping techniques and their clinical applications.

## PSYC 490, Latinx Psychology, 3 Units

This course offers an overview of psychology research and theoretical underpinnings of Latinxs in the U.S. cultural context. Students explore the following major themes as they relate to psychological functioning, health, and well-being: the historical presence of Latinxs (including colonialism and historical trauma), the complicated nature of racial identity and ethnic identity, and the roles of immigration and acculturation, racism and discrimination, spirituality and faith, and social justice and advocacy in different contexts (e.g., healthcare, education, and justice systems). Course learning is structured around (a) community building within the classroom, (b) testimonios (or personal narratives) that highlight racial and ethnic identity development, intersectionality, and critical awareness, and (c) conscientizacao (critical conscientization-action) by engaging in volunteer or research projects taking place in the local community (e.g., healthcare settings, churches, schools).
**Prerequisite:** PSYC 110

## PSYC 494, Professional Studies in Child Life, 3 Units

This course helps students gain a broad understanding of the field of child life and equips them with the knowledge of the history and trends of the child life profession, as required by the Association of Child Life Professionals. Course content includes: 1) Scope of practice in child life, 2) child life documents, 3) impact of illness/injury and health care on patients and families, 4) family-centered care, 5) therapeutic play, and 6) preparation. Additional topics include, but are not limited to, clinical assessment, child life theoretical foundations, development and hospital stressors, and introduction to exceptional and medically challenged children.

## PSYC 495, Special Topics in Psychology, 3 Units

This course engages students in focused study of particular topics of direct relevance or urgency in the field of psychology which are not already discussed in the curriculum. Topics vary from semester to semester and may reflect new practices, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

## PSYC 496, Writing 3: Senior Seminar in Psychology and Christian Integration, 3 Units

Students in this course discuss and critically evaluate the core ideas in the integration of psychology and the Christian faith, exploring the 4-5 established approaches for how to integrate what is known from psychological science and what is known from biblical hermeneutics and theology. Upon completion of the course, students are able to define and communicate an awareness of the issues and various approaches for integration, as well as identify and communicate the application of the integration of psychology and the Christian faith in their own lives and practice of psychology. This writing-intensive course develops students' ability to think critically and construct complex arguments related to psychology and Christianity. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Senior standing and WRIT 260.

## PSYC 496H, Senior Seminar: Psychology and Christian Integration - Honors, 3 Units

This class discusses and critically evaluates the core ideas in the integration of psychology and the Christian faith by teaching the four to five established approaches for how to integrate what is known from psychological science and what is known from Biblical hermeneutics and theology. Upon completion of the course, students are able to define and communicate an awareness of the issues and various approaches for integration. Students are also able to identify and communicate the application of the integration of psychology and the Christian faith in their own lives and practice of psychology.
**Prerequisite:** Senior standing, PSYC 110, completion of the UDWI req (PSYC 362), and completion of the units required for God's Word and the Christian Response. Must be a student admitted to the Honors Collegeand be considered a member in "active" status

## PSYC 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed, by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## PSYC 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent-study fee is assessed for each enrollment in this class.

## PSYC 498H, Directed Research- Honors, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Honors College, PSYC 110, and Junior or Senior standing

## PSYC 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

## PSYC 501, Theory, Research and Practice in Psychology, 3 Units

This course provides an intensive review of major historical and contemporary theories, research and practice approaches in the field of psychology. Emphasis is on examining the key questions, proposed models, methods, findings, ideological controversies, and issues within the field of psychology. The course covers the various grand and emergent theories to foster dialogue that evaluates the science across psychological sub-disciplines, spanning: general principles of human development, neurological bases of behavior, cognitive functioning, systemic socio-cultural factors, and individual health differences. Students engage in theoretical analyses of current trends in basic and applied theory, research, and practices of psychology across various sub-disciplines, as well as how individuals function with consideration of a Christian worldview.
**Prerequisite:** Must be first year student in the Master of Science in Research Psychology and Data Analysis program or instructor approval.

## PSYC 511, Experimental Research Methods, 3 Units

This course will build on your knowledge of the information learned in your undergraduate research methods course with an emphasis on experimental methodology. This course will cover a variety of topics including the basics of conducting experimental designs, ethical guidelines for conducting experimental psychological research, validity issues associated with different experimental research designs, and various methods of both collecting and analyzing data, including psychometric issues associated with different psychological measures. This will be accomplished by combining traditional lectures with application of principles through application and demonstration.

## PSYC 512, Non-Experimental Research Methods, 3 Units

This course provides an in-depth study of how to plan, conduct, and analyze studies that use non-experimental research designs, including correlational, survey, and qualitative methods. This course encourages students to identify core areas of descriptive psychological research and begin building a strong research concept about those areas-especially in regard to the application of non-experimental observational research designs.

## PSYC 517, Program Evaluation, 3 Units

This course provides students with foundational knowledge and skills in the basic methods of evaluation research. Course topics include common methods of evaluation, including systematic needs assessments, formative research, program performance, and outcome effectiveness, using mixed-methods research approaches. Students also engage in discussions about ethical considerations and other challenges involved in good evaluation design and methods. Through class lectures, reading, and interactive skill-building applications, students apply course material in group and individual assignments.
**Prerequisite:** PSYC 511, PSYC 512

## PSYC 518, Analysis of Variance, 3 Units

Analysis of variance (ANOVA) is a common statistical technique used by research psychologists to analyze differences in their data. This course focuses on introductory and advanced ANOVA methods and ANOVA's relation to psychological research; advanced ANOVA methods covered in this course include repeated measure, mixed design, ANCOVA, and MANOVA. Students learn to implement these methods, analyze findings, and report the findings for APA-style journal publications. Use of multiple popular statistical software programs is emphasized.
**Prerequisite:** MATH 110 or equivalent;
**Corequisite:** PSYC 518L

## PSYC 518L, Analysis of Variance Lab, 1 Unit

In this course, the lab component to PSYC 518, students apply the statistical analysis knowledge from PSYC 518 to computational procedures using popular social science statistical software. Additionally, this course can be used to fulfill requirements for the JMP/SAS certification.
**Corequisite:** PSYC 518

## PSYC 519, Regression, 3 Units

This advanced statistics course covers introductory and advanced regression analyses utilized throughout psychological research. Some of the topics covered are correlation, multiple regression, hierarchical regression, mediation/moderation, and logistic regression. Students learn to identify the appropriate regression analysis for different types of research questions, practice interpreting the results of the analyses in popular statistical software, and learn how to clearly report regression findings for APA-style journal publications. Use of multiple popular statistical software programs is emphasized.
**Prerequisite:** B- or better in PSYC 518;
**Corequisite:** PSYC 519L

## PSYC 519L, Regression Lab, 1 Unit

This is the lab component to PSYC 519. In this lab course, students apply the statistical analysis knowledge from PSYC 519 to computational procedures using popular social science statistical software. Additionally, this course can be used to fulfill requirements for the JMP/SAS certification.
**Corequisite:** PSYC 519

## PSYC 520, Psychometrics: Assessment and Measurement, 3 Units

Students in this course learn to apply classical and modern psychometric theories to develop and validate psychological tests and scales for data collection. Some of the topics included are instrument construction, reliability, validity, factor analysis, and item response theory. Students gain hands-on experience in developing a psychological instrument and analyzing the psychometric properties of previously created scales. Use of multiple popular statistical software programs is emphasized.
**Prerequisite:** B- or better in PSYC 518;
**Corequisite:** PSYC 520L

## PSYC 520L, Psychometrics: Assessment and Measurement Lab, 1 Unit

This is the lab component to PSYC 520. In this lab course, students apply the statistical analysis knowledge from PSYC 520 to computational procedures using popular social science statistical software. Additionally, this course can be used to fulfill requirements for the JMP/SAS certification.
**Corequisite:** PSYC 520

## PSYC 521, Faith Integration and Research Seminar, 3 Units

This course explores the nature of integrating psychology and religion/faith. It considers the functions and skills, as well as the theoretical modes of thought necessary for understanding the relationship between psychological research and religion. Focus is placed on the skills of research, constructive dialogue and writing. The course is intended to provide students with resources for developing their own approach to integration while also helping students clarify their own faith, morals and values that intersect with psychological research.

## PSYC 522, Seminar in Ethical, Professional, and Diversity Issues, 3 Units

This course introduces students to research and professional issues in psychology, with an emphasis on ethics and diversity. Students will learn to recognize the importance of ethical behavior in all aspects of science as well as how sociocultural factors and personal biases may shape the practice of psychology. Emphasis is given to the integration of the student's spiritual and sociocultural philosophy with professional ethics. Historical and contemporary issues in basic and applied psychological research and interventions are reviewed.

## PSYC 523, Interventions for Trauma and Crisis, 3 Units

This course helps students understand the neurobiological, cognitive, and emotional dynamics that underlie trauma-related mental health disorders. Students identify and apply effective interventions for the treatment of children and adolescents impacted by trauma, grief, and/or crisis, as well as the common co-occurring behavioral concerns. This course prepares students to effectively select appropriate evidence-based counseling interventions with diverse children and youth. The contextual dynamics of crises and trauma, family, social environments, and multicultural issues are addressed.
**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## PSYC 524, Counseling Adolescents, 3 Units

This course helps students understand the broad range of adolescent problems and disorders. A variety of psychotherapeutic modalities is presented, providing students an opportunity to develop basic adolescent-therapy skills and effective treatment strategies. The impact of development, family dynamics, social environments, and multicultural issues is addressed, and legal and ethical issues unique to adolescent populations are considered.
**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## PSYC 525, Principles and Practice of Assessment and Evaluation, 3 Units

Students in this course gain a broad understanding of the clinical use of psychological tests, assessment, and evaluation in the treatment of emotional, behavioral, and mental health concerns within the context of human diversity and social contexts and systems. Emphasis is on understanding the reliability, validity, and utility of psychological testing, developing skills in administering and interpreting appropriate assessment measures, and utilizing findings in treatment planning and report writing. Particular attention is given to the assessment of children and youth and to diversity issues, and the course meets BBS requirements for spousal or partner abuse assessment, detection, and intervention strategies; same-gender-abuse dynamics; and suicide risk assessment and intervention.
**Prerequisite:** PSYC 527

## PSYC 526, Multicultural Counseling, 3 Units

Students in this course learn multicultural counseling theories and techniques as they explore the counselor's role in developing cultural self-awareness, identity development, and promoting cultural social justice. Individual and community strategies for working with and advocating for diverse populations, and eliminating biases and intentional and unintentional oppression and discrimination, are discussed. Students develop an understanding of the effects of socioeconomic status on treatment and available resources, as well as cultural competency and sensitivity, and are introduced to the racial, cultural, linguistic, and ethnic backgrounds of people living in California.

## PSYC 527, Diagnosis and Treatment Planning, 3 Units

This course helps students understand the role and categories of psychopathology utilized in the assessment and treatment of individuals broadly and with an emphasis on children and adolescents. Students develop their diagnostic and analytical skills through a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders. Special consideration is given to co-occurring and comorbid disorders that are common in substance users and among children and youth. This course also introduces the basics of treatment planning, including diagnostic conceptualization, ecosystemic assessment, and the formulation of treatment goals and intervention strategies. Diversity issues in diagnosis and treatment planning are also considered.

## PSYC 528, Treatment of Substance Use Disorders in Youth and Families, 3 Units

This course prepares students to engage in counseling practices related to substance abuse recovery, addiction, and co-occurring disorders. Students learn the major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, the legal and medical aspects of substance abuse, what populations are at risk, and the role of case management, including the involvement of support people and support systems and the utilization of community resources. Issues of substance use are considered within diverse communities and family dynamics.
**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## PSYC 529, Group Counseling, 3 Units

This course helps students understand group counseling theories and techniques, including principles of group dynamics, group process components, group developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness. Students consider group counseling children and youth from a variety of clinical, cultural, community/milieu, and developmental contexts. Identifying, planning, and implementing best practices in group counseling is addressed.
**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## PSYC 530, Evidence-Based Practices in the Treatment of Children and Youth, 3 Units

This course helps students understand the importance of utilizing evidence-based interventions and techniques that are consistent with current professional research and practice with children and adolescents. Evidence-based practice in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences. This course prepares students to effectively select appropriate evidence-based counseling interventions with diverse children and youth, as a variety of psychotherapeutic intervention strategies are presented. The contextual dynamics of development, family, social environments, and multicultural issues are addressed.
**Prerequisite:** PSYC 532 and PSYC 558

## PSYC 531, Ethics and Professional Issues, 3 Units

This course helps students understand professional, ethical, and legal issues in counseling and psychotherapy from ACA and APA professional lenses. Students are introduced to California laws and regulations governing the practice of counseling and licensing as a professional clinical counselor. Students learn to navigate common ethical and legal situations that arise in counseling generally, as well as those that emerge when counseling children and youth specifically. Clinical case management, professionalism, and professional self-care are also considered.
**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## PSYC 532, Theories of Counseling and Therapy, 3 Units

This course helps students understand the broad range of counseling and psychotherapeutic theories and techniques that are consistent with current professional research and practice. Students learn to effectively engage counseling processes in a multicultural society, select appropriate counseling interventions, develop a personal model of counseling, effectively respond to crises, and promote human wellness and the prevention of emotional and behavioral disorders. A variety of psychotherapeutic modalities is presented. The contextual dynamics of development, family, social environments, and multicultural issues are addressed.

## PSYC 533, Externalizing and Dysregulation Disorders, 3 Units

This course helps students understand the neurodevelopmental basis of behavioral dysregulation, deficits of executive functioning, common comorbid disorders with neurodevelopmental issues, mental health disorders characterized by externalizing behavior, and disorders with primary behavioral symptoms. Students learn to identify and apply effective and appropriate evidence-based counseling interventions for the treatment of diverse children and adolescents with behavioral disorders. Various psychotherapeutic intervention strategies are presented, and the contextual dynamics of development, family, social environments, and multicultural issues are addressed.
**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## PSYC 534, Family Systems Theory and Counseling, 3 Units

This course is an overview of current theories and methods of family therapy interventions, with an emphasis on how family therapy integrates diversity issues (e.g., ethnicity, socioeconomic status, spirituality, blended families) during the clinical hour. Coursework explores the major theories, their founding clinicians, and some of their contemporaries, and emphasizes clinical application of material through working with families with children and youth.
**Prerequisite:** PSYC 532 and PSYC 558

## PSYC 535, Therapies for Attachment and Internalizing Disorders, 3 Units

This course helps students understand the developmental relational, social, and emotional dynamics that underlie internalizing mental health disorders. Students identify and apply effective interventions for the treatment of children and adolescents with anxiety, depressive, and attachment disorders, as well as the common co-occurring behavioral concerns. This course prepares students to effectively select appropriate evidence-based counseling interventions with diverse children and youth. Various psychotherapeutic intervention strategies are presented. The contextual dynamics of development, family, social environments, and multicultural issues are addressed.
**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## PSYC 536, Play Therapy: History, Theories, and Interventions, 3 Units

Students in this course learn the principles and practices of play therapy, and are prepared to effectively engage in developmentally and clinically appropriate play-based counseling with children, select appropriate interventions, develop a personal model of play therapy, and effectively respond to a variety of clinical concerns utilizing play-based assessment and treatments.
**Prerequisite:** PSYC 532 and PSYC 558

## PSYC 537, Family Therapy II: Advanced Training, 3 Units

This course features intensive training in evidence-based and best-practice models of couples therapy. Students receive certification in Gottman Method Couples Therapy Level 1 (12 hours) and Level 2 (18 hours), as well as certification in Dr. Sue Johnson's Emotionally Focused Therapy: Attachment-Based Interventions for Couples in Crisis (17 hours). Students participate in the trainings online between class sessions, and engage in active processing and application of the material during course meetings.

## PSYC 538, Jungian Therapy and Sandplay, 3 Units

Students in this course examine and analyze Jungian therapy and the use of sandplay, which is a nonverbal therapeutic process for children and families. Students will explore applications to a variety of populations and therapeutic contexts.
**Prerequisite:** PSYC 536

## PSYC 539, Play and Play Therapy Across the Lifespan, 3 Units

This course is taught through experiential and lecture methods to provide knowledge and skill competencies to facilitate play therapy as a therapeutic intervention for children and families. Students learn principles and applications of play therapy with children, adolescents, adults, and the aging population, and become familiar with theories of play therapy microskills used at each stage of life.
**Prerequisite:** PSYC 536

## PSYC 540, Gestalt Play Therapy and Interventions, 3 Units

This course is taught through experiential and lecture methods to provide knowledge and skill competencies to facilitate play therapy as a therapeutic intervention for children and families. Course material gives students the philosophical basis for play therapy, including a review of the history of Gestalt play therapy, how to develop a relationship with a child through a Gestalt theoretical framework, and an introduction to various theoretical applications and play therapy best practices.

## PSYC 541, Play Therapy with Special Populations, 3 Units

Students learn theoretical and applied play therapy skills for the assessment and treatment of clients with mental health issues associated with trauma and complex trauma, medical illness and comorbid diagnoses, developmental considerations (such as autism spectrum), psychosis, and other types of psychopathology.
**Prerequisite:** PSYC 536

## PSYC 542, Practicum I, 3 Units

This course gives counseling psychology graduate students an initial clinical counseling experience, requiring them to verify 140 hours of face-to-face clinical experience counseling individuals, families, or groups under the supervision of on-campus faculty and BBS-qualified site supervisors. This course provides oversight and consultation for students' clinical placement, and further development of clinical skills, focusing on management of crisis issues, legal/ethical practice, diagnosis, prognosis, multicultural treatment, treatment planning, application of theory to actual clients, integration, and case management services. Clinical work is discussed from public mental health and private practice perspectives. Students must be serving at an APU-approved training site to be enrolled in this course.
**Prerequisite:** Program director permission

## PSYC 543, Practicum II, 3 Units

As the final evaluative component of the M.S. in Counseling Psychology program, this course includes a capstone clinical project in which students formally present a clinical case including the following elements: case assessment and conceptualization, treatment plan and process, evidence-based support for treatment strategy, and outcomes and prognosis based on identified factors related to risk and resilience as specified by the literature base. This course also requires students to verify 140 hours of face-to-face clinical experience counseling individuals, families, or groups under the supervision of on-campus faculty and Board of Behavioral Sciences-qualified site supervisors, who also offer students consultation and the further development of clinical skills. Course emphases include management of crisis issues, legal/ethical practice, diagnosis, prognosis, multicultural treatment, treatment planning, application of theory to actual clients, integration, and case management services. Clinical work is discussed from public mental health and private practice perspectives.
**Prerequisite:** PSYC 542

## PSYC 544, Practicum Extension, 2 Units

This course gives counseling psychology graduate students a clinical counseling experience. Students in this course must verify completion of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups under the supervision of on-campus faculty and site supervisors who are qualified as Board of Behavioral Sciences (BBS) supervisors. This course provides oversight and consultation for student clinical placement and the further development of clinical skills, focusing on management of crisis issues, legal/ethical practice, diagnosis, prognosis, multicultural treatment, treatment planning, application of theory to actual clients, integration, and case management services. Clinical work is discussed from public mental health and private practice perspectives. Students must be serving at an APU-approved training site to be enrolled in this course.

## PSYC 545, Play Therapy with Bereaved Children and Families, 3 Units

Students learn principles and applications of play therapy with children and families, and take skills learned in the course and apply them in the field during a weeklong grief and loss camp for the community. Students assess camp participants at intake, use therapeutic interventions to provide space for children to express their grief and loss, and apply therapeutic skills throughout the camp. Hours gained in the field are directly applied to practicum experience.
**Prerequisite:** PSYC 536

## PSYC 551, Research Methods in Counseling, 3 Units

Students in this course survey the major social science research and statistical methods used in conducting research, needs assessments, and program evaluation. Course material equips students to read, understand, and evaluate psychological research, and prepares them to use research to inform evidence-based practice and understand the importance of research in advancing the profession of counseling.

## PSYC 555, Career Development, 3 Units

This course helps students understand the role of the professional counselor in facilitating career planning and development of youth and emerging adults. Students explore occupational and career education trends and career counseling theories and practices that promote equity and diversity. This course prepares students to facilitate individual education and career planning and implementation of plans. Students explore the relationship between general well-being, mental health, and education and career trajectories. Career counseling needs of special populations (e.g., mid- and late-life career changes, persons with disabilities) and at-risk populations are addressed.
**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## PSYC 558, Advanced Developmental Psychology, 3 Units

This course helps students understand human growth and development across the lifespan, including normal and abnormal behavior, developmental crises, disability, psychopathology, and situational and environmental factors that affect normal and abnormal behavior. Students consider the impact of socioeconomic status and other contextual issues affecting social position and development, and explore the assessment and treatment of clinical concerns related to human sexuality and domestic violence across the lifespan and among diverse populations. Students also complete their Board of Behavioral Sciences-required study of aging and long-term care in this course.

## PSYC 578, Research Practicum, 1-3 Units

This course gives students the opportunity to apply their research and statistical skills in a professional research setting at a practicum site. These skills include, but are not limited to, data cleaning, data analysis, research preparation, and report writing.
**Prerequisite:** PSYC 518 and PSYC 518L

## PSYC 585, Psychopharmacology and Psychobiology, 3 Units

This course introduces students to the biological and neurological bases of human behavior, and to psychotropic medications as an adjunct to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided, and consideration is given to the special needs of certain populations (e.g., the elderly and substance abuse patients) when prescribing psychotropic medications. Students develop skills in case management by gaining an understanding of psychotropic medication indications, dosage scheduling, effects, and side effects as part of the therapeutic practice.

## PSYC 588, Research Internship, 3 Units

Students in this course obtain an internship in which they apply knowledge acquired during their master's program, helping them develop their skills in the field of research and/or data analytics. All internship sites must be preapproved and satisfy the learning outcomes of this course.
**Prerequisite:** 6 units of PSYC 578

## PSYC 595, Special Topics, 3 Units

This course engages students in focused study of particular topics of direct relevance or urgency in the field of psychology which are not already discussed in the curriculum. Topics vary from semester to semester and may reflect new practices, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

## PSYC 597, Introduction to Grant and Professional Writing, 3 Units

This seminar course helps students develop and implement the theoretical foundation and methodological procedures needed to complete a Master of Science thesis in the Department of Psychology by the end of the academic year. This course guides students through the planning and execution of a master's thesis, including topic selection/refinement, thesis planning, training in the responsible conduct in research and human subjects regulatory protocols, grant funding for student research, thesis-driven data collection, data analysis, and writeup/dissemination in an organized, coherent form. The course also helps students develop their theses into scholarly presentations and manuscripts suitable for publication. A thesis is completed when the student has successfully defended it to a two-person committee comprising the thesis faculty advisor and one full-time faculty second reader.

## PSYC 598, Thesis Seminar, 1-3 Units

The main objective of this seminar course is to help students develop and implement the theoretical foundation and methodological procedures needed to complete a master's thesis in the Department of Psychology by the end of the academic year.

## PSYC 599, Independent Study: Psychology Research, 1-6 Units

This course provides instruction in research and gives students experience in research processes related to their area of study. An independent study fee is assessed for each enrollment in this class.

## PRPS 110, General Psychology, 3 Units

Students in this general survey course explore the field of psychology, including human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Meets the General Education Requirement: Social Science.*

## PRPS 250, Data Analysis in Psychology, 3 Units

This course introduces students to statistical analyses that are common in psychological research. Students learn to identify the appropriate analysis, how to run the statistical analysis in SPSS, and how to interpret SPSS output. Students are also introduced to writing results in American Psychological Association (APA) style.
**Prerequisite:** PRMA 130

## PRPS 280, Introduction to Certified Alcohol Drug Counselor Credentialing, 3 Units

Students in this course examine the effects of alcoholism and drug dependency, specifically as they relate to cultural/lifestyle considerations, human behavior, and family dynamics. Course material also considers the substance use system of care, including its programs, policies, and procedures for the treatment and recovery of individuals suffering from substance use disorders. This is the first course in a series designed to meet the educational requirements for California Consortium of Addiction Programs and Professionals (CCAPP) credentialing.

## PRPS 290, Human Growth and Development, 3 Units

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology and sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Meets the General Education Requirement: Social Science.*

## PRPS 292, Introduction to Brain and Behavior, 3 Units

The purpose for this course is to provide a foundation of the physiological basis of human behavior. Topics include the structure and function of different brain regions, how neurons communicate, sensory and motor function, and complex brain functions such as speech and cognition. This course serves as an introduction to the neurobiology of various psychological and neurological diseases.

## PRPS 305, Educational Psychology, 3 Units

Educational psychology is a broad field of study focusing on the various factors that influence learning and human knowledge. This course provides an overview of the principles and theories used throughout other psychological fields, but in the context of educational psychology. Specifically, this course covers development, culture, motivation, learning, cognition, and learner differences.

## PRPS 320, Social Psychology, 3 Units

How are individuals' thoughts, feelings, and behaviors influenced by other people? In this course, students are encouraged to become careful observers of social influences on human behavior by learning the theories and methods employed by social psychologists in order to apply these perspectives in everyday social interactions.

## PRPS 330, Sports Psychology, 3 Units

Students in this survey course explore the role of psychology as it relates to the enhancement of athletic performance. Course material covers areas related to sports and physical activity, such as motivation, self-confidence, goal setting, burnout, anxiety, healthy attitudes toward sports participation, and other sports-related activity. Emphasis is on critically reviewing sports psychology literature and research in an attempt to separate effective and ineffective psychology-related approaches to sport activity.

## PRPS 340, History of Psychology, 3 Units

The historical growth of psychological science is surveyed here. This course focuses on major theorists and their ideas in relation to the historical context as well as current psychological issues.

## PRPS 345, Psychology of Child and Adolescent Development, 3 Units

This course is an advanced examination of emotional, cognitive, physical, and social development from infancy through adolescence. The process of human development as a complex interaction of biological and sociocultural factors is reviewed. Contemporary research topics focusing on genetics, fertility, attachment, communication, and cognitive and moral aspects of development are examined. *Meets the General Education Requirement: Social Science.*

## PRPS 355, Psychology of Adult Development, 3 Units

This course is an advanced examination of the emotional, cognitive, physical, and social development of individuals from young adulthood through the end of life. The process of adult development as an interplay of biological, psychological, cognitive, and psychosocial aspects is examined. Emphasis is on normal patterns in personal and emotional development in adulthood, as well as on contemporary research in areas of health, gender, marriage and relationships, family and parenting, ethnic/ecological systems, work, ethics, and morality.

## PRPS 360, Abnormal Psychology, 3 Units

The major focus of this course is mental illness and abnormal behavior in light of modern theory and knowledge. Current trends and modern methods of diagnosis, understanding, treatment, and prevention are discussed.

## PRPS 362, Research Methods in Psychology, 3 Units

Students engage in a comprehensive overview of quantitative and qualitative research methods used in psychological research, and gain an understanding of the ethical considerations and other challenges involved in good research design. Students also complete a research project and learn to write utilizing the style adopted by the American Psychological Association.
**Prerequisite:** PRPS 250 and PRWR 260

## PRPS 370, Industrial/Organizational Psychology, 3 Units

Students survey the basic behavioral science research and thinking as they contribute to industrial and organizational psychology, including worker attitudes and theories of motivation, organizational structure and communication, theories of leadership and decision making, conflict resolution, and methods of personnel selection and appraisal.

## PRPS 375, Psychology of Conflict Management and Mediation, 3 Units
Students in this course develop a psychological understanding of the dynamics of human conflict, the differences between constructive and destructive conflict, and the different ways in which conflict can be managed, resolved, and transformed. Students also learn basic skills in the management and resolution of conflict.

## PRPS 380, Psychology of Personality, 3 Units
Students in this course become familiar with the various basic elements of personality and their integration, exploring concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. Course material also covers current and traditional theories of personality.

## PRPS 383, Psychology of Suicide, 3 Units
This course gives students an overview of suicidal behavior, including terminology, statistics, theories, and interventions, that addresses this sensitive topic from a biopsychosocial-spiritual perspective. Students also have opportunities to learn fundamental skills in suicide assessment, safety planning, and interventions to reduce suicide.

## PRPS 385, Health Psychology, 3 Units
This is a survey course exploring the role of psychology as it relates to human physiology and the health field. Topics include basic neurology, stress management, nutrition, addictive substances, immunological disorders, and other relevant psychophysiological areas.

## PRPS 386, Community Psychology, 3 Units
This course introduces students to the field of community psychology, which is concerned with the scientific study of social structures and their influence on individuals, groups, and organizations. The main focus is on the development and application of community-based psychological theory and research toward understanding, designing, implementing, and evaluating social change and empowerment. The roles of research and social action at multiple levels of analysis to facilitate social change are examined.

## PRPS 390, Cognition, 3 Units
This course offers an overview of cognitive psychology. Students discuss theories and research concerning sensation, perception, memory, and other higher-order mental processes including imagery, language, creativity, concept formation, and decision making.

## PRPS 400, Multicultural Psychology, 3 Units
This course introduces students to cultural and multicultural psychology sub disciplines in psychology. Students develop knowledge of the history, major tenets, theories, research findings and behavioral practices in multicultural psychology. Students also gain understanding of the cultural bases for psychological processes. Students develop awareness, knowledge and skills for engaging in intercultural and multicultural contexts. Students are also asked to advance their cultural self-knowledge as well as knowledge of diverse others in order to develop multicultural competence in working with individuals from diverse backgrounds. *Meets the General Education Requirement: Intercultural Competence.*

## PRPS 405, Psychology of Learning, 3 Units
This course examines several major theories and research in the psychology of learning, as well as how learning theories have developed historically and how learning principles apply to psychological problems.

## PRPS 410, Psychology of Exceptional Children, 3 Units
Students in this course examine and analyze the problems faced by the exceptional child. Course material covers physical and emotional adjustment, speech and language disorders, and other physical and mental disorders.

## PRPS 415, Group Process, 3 Units
Students in this course survey the basic behavioral science research and thinking as applied to human interaction in groups. This includes such topics as group formation, phases, structure, types and uses of groups, group communication, group conflict resolution, and methods of group leadership. Course includes the observation and evaluation of group interaction.

## PRPS 420, Political Psychology, 3 Units
This course addresses political phenomena from a psychological perspective, and students are encouraged to develop civic knowledge, apply psychological theory within political contexts, and identify determinants of political behavior. Course content includes political attitudes and identity, leadership and group influence, voting behavior, nationalism, social movements, terrorism, and international conflict/resolution. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## PRPS 430, Intervention Strategies with Children, 3 Units
This course introduces a broad range of assessment and intervention strategies designed to meet the developmental, psychomotor, language, behavioral, and education needs of children. Issues of normative and non-normative child and family functioning in child assessment and intervention planning are considered. Observational techniques, standardized tests, informal assessment measures, developmental assessments, and alternatives to current testing practices are discussed and reviewed from the viewpoints of the multiple disciplines impacting child assessment and intervention. The broad range of modalities utilized in intervention with children is given strong emphasis, with observation and student practice required at an intervention site.

## PRPS 432, Psychosocial Interventions in Pediatric Health Care, 3 Units

This is a core course in the child life specialist curriculum, covering a wide range of recreational and psychosocial interventions for children who are hospitalized, chronically ill, or have disabilities. Students learn various intervention techniques using developmental play, music, art, dance, and other forms of recreation, and gain understanding of the role of the child life specialist as a member of an interdisciplinary medical team.

## PRPS 440, Psychology of Religion, 3 Units

This course investigates the common ground between psychology and religion. Values, mature religion, the nature of humanity, and religious experience are all areas of study for this purpose.

## PRPS 445, Psychology of the Family, 3 Units

This course provides an overview of the field of family psychology. The three primary areas of study are: family systems theory, the family lifecycle, and several theoretical frameworks for the study of families. Students are given the opportunity to apply these concepts to their own family of origin.

## PRPS 450, Counseling Theory, 3 Units

This course is an introduction to counseling and psychotherapy, with students exploring the underlying assumptions and practices of traditional and contemporary counseling theories. Students also explore common ethical concerns that emerge in counseling relationships.

## PRPS 451, Interventions in Counseling, 3 Units

This course introduces counseling methods and practices; legal and ethical codes of conduct for counseling professionals; community prevention, education, and early intervention methods; interviewing; screening; and interventions in counseling. Students practice basic counseling assessment and intervention methods, including crisis management and safety practices. This course meets criteria for Domain IV of the CCAPP certification requirements.

## PRPS 453, Bilingualism, Biculturalism, and Cognition, 3 Units

This course provides students with an overview of issues in bilingualism and biculturalism from a cognitive perspective. Theories and research concerning knowledge representation, bilingual cognition (language acquisition, production, comprehension, and variations in executive functions), and bicultural cognition (cognitive consequences of culture-specific knowledge) are discussed. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships.

## PRPS 455, Field Experience, 3 Units

This course is for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavors that offer an opportunity to apply prior training to a professional setting while acquiring new knowledge. This course can be repeated for a total of 6 units counted toward the major and 9 units toward the degree. *Meets the General Education Requirement: Integrative and Applied Learning.*

## PRPS 463, Drugs, Behavior, and Society, 3 Units

This course provides an overview of drug use historically and in contemporary society from community and biopsychosocial perspectives. Students engage in an in-depth study of various psychoactive drugs of abuse, including physiological, psychosocial, health, legal, and political aspects of drugs. Course material covers drug-taking risk behaviors and issues related to dependence among high-risk populations. Strategies for drug abuse prevention/education and intervention approaches are also examined.

## PRPS 464, Substance Use Assessment and Interventions, 3 Units

Students in this course gain an in-depth understanding of empirically driven and theoretically grounded assessments and interventions for substance use issues, focusing on how to engage in effective screening and assessment protocols for substance use problem identification and service planning. Students participate in practical application of evidence-based interventions, including the use of case studies and a variety of practice exercises. Course material integrates foundational assessment and intervention models for addressing co-occurring mental health needs, family system issues, and patient-centeredness, including spirituality.

## PRPS 466, Case Management in Mental Health and Substance Use Disorders, 3 Units

This course offers an overview of the theory, structure, and practice of case management. Students gain an understanding of the professional practice of case management, including scope and responsibilities, multidisciplinary and ecological systems engagement, cultural and diversity factors, and ethical and legal issues. Students develop skills in effective communication, clinical documentation, case management facilitation, managing interpersonal and individual dynamics, case management interviewing, intervention planning, and implementation of services.

## PRPS 470, Cognitive Neuroscience, 3 Units

Cognitive neuroscience is the study of the relationship between cognitive processes and the brain. Students first learn about the major research methods in this field, such as lesion studies, brain imaging, and animal models, then learn how these methods have been used to inform our understanding of the neural correlates of memory, decision making, perception, and social cognition.

## PRPS 472, Neurological and Behavioral Disorders, 3 Units

This course examines the neurobiology of various psychological and neurological diseases. Neurological disorders covered include developmental, tumors, seizures, strokes, traumatic brain injury, neurodegenerative, and infectious disease. Behavioral disorders include schizophrenia, major affective disorders, anxiety disorders, autism, attention-deficit hyperactivity disorder, stress disorders, sleeping and eating disorders. The neurobiology of drug abuse will be analyzed based on common features of addiction, pathways affected by commonly abused drugs and heredity factors.

### PRPS 475, Research Experience I, 1-3 Units

Students in this course improve their research skills and integrate their knowledge, skills, and interests by conducting a comprehensive research project. Successful completion of the course results in an APA-style paper or submission of a paper or poster presentation to a professional organization or in a professional setting. Concurrent enrollment in another research practicum course is permitted, and 12 units of research experience in PRPS 475 can be counted toward the bachelor's degree requirements. *Meets the General Education Requirement: Integrative and Applied Learning.*

### PRPS 480, Psychological Testing and Measurement, 3 Units

Students gain a thorough background in objective tests and measurements. A brief survey is offered in intelligence, personality, organization, and industrial psychological measures. Terminology is developed, dangers and advantages of psychological instruments are discussed, and each student is required to administer and interpret a number of instruments. Special materials fee applies. Course is offered to juniors, seniors, and graduate students only.

### PRPS 485, Stress and Coping, 3 Units

This course provides an overview of stress and coping theory as it has developed in the research literature in the last century. The interrelationships between stress and mental illness, medical diseases, and industrial-organizational factors are discussed. Students develop a basic understanding of stress as it relates to trauma and posttraumatic symptomology. Students gain an understanding of basic stress management and coping techniques and their clinical applications.

### PRPS 494, Professional Studies in Child Life, 3 Units

This course helps students gain a broad understanding of the field of child life and equips them with the knowledge of the history and trends of the child life profession, as required by the Association of Child Life Professionals. Course content includes: 1) Scope of practice in child life, 2) child life documents, 3) impact of illness/injury and health care on patients and families, 4) family-centered care, 5) therapeutic play, and 6) preparation. Additional topics include, but are not limited to, clinical assessment, child life theoretical foundations, development and hospital stressors, and introduction to exceptional and medically challenged children.

### PRPS 495, Special Topics in Psychology, 3 Units

This course engages students in focused study of particular topics of direct relevance or urgency in the field of psychology which are not already discussed in the curriculum. Topics vary from semester to semester and may reflect new practices, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

### PRPS 496, Writing 3: Senior Seminar in Psychology and Christian Integration, 3 Units

Students in this course discuss and critically evaluate the core ideas in the integration of psychology and the Christian faith, exploring the 4-5 established approaches for how to integrate what is known from psychological science and what is known from biblical hermeneutics and theology. Upon completion of the course, students are able to define and communicate an awareness of the issues and various approaches for integration, as well as identify and communicate the application of the integration of psychology and the Christian faith in their own lives and practice of psychology. This writing-intensive course develops students' ability to think critically and construct complex arguments related to psychology and Christianity. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Junior standing and PRWR 260

### PRPS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed, by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

### PRPS 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

### PRPS 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

# BA in Psychology

48 units

The BA in Psychology (https://www.apu.edu/bas/programs/psychology-majors/) program helps students learn about human behavior through the development of critical thinking skills, and gives them experience in methods of research and conducting scientific inquiries. Students who complete

the program are well equipped to pursue graduate education and/or careers in clinical/counseling areas of psychology and child life, and in a variety of applied psychology and allied areas (e.g., organizational psychology, educational psychology, and social work).

## Requirements

The Bachelor of Arts in Psychology is ideal for students interested in clinical/counseling or other applied areas of psychology. The core requirements (Domain 1) give students grounding in the discipline and an understanding of the basics of human behavior. The career-focus electives (Domain 2) provide students with clear applications of psychology, clustered by common themes and areas of employment. And the applied-learning electives (Domain 3) provide students with internship and/or research experience.

| Code | Title | Units |
| --- | --- | --- |
| **Prerequisite Courses** | | |
| MATH 130 | Introduction to Statistics [1] | |
| Choose one of the following: | | |
| BIOL 101 | Biology and Society (recommended) [2] | |
| BIOL 151 | General Biology I [2] | |
| **Domain 1: Core Courses** | | **27** |
| PSYC 110 | General Psychology [3,4] | |
| PSYC 250 | Data Analysis in Psychology | |
| WRIT 260 | Writing 2: Psychology Subdisciplines and Career Trajectories [5] | |
| PSYC 360 | Abnormal Psychology | |
| PSYC 362 | Research Methods in Psychology | |
| PSYC 496 | Writing 3: Senior Seminar in Psychology and Christian Integration [6] | |
| Developmental | | |
| Choose one of the following: | | |
| PSYC 290 | Human Growth and Development [4] | |
| PSYC 345 | Psychology of Child and Adolescent Development [4] | |
| PSYC 355 | Psychology of Adult Development | |
| Neurocognition | | |
| Choose one of the following: | | |
| PSYC 292 | Introduction to Brain and Behavior | |
| PSYC 390 | Cognition | |
| PSYC 405 | Psychology of Learning | |
| PSYC 472 | Neurological and Behavioral Disorders | |
| Sociocultural | | |
| Choose one of the following: | | |
| PSYC 301 & PSYC 302 | Global-Local Cultural Psychology Integration I and Global-Local Cultural Psychology Integration II | |
| PSYC 320 | Social Psychology | |
| PSYC 400 | Multicultural Psychology [7] | |
| **Domain 2: Career Focus** | | **18** |
| Choose any six courses (18 units) from any of the following clusters. A course may be used to meet the requirement of one domain only. | | |
| Business and Community Cluster | | |
| PSYC 301 | Global-Local Cultural Psychology Integration I | |
| PSYC 302 | Global-Local Cultural Psychology Integration II | |
| PSYC 320 | Social Psychology | |
| PSYC 370 | Industrial/Organizational Psychology | |
| PSYC 375 | Psychology of Conflict Management and Mediation | |
| PSYC 386 | Community Psychology | |
| PSYC 400 | Multicultural Psychology [7] | |
| PSYC 420 | Political Psychology [8] | |
| Clinical and Counseling Cluster | | |
| PSYC 280 | Introduction to Certified Alcohol Drug Counselor Credentialing | |
| PSYC 380 | Psychology of Personality | |

| | | |
|---|---|---|
| PSYC 383 | Psychology of Suicide | |
| PSYC 415 | Group Process | |
| PSYC 430 | Intervention Strategies with Children | |
| PSYC 445 | Psychology of the Family | |
| PSYC 450 | Counseling Theory | |
| PSYC 451 | Interventions in Counseling | |
| PSYC 454 | Counseling in the Christian Community | |
| PSYC 464 | Substance Use Assessment and Interventions | |
| PSYC 466 | Case Management in Mental Health and Substance Use Disorders | |
| PSYC 527 | Diagnosis and Treatment Planning | |
| PSYC 532 | Theories of Counseling and Therapy | |
| PPSY 558 | Advanced Developmental Psychology | |
| Development and Education Cluster | | |
| PSYC 290 | Human Growth and Development [4] | |
| PSYC 305 | Educational Psychology | |
| PSYC 345 | Psychology of Child and Adolescent Development [4] | |
| PSYC 355 | Psychology of Adult Development | |
| PSYC 410 | Psychology of Exceptional Children | |
| PSYC 432 | Psychosocial Interventions in Pediatric Health Care | |
| PCLS 501 | Advanced Child Development [9] | |
| PCLS 511 | Family Systems Theory and Applications [9] | |
| PCLS 512 | Theories and Practices of Grief and Loss [9] | |
| PCLS 521 | Introduction to Child Life [9] | |
| PCLS 523 | Coping Strategies for Children Experiencing Stress and Trauma [9] | |
| Methods Cluster | | |
| PSYC 340 | History of Psychology | |
| PSYC 462 | Research Methods II | |
| PSYC 475 | Research Experience [10] | |
| PSYC 480 | Psychological Testing and Measurement | |
| PSYC 501 | Theory, Research and Practice in Psychology [9] | |
| PSYC 511 | Experimental Research Methods [9] | |
| PSYC 512 | Non-Experimental Research Methods [9] | |
| PSYC 518 | Analysis of Variance [9] | |
| Neurocognition Cluster | | |
| PSYC 292 | Introduction to Brain and Behavior | |
| PSYC 390 | Cognition | |
| PSYC 405 | Psychology of Learning | |
| PSYC 453 | Bilingualism, Biculturalism, and Cognition | |
| PSYC 470 | Cognitive Neuroscience | |
| PSYC 472 | Neurological and Behavioral Disorders | |
| Restoring Wholeness Cluster | | |
| PSYC 330 | Sports Psychology | |
| PSYC 385 | Health Psychology | |
| PSYC 440 | Psychology of Religion | |
| PSYC 463 | Drugs, Behavior, and Society [11] | |
| PSYC 485 | Stress and Coping | |
| **Domain 3: Applied Learning** | | **3** |
| PSYC 455 | Field Experience [10, 11, 12] | |
| **Total Units** | | **48** |

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[1]  **Meets the General Education Quantitative Literacy requirement.**
[2]  **Meets the General Education Natural Sciences requirement.**
[3]  An AP Psychology score of 3, 4, or 5 will be accepted for PSYC 110.

4    **Meets the General Education Social Sciences requirement.**
5    **Meets the General Education Writing 2 requirement.**
6    **Meets the General Education Writing 3 requirement.**
7    Meets the General Education Intercultural Competence requirement.
8    Meets the General Education Civic Knowledge and Engagement requirement.
9    Requires senior standing and departmental permission.
10   Meets the General Education Integrative and Applied Learning requirement.
11   Can be double-counted toward the alcohol and drug counseling minor.
12   Students may petition to take PSYC 475 instead of PSYC 455.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. DISCIPLINARY KNOWLEDGE- Students demonstrate a working knowledge of psychology's content domains, key theories, concepts, principles, themes, and applications of psychology in society.
2. CRITICAL THINKING, SCIENTIFIC INQUIRY AND EFFECTIVE COMMUNICATION- Students demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and interpersonal communication.
3. VALUES AND ETHICS- Students (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal contexts (a.5). Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross cultural levels.
4. APPLICATION TO VOCATION- Students demonstrate the ability to utilize and apply psychological knowledge and professional skills to: (a) develop vocational post-baccalaureate goals, (b) work collaboratively with diverse others, (c) serve others needs, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.
5. FAITH INTEGRATION- Students demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of: humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

# BA in Psychology (Bachelor's Completion Program)

48 units

Azusa Pacific's bachelor's completion program in psychology (https://www.apu.edu/bas/programs/psychology-bachelors-completion/) is designed for transfer students who have at least 30 units and are interested in completing a Bachelor of Arts in Psychology at the High Desert, Inland Empire, Monrovia, Murrieta, Orange County, or San Diego regional location, or online. Students gain hands-on field experience as they learn about human behavior and how to analyze and solve problems in various settings, preparing them to make a difference in the lives of others.

Azusa Pacific's bachelor's completion programs allow students who began a program of study at another higher education institution to finish their degree at APU. In order to graduate, students must complete the required program units and General Education (p. 911) units, for a total of 120 units.

## Requirements

The Bachelor of Arts in Psychology degree completion program is ideal for students interested in clinical/counseling or other applied areas of psychology. The core requirements (Domain 1) give students grounding in the discipline and an understanding of the basics of human behavior. The career-focus electives (Domain 2) provide students with clear applications of psychology, clustered by common themes and areas of employment. And the applied integrative learning electives (Domain 3) offer internships and/or research experience.

| Code | Title | Units |
|---|---|---|
| **Prerequisites** | | |
| PRMA 130 | Introduction to Statistics [1] | |
| PRBI 101 | Biology and Society [2] | |
| or PRPY 112 | Science and Technology for Everyday Applications | |
| **Domain 1: Core Courses** | | |
| PRPS 110 | General Psychology [3, 4] | 3 |
| PRPS 250 | Data Analysis in Psychology | 3 |

| PRWR 260 | Writing 2: Psychology Subdisciplines and Career Trajectories [5] | 3 |
|---|---|---|
| PRPS 360 | Abnormal Psychology | 3 |
| PRPS 362 | Research Methods in Psychology | 3 |
| PRPS 496 | Writing 3: Senior Seminar in Psychology and Christian Integration [6] | 3 |
| Developmental | | |
| Choose one of the following: | | 3 |
| PRPS 290 | Human Growth and Development [4] | |
| PRPS 345 | Psychology of Child and Adolescent Development [4] | |
| PRPS 355 | Psychology of Adult Development | |
| Neurocognition | | |
| Choose one of the following: | | 3 |
| PRPS 292 | Introduction to Brain and Behavior | |
| PRPS 390 | Cognition | |
| PRPS 405 | Psychology of Learning | |
| PRPS 472 | Neurological and Behavioral Disorders | |
| Sociocultural | | |
| Choose one of the following: | | 3 |
| PRPS 320 | Social Psychology | |
| PRPS 400 | Multicultural Psychology [7] | |
| **Domain 2: Career Focus** | | **18** |

Choose any six courses (18 units) from any of the following clusters. A course may be used to meet the requirement of Domain 1 or Domain 2, but not both.

| Business and Community Cluster | | |
|---|---|---|
| PRPS 320 | Social Psychology | |
| PRPS 370 | Industrial/Organizational Psychology | |
| PRPS 375 | Psychology of Conflict Management and Mediation | |
| PRPS 386 | Community Psychology | |
| PRPS 400 | Multicultural Psychology [7] | |
| PRPS 420 | Political Psychology [8] | |
| Clinical and Counseling Cluster | | |
| PRPS 280 | Introduction to Certified Alcohol Drug Counselor Credentialing | |
| PRPS 380 | Psychology of Personality | |
| PRPS 383 | Psychology of Suicide | |
| PRPS 415 | Group Process | |
| PRPS 430 | Intervention Strategies with Children | |
| PRPS 445 | Psychology of the Family | |
| PRPS 450 | Counseling Theory | |
| PRPS 451 | Interventions in Counseling | |
| PRPS 464 | Substance Use Assessment and Interventions | |
| PRPS 466 | Case Management in Mental Health and Substance Use Disorders | |
| Development and Education Cluster | | |
| PRPS 290 | Human Growth and Development [4] | |
| PRPS 305 | Educational Psychology | |
| PRPS 345 | Psychology of Child and Adolescent Development [4] | |
| PRPS 355 | Psychology of Adult Development | |
| PRPS 410 | Psychology of Exceptional Children | |
| PRPS 432 | Psychosocial Interventions in Pediatric Health Care | |
| PCLS 501 | Advanced Child Development [9, 10] | |
| PCLS 511 | Family Systems Theory and Applications [9, 10] | |
| PCLS 523 | Coping Strategies for Children Experiencing Stress and Trauma [9, 10] | |
| Methods Cluster | | |
| PRPS 340 | History of Psychology | |

| | | |
|---|---|---|
| PRPS 475 | Research Experience I [11] | |
| PRPS 480 | Psychological Testing and Measurement | |
| PSYC 501 | Theory, Research and Practice in Psychology [9, 10] | |
| PSYC 511 | Experimental Research Methods [9, 10] | |
| or PSYC 512 | Non-Experimental Research Methods | |
| PSYC 518 | Analysis of Variance [9, 10] | |
| Neurocognition Cluster | | |
| PRPS 292 | Introduction to Brain and Behavior | |
| PRPS 390 | Cognition | |
| PRPS 405 | Psychology of Learning | |
| PRPS 453 | Bilingualism, Biculturalism, and Cognition | |
| PRPS 470 | Cognitive Neuroscience | |
| PRPS 472 | Neurological and Behavioral Disorders | |
| Restoring Wholeness Cluster | | |
| PRPS 330 | Sports Psychology | |
| PRPS 385 | Health Psychology | |
| PRPS 440 | Psychology of Religion | |
| PRPS 463 | Drugs, Behavior, and Society [12] | |
| PRPS 485 | Stress and Coping | |
| **Domain 3: Applied Integrative Learning** | | **3** |
| Choose one of the following: | | |
| PRPS 455 | Field Experience [11, 12] | |
| PRPS 475 | Research Experience I [11] | |
| **Total Units** | | **48** |

[1] Meets the General Education Quantitative Literacy requirement.
[2] Meets the General Education Natural Sciences requirement.
[3] An AP Psychology score of 3, 4, or 5 will be accepted for PRPS 110.
[4] Meets the General Education Social Sciences requirement.
[5] Meets the General Education Writing 2 requirement.
[6] Meets the General Education Writing 3 requirement.
[7] Meets the General Education Intercultural Competence requirement.
[8] Meets the General Education Civic Knowledge and Engagement requirement.
[9] Requires senior standing and departmental permission.
[10] Distance-learning course.
[11] Meets the General Education Integrative and Applied Learning requirement.
[12] Can be double-counted toward the alcohol and drug counseling minor.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. DISCIPLINARY KNOWLEDGE- Demonstrate a working knowledge of psychology's content domains, key theories, concepts, principles, themes, and applications of psychology in society.

2. CRITICAL THINKING, SCIENTIFIC INQUIRY AND EFFECTIVE COMMUNICATION- Demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and interpersonal communication.

3. VALUES AND ETHICS- (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal contexts (a.5). Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross cultural levels.

4. APPLICATION TO VOCATION- Demonstrate the ability to utilize and apply psychological knowledge and professional skills to: (a) develop vocational post-baccalaureate goals, (b) work collaboratively with diverse others, (c) serve others needs, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.

5. FAITH INTEGRATION- Demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of: humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

# BS in Psychology

48 units

The BS in Psychology (https://www.apu.edu/bas/programs/psychology-majors/) program helps students understand psychological science and the various statistical and research methodologies used to study human thought and behavior, equipping them with strong foundational knowledge in areas of applied psychological science, as well as a strong skill set in research. Students who complete the program are well equipped to pursue graduate education and/or careers in psychology and allied health fields (e.g., physician's assistant, physical therapy, occupational therapy, speech therapy, nutrition), as well as a variety of research-related careers.

## Requirements

The Bachelor of Science in Psychology is ideal for students interested in psychological research and related careers. The core requirements (Domain 1) give students grounding in the discipline and an understanding of the basics of human behavior. The career-focus electives (Domain 2) provide students with applications of psychology, clustered by common themes and areas of employment. And the applied-learning electives (Domain 3) provide students with internship and/or research experience.

| Code | Title | Units |
|------|-------|-------|
| **Prerequisites** | | |
| MATH 130 | Introduction to Statistics [1] | |
| Choose one of the following: | | |
| BIOL 101 | Biology and Society ((recommended)) [2] | |
| BIOL 151 | General Biology I [2] | |
| **Domain 1: Core Courses** | | **27** |
| Domain courses may not be counted in more than one domain. | | |
| PSYC 110 | General Psychology [3, 4] | |
| PSYC 250 | Data Analysis in Psychology | |
| WRIT 260 | Writing 2: Psychology Subdisciplines and Career Trajectories [5] | |
| PSYC 360 | Abnormal Psychology | |
| PSYC 362 | Research Methods in Psychology | |
| PSYC 496 | Writing 3: Senior Seminar in Psychology and Christian Integration [6] | |
| Developmental | | |
| Choose one of the following: | | |
| PSYC 290 | Human Growth and Development [4] | |
| PSYC 345 | Psychology of Child and Adolescent Development [4] | |
| PSYC 355 | Psychology of Adult Development | |
| Neurocognition | | |
| Choose one of the following: | | |
| PSYC 292 | Introduction to Brain and Behavior | |
| PSYC 390 | Cognition | |
| PSYC 405 | Psychology of Learning | |
| PSYC 472 | Neurological and Behavioral Disorders | |
| Sociocultural | | |
| Choose one of the following: | | |
| PSYC 301 & PSYC 302 | Global-Local Cultural Psychology Integration I and Global-Local Cultural Psychology Integration II | |
| PSYC 320 | Social Psychology | |
| PSYC 400 | Multicultural Psychology [7] | |
| **Domain 2: Career Focus** | | **18** |
| Choose any six courses (18 units) from any of the following clusters; three courses (9 units) must be within the Methods cluster for students to earn a BS in Psychology. | | |
| Business and Community Cluster | | |
| PSYC 301 | Global-Local Cultural Psychology Integration I | |

| PSYC 302 | Global-Local Cultural Psychology Integration II |
| --- | --- |
| PSYC 320 | Social Psychology |
| PSYC 370 | Industrial/Organizational Psychology |
| PSYC 375 | Psychology of Conflict Management and Mediation |
| PSYC 386 | Community Psychology |
| PSYC 400 | Multicultural Psychology [7] |
| PSYC 420 | Political Psychology [8] |
| Clinical and Counseling Cluster | |
| PSYC 280 | Introduction to Certified Alcohol Drug Counselor Credentialing |
| PSYC 380 | Psychology of Personality |
| PSYC 383 | Psychology of Suicide |
| PSYC 415 | Group Process |
| PSYC 430 | Intervention Strategies with Children |
| PSYC 445 | Psychology of the Family |
| PSYC 450 | Counseling Theory |
| PSYC 451 | Interventions in Counseling |
| PSYC 464 | Substance Use Assessment and Interventions |
| PSYC 466 | Case Management in Mental Health and Substance Use Disorders |
| PSYC 527 | Diagnosis and Treatment Planning [9] |
| PSYC 532 | Theories of Counseling and Therapy [9] |
| PPSY 558 | Advanced Developmental Psychology [9] |
| Development and Education Cluster | |
| PSYC 290 | Human Growth and Development [4] |
| PSYC 305 | Educational Psychology |
| PSYC 345 | Psychology of Child and Adolescent Development [4] |
| PSYC 355 | Psychology of Adult Development |
| PSYC 410 | Psychology of Exceptional Children |
| PSYC 432 | Psychosocial Interventions in Pediatric Health Care |
| PCLS 501 | Advanced Child Development [9] |
| PCLS 511 | Family Systems Theory and Applications [9] |
| PCLS 512 | Theories and Practices of Grief and Loss [9] |
| PCLS 521 | Introduction to Child Life [9] |
| PCLS 523 | Coping Strategies for Children Experiencing Stress and Trauma [9] |
| Methods Cluster | |
| Select three of the following: | |
| PSYC 340 | History of Psychology |
| PSYC 462 | Research Methods II |
| PSYC 475 | Research Experience [10] |
| PSYC 480 | Psychological Testing and Measurement |
| PSYC 501 | Theory, Research and Practice in Psychology [9] |
| PSYC 511 | Experimental Research Methods [9] |
| PSYC 512 | Non-Experimental Research Methods [9] |
| PSYC 518 | Analysis of Variance [9] |
| Neurocognition Cluster | |
| PSYC 292 | Introduction to Brain and Behavior |
| PSYC 390 | Cognition |
| PSYC 405 | Psychology of Learning |
| PSYC 453 | Bilingualism, Biculturalism, and Cognition |
| PSYC 470 | Cognitive Neuroscience |
| PSYC 472 | Neurological and Behavioral Disorders |
| Restoring Wholeness Cluster | |
| PSYC 330 | Sports Psychology |

| | | |
|---|---|---|
| PSYC 385 | Health Psychology | |
| PSYC 440 | Psychology of Religion | |
| PSYC 463 | Drugs, Behavior, and Society | |
| PSYC 485 | Stress and Coping | |
| **Domain 3: Applied Learning** | | **3** |
| PSYC 475 | Research Experience [10, 11] | |
| **Total Units** | | **48** |

[1]   Meets the General Education Quantitative Literacy requirement.

[2]   Meets the General Education Natural Sciences requirement.

[3]   An AP Psychology score of 3, 4, or 5 will be accepted for PSYC 110.

[4]   Meets the General Education Social Sciences requirement.

[5]   Meets the General Education Writing 2 requirement.

[6]   Meets the General Education Writing 3 requirement.

[7]   Meets the General Education Intercultural Competence requirement.

[8]   Meets the General Education Civic Knowledge and Engagement requirement.

[9]   Requires senior standing and departmental permission.

[10]   Meets the General Education Integrative and Applied Learning requirement.

[11]   Students may petition to take PSYC 455 instead of PSYC 475.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. DISCIPLINARY KNOWLEDGE- Demonstrate a working knowledge of psychology's content domains, key theories, concepts, principles, themes, and applications of psychology in society.
2. CRITICAL THINKING, SCIENTIFIC INQUIRY AND EFFECTIVE COMMUNICATION- Demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and interpersonal communication.
3. VALUES AND ETHICS- Students (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal contexts (a.5). Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross cultural levels.
4. APPLICATION TO VOCATION- Demonstrate the ability to utilize and apply psychological knowledge and professional skills to: (a) develop vocational post-baccalaureate goals, (b) work collaboratively with diverse others, (c) serve others needs, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.
5. FAITH INTEGRATION- Demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of: humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

# Certificate in Play Therapy

9 units

To earn this certificate, you must complete 9 semester units (minimum of 150 hours of coursework) over a two-year period to meet the Association for Play Therapy (https://www.a4pt.org/)'s instructional-hours requirement toward becoming a Registered Play Therapist (RPT) or Registered Play Therapist Supervisor (RPT-S).

To be eligible for registration as an RPT, students must complete the certificate program and be enrolled in, or have completed, a graduate clinical degree program that enables graduates to be eligible for licensure.

Students who complete the coursework without an appropriate graduate clinical degree can still obtain the certificate from APU, but will not be eligible for registration as an RPT with the Association for Play Therapy.

| Code | Title | Units |
|---|---|---|
| **Choose three of the following:** | | **9** |
| PSYC 536 | Play Therapy: History, Theories, and Interventions | |
| PSYC 538 | Jungian Therapy and Sandplay | |

| PSYC 539 | Play and Play Therapy Across the Lifespan |
| PSYC 540 | Gestalt Play Therapy and Interventions |
| PSYC 541 | Play Therapy with Special Populations |
| PSYC 545 | Play Therapy with Bereaved Children and Families |
| **Total Units** | **9** |

# Minor in Alcohol and Drug Counseling

24 units

The minor in alcohol and drug counseling prepares students to pursue alcohol and drug counselor credentialing with the California Consortium of Addiction Programs and Professionals (CCAPP). Students who finish this minor complete the educational requirements for certified alcohol and drug counselors, and have the foundational knowledge, understanding, and skills needed to join this ever-expanding field that allows for bachelor-level entry. *Note: There are other requirements, however, to qualify for the alcohol and drug counseling credential, as outlined and determined by CCAPP.*

For students interested in completing the Bachelor of Arts (BA) in Psychology (p. 405) or the Bachelor of Science (BS) in Psychology (p. 411), 6 units of the minor can be used to meet the requirements of the BA or BS; 15 units of the minor, including 3 units of PSYC 455, must be completed at Azusa Pacific University.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| PSYC 280 | Introduction to Certified Alcohol Drug Counselor Credentialing | 3 |
| PSYC 451 | Interventions in Counseling [1] | 3 |
| or PSYC 531 | Ethics and Professional Issues | |
| PSYC 455 | Field Experience (130 of 255 hours required) [2,3] | 3 |
| PSYC 463 | Drugs, Behavior, and Society [4] | 3 |
| PSYC 464 | Substance Use Assessment and Interventions | 3 |
| PSYC 466 | Case Management in Mental Health and Substance Use Disorders | 3 |
| PSYC 485 | Stress and Coping | 3 |
| PSYC 455 | Field Experience (130 of 255 hours required) [1,2,3] | 3 |
| or PSYC 542 | Practicum I | |
| **Total Units** | | **24** |

[1]   Graduate courses (500-level and above) require senior standing and departmental permission.
[2]   Three units of PSYC 455 can be used to meet requirements of the minor and the BA or BS in Psychology.
[3]   PSYC 455 meets the General Education Integrative and Applied Learning requirement.
[4]   Meets requirements of the minor and the BA or BS in Psychology.

## Program Learning Outcomes
### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop entry level mastery of knowledge of substance use, misuse, and effective treatment for substance use problems.
2. Demonstrate entry level skills in engagement and facilitation of substance use recovery strategies.
3. Apply knowledge and skill related to Alcohol and Drug counseling in field experiences.
4. Demonstrate the ability to integrate faith into a comprehensive conceptualization of substance use problems.

# Minor in Alcohol and Drug Counseling (Professional)

24 units

Substance use treatment is an ever-expanding career field, and the professional minor in alcohol and drug counseling gives individuals the foundational knowledge, understanding, and skills needed to enter the field as a bachelor-level staff member. This program prepares students to pursue alcohol and drug counselor credentialing with the California Consortium of Addiction Programs and Professionals (CCAPP), as students who complete this minor satisfy the educational requirements for certified alcohol and drug counselors—although, to qualify for the alcohol and drug counseling credential, additional efforts are required, as outlined and determined by CCAPP.

Note: 6 units of the alcohol and drug counseling professional minor can be used to meet requirements of the psychology bachelor's completion (BA) program. Specifically, PRPS 455 and PRPS 485 can be used to meet the requirements for both the psychology bachelor's completion (BA) program and the professional minor. 15 units of this minor, including 3 units of PRPS 455, must be completed at Azusa Pacific University.

## Requirements

| Code | Title | Units |
|------|-------|-------|
| PRPS 280 | Introduction to Certified Alcohol Drug Counselor Credentialing | 3 |
| PRPS 451 | Interventions in Counseling | 3 |
| PRPS 455 | Field Experience [1,2,3] | 6 |
| PRPS 463 | Drugs, Behavior, and Society | 3 |
| PRPS 464 | Substance Use Assessment and Interventions | 3 |
| PRPS 466 | Case Management in Mental Health and Substance Use Disorders | 3 |
| PRPS 485 | Stress and Coping [4] | 3 |
| **Total Units** | | **24** |

[1] This course is taken twice for a total of 6 units.
[2] Meets the General Education Integrative and Applied Learning requirement.
[3] Three units of this course can count toward the professional minor and the psychology bachelor's completion (BA) program (p. 408).
[4] This course can count toward the professional minor and the psychology bachelor's completion program.

## Program Learning Outcomes
### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop entry level mastery of knowledge of substance use, misuse, and effective treatment for substance use problems.
2. Demonstrate entry level skills in engagement and facilitation of substance use recovery strategies.
3. Apply knowledge and skill related to Alcohol and Drug counseling in field experiences.
4. Demonstrate the ability to integrate faith into a comprehensive conceptualization of substance use problems.

# Minor in Psychology

18 units

The psychology minor introduces students to the study of human thought and behavior. Specifically, students minoring in psychology are exposed to disciplinary knowledge, critical thinking skills, scientific inquiry, and applications of psychology. This minor is ideal for students from a wide variety of education and career paths who wish to bolster their understanding of, and interactions with, people.

## Requirements

| Code | Title | Units |
|------|-------|-------|
| PSYC 110 | General Psychology [1] | 3 |
| PSYC 290 | Human Growth and Development [1] | 3 |
| Select 12 units from any psychology courses; WRIT 260 is included as a psychology course. [2] | | 12 |
| **Total Units** | | **18** |

[1] **Meets the General Education Social Sciences requirement.**
[2] WRIT 260, PSYC 345, PSYC 400, PSYC 420, PSYC 455, PSYC 475, and PSYC 496 meet additional General Education requirements.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. PLO 1- DISCIPLINARY KNOWLEDGE- Students demonstrate a working knowledge of psychology's content domains, key theories, concepts, principles, themes, and applications of psychology in society
2. PLO 2- CRTICIAL THINKING, SCIENTIFIC INQUIRY AND EFFECTIVE COMMUNICATION- Students demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and interpersonal communication
3. PLO 3- VALUES AND ETHICS- Students (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal contexts (a.5). Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross cultural levels.
4. PLO 4- APPLICATION TO VOCATION- Students demonstrate the ability to utilize and apply psychological knowledge and professional skills to: (a) develop vocational post-baccalaureate goals, (b) work collaboratively with diverse others, (c) serve others needs, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.
5. PLO 5- FAITH INTEGRATION- Students demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of: humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

# Minor in Psychology (Professional)

18 units

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| PRPS 110 | General Psychology [1] | 3 |
| PRPS 290 | Human Growth and Development [1] | 3 |
| Select 12 units from the following: | | 12 |
| PRPS 250 | Data Analysis in Psychology | |
| PRPS 280 | Introduction to Certified Alcohol Drug Counselor Credentialing | |
| PRPS 292 | Introduction to Brain and Behavior | |
| PRPS 320 | Social Psychology | |
| PRPS 330 | Sports Psychology | |
| PRPS 340 | History of Psychology | |
| PRPS 345 | Psychology of Child and Adolescent Development [1] | |
| PRPS 355 | Psychology of Adult Development | |
| PRPS 360 | Abnormal Psychology | |
| PRPS 362 | Research Methods in Psychology | |
| PRPS 370 | Industrial/Organizational Psychology | |
| PRPS 375 | Psychology of Conflict Management and Mediation | |
| PRPS 380 | Psychology of Personality | |
| PRPS 385 | Health Psychology | |
| PRPS 386 | Community Psychology | |
| PRPS 390 | Cognition | |
| PRPS 400 | Multicultural Psychology [2] | |
| PRPS 405 | Psychology of Learning | |
| PRPS 410 | Psychology of Exceptional Children | |
| PRPS 415 | Group Process | |
| PRPS 430 | Intervention Strategies with Children | |
| PRPS 432 | Psychosocial Interventions in Pediatric Health Care | |
| PRPS 440 | Psychology of Religion | |
| PRPS 445 | Psychology of the Family | |
| PRPS 450 | Counseling Theory | |

| PRPS 453 | Bilingualism, Biculturalism, and Cognition |
| PRPS 455 | Field Experience [3] |
| PRPS 463 | Drugs, Behavior, and Society |
| PRPS 470 | Cognitive Neuroscience |
| PRPS 472 | Neurological and Behavioral Disorders |
| PRPS 475 | Research Experience I [3] |
| PRPS 480 | Psychological Testing and Measurement |
| PRPS 485 | Stress and Coping |
| PRPS 494 | Professional Studies in Child Life |
| PRPS 495 | Special Topics in Psychology |
| PRPS 496 | Writing 3: Senior Seminar in Psychology and Christian Integration [4] |
| PRPS 497 | Readings |
| PRPS 498 | Directed Research |
| PRPS 499 | Thesis/Project |
| PRWR 260 | Writing 2: Psychology Subdisciplines and Career Trajectories [5] |

**Total Units**                                                                                                                        **18**

[1]   Meets the General Education Social Sciences requirement.
[2]   Meets the General Education Intercultural Competence requirement.
[3]   Meets the General Education Integrative and Applied Learning requirement.
[4]   Meets the General Education Writing 3 requirement.
[5]   Meets the General Education Writing 2 requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. DISCIPLINARY KNOWLEDGE- Students demonstrate a working knowledge of psychology's content domains, key theories, concepts, principles, themes, and applications of psychology in society.

2. CRTICIAL THINKING, SCIENTIFIC INQUIRY AND EFFECTIVE COMMUNICATION- Students demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and interpersonal communication.

3. VALUES AND ETHICS- Students (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal contexts (a.5). Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross cultural levels.

4. APPLICATION TO VOCATION- Students demonstrate the ability to utilize and apply psychological knowledge and professional skills to: (a) develop vocational post-baccalaureate goals, (b) work collaboratively with diverse others, (c) serve others needs, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.

5. FAITH INTEGRATION- Students demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of: humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

# MS in Counseling Psychology with Specialization in Children and Adolescents

Learn more about the Master of Science in Counseling Psychology with Specialization in Children and Adolescents program. (https://www.apu.edu/bas/programs/masters-in-counseling-psychology/)

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| PSYC 532 | Theories of Counseling and Therapy | 3 |
| PSYC 558 | Advanced Developmental Psychology | 3 |
| PSYC 555 | Career Development | 3 |

| PSYC 529 | Group Counseling | 3 |
|---|---|---|
| PSYC 525 | Principles and Practice of Assessment and Evaluation | 3 |
| PSYC 526 | Multicultural Counseling | 3 |
| PSYC 527 | Diagnosis and Treatment Planning | 3 |
| PSYC 551 | Research Methods in Counseling | 3 |
| PSYC 531 | Ethics and Professional Issues | 3 |
| PSYC 585 | Psychopharmacology and Psychobiology | 3 |
| PSYC 528 | Treatment of Substance Use Disorders in Youth and Families | 3 |
| PSYC 523 | Interventions for Trauma and Crisis | 3 |
| PSYC 530 | Evidence-Based Practices in the Treatment of Children and Youth | 3 |
| PSYC 535 | Therapies for Attachment and Internalizing Disorders | 3 |
| PSYC 533 | Externalizing and Dysregulation Disorders | 3 |
| PSYC 536 | Play Therapy: History, Theories, and Interventions | 3 |
| PSYC 534 | Family Systems Theory and Counseling | 3 |
| PSYC 524 | Counseling Adolescents | 3 |
| PSYC 542 | Practicum I | 3 |
| PSYC 543 | Practicum II | 3 |
| **Optional Elective** | | |
| PSYC 537 | Family Therapy II: Advanced Training | |
| PSYC 544 | Practicum Extension | |
| **Optional Play Therapy Certificate** | | |
| PSYC 538 | Jungian Therapy and Sandplay | |
| PSYC 539 | Play and Play Therapy Across the Lifespan | |
| PSYC 540 | Gestalt Play Therapy and Interventions | |
| PSYC 541 | Play Therapy with Special Populations | |
| PSYC 545 | Play Therapy with Bereaved Children and Families | |
| **Total Units** | | **60** |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate entry-level competence in the core domains of practice identified by the Board of Behavioral Sciences for licensure as an LPCC.
2. Demonstrate core competence in child/youth development, assessment, diagnosis, treatment, psychoeducation, and prevention interventions.
3. Analyze and synthesize disciplinary research and professional literature.
4. Demonstrate professional-level skills in written and oral communication.
5. Demonstrate skills in the integration of Christian faith with professional conceptualization and service delivery in counseling.

# MS in Research Psychology and Data Analysis

## NOTE: This program is not admitting new students for the 2024-25 academic year.

The Master of Science in Research Psychology and Data Analysis (https://www.apu.edu/bas/programs/research-psychology-data-analysis/) provides research and statistical experience needed to be competitive for doctoral programs and pursue, or advance within, careers related to psychological

research. The program consists of a rigorous 36-unit curriculum that can be completed in one academic year, 18 months, or 2 academic years. Students in this program acquire skills in research methods and statistical analyses commonly used within psychological research, and complete a master's thesis. Courses feature lectures, seminars, and hands-on research labs that incorporate various popular statistical software used within psychology. All courses are offered in a distance learning format that consists of face-to-face and remote students. Face-to-face students attend courses at the Azusa campus, and remote students join the face-to-face course using video conferencing technology. Throughout the program, a faculty advisor works closely with individual students to provide guidance on completing the thesis or practicum/internship, applying to doctoral programs, and pursuing a career in research. In addition, students have the opportunity to participate in professional events, including academic conferences.

## Coursework Schedule

**Fall (10-13 units):** Experimental Research Methods (3), Analysis of Variance (3), Analysis of Variance Lab (1), Theory, Research, and Practice in Psychology (3), Research Practicum (3)

**Spring (16 units):** Thesis Seminar (3) or Research Practicum (3), Non-Experimental Research Methods (3), Regression (3), Regression Lab (1), Introduction to Grant and Professional Writing (3), Program Evaluation (3)

**Summer I (7 units):** Thesis Seminar (3) or Research Internship (3), Psychometrics: Assessment and Measurement (3), Psychometrics: Assessment and Measurement Lab (1),

**Summer II (3 units):** Thesis Seminar (3)

## Requirements

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| PSYC 501 | Theory, Research and Practice in Psychology | 3 |
| PSYC 511 | Experimental Research Methods | 3 |
| PSYC 512 | Non-Experimental Research Methods | 3 |
| PSYC 518 | Analysis of Variance | 3 |
| PSYC 518L | Analysis of Variance Lab | 1 |
| PSYC 519 | Regression | 3 |
| PSYC 519L | Regression Lab | 1 |
| PSYC 520 | Psychometrics: Assessment and Measurement | 3 |
| PSYC 520L | Psychometrics: Assessment and Measurement Lab | 1 |
| PSYC 517 | Program Evaluation | 3 |
| PSYC 597 | Introduction to Grant and Professional Writing | 3 |
| **Students must choose one of the following:** | | **9** |
| **Thesis Track** | | |
| PSYC 598 | Thesis Seminar [1] | |
| **Internship Track** | | |
| PSYC 578 | Research Practicum [2] | |
| PSYC 588 | Research Internship | |
| **Total Units** | | **36** |

[1]    Students on the thesis track are required to take 9 units of PSYC 598, but may take up to 12 units in order to complete their thesis.

[2]    Students on the internship track are required to take 6 units of PSYC 578.

| Code | Title | Units |
|---|---|---|
| **Optional Concentration in Data Analytics** | | |
| STAT 521 | Statistical Computing and Programming | 3 |
| STAT 551 | Data Visualization | 3 |
| STAT 553 | Data Mining | 3 |
| **Total Units** | | **9** |

| Code | Title | Units |
|---|---|---|
| **Optional Concentration in Industrial/Organizational Psychology** | | |
| OPSY 501 | Introduction to Organizational Psychology | 3 |
| Choose two of the following: | | 6 |

| Code | Title | Units |
|------|-------|-------|
| OPSY 503 | Group and Organizational Behavior | |
| OPSY 505 | Individual and Team Assessment | |
| OPSY 510 | Organizational Assessment and Interventions | |
| OPSY 534 | Organizational Systems: Theories of Change | |
| **Total Units** | | **9** |

| Code | Title | Units |
|------|-------|-------|
| **Optional Concentration in Counseling Psychology** | | |
| Choose three of the following: | | 9 |
| PSYC 526 | Multicultural Counseling | |
| PSYC 530 | Evidence-Based Practices in the Treatment of Children and Youth | |
| PSYC 531 | Ethics and Professional Issues | |
| PSYC 532 | Theories of Counseling and Therapy | |
| **Total Units** | | **9** |

| Code | Title | Units |
|------|-------|-------|
| **Optional Concentration in Public Health** | | |
| GSPH 510 | Social Determinants of Health | 3 |
| Choose two of the following: | | 6 |
| GSPH 504 | Bioethics and Healthcare Policy | |
| GSPH 525 | Epidemiology | |
| GSPH 535 | Environmental Health | |
| **Total Units** | | **9** |

# Optional Concentrations[1]

## Data Analytics

This concentration equips students with statistical and data visualization techniques. It consists of courses that develop students' skill in statistical programming, including R and SAS, data visualization using Tableau, and data mining. Such training prepares students to pursue careers in business and/or data analytics.

## Industrial/Organizational Psychology

Organizational psychology, often called industrial/organizational psychology, considers the attitudes, feelings, and behaviors of people in the workplace. At the intersection of business and psychology, courses in this concentration help you discover your ability to diagnose organizational health; develop and implement change initiatives; administer and create job satisfaction surveys; increase employee morale and expand retention strategies; advance performance management programs; hire, train, and develop talent; and advise, coach, and build successful teams.

## Counseling Psychology

This concentration is for students who are interested in getting a PhD in clinical/counseling psychology and would like to take graduate courses that would expose them to this area of psychology. Students wishing to complete this concentration need to complete three courses from the MS in Counseling Psychology program (p. 417) as outlined in program requirements.

## Public Health

This concentration equips students with conceptual and applied knowledge of the public health field. Students learn important areas of public health, including how health and diseases are influenced by social, economic, and political risk factors; ethical considerations and healthcare policies; epidemiological procedures; and issues in environmental health.

[1]    The cost per unit for the concentration is based on the cost of the concentration courses, and may be different from per-unit cost for the MS in Research Psychology and Data Analysis.

# Graduation

In order to graduate, students must complete the required courses with an overall grade-point average (GPA) of at least 3.0 within five years of matriculation. This includes completing every required course with a *B-* or above. Students must also complete a master's thesis according to the guidelines outlined by the program and university, or a practicum and internship as outlined by the program.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain the knowledge and skills used in assessment/measurement, research design, and statistical methods in psychology.
2. Apply various theories of psychology used in assessment/measurement, research design, and statistical methods in psychology.
3. Examine the integration of psychological research with a Christian worldview.
4. Articulate the APA codes, standards, and ethics of psychological research and practice in various applied settings.
5. Demonstrate graduate level APA formatting skills for writing and presentations.

# Department of Social Work

Social workers help people manage and overcome some of life's most difficult challenges, such as poverty, addiction, discrimination, physical and mental illness, and abuse. They provide individual, family, and group intervention; facilitate crisis prevention and intervention; advocate and participate in political action; provide management and leadership in social welfare and nonprofit agencies; and collaborate with communities to develop necessary social and economic resources. Social workers are especially committed to advancing social justice and increasing opportunities for vulnerable populations.

**Learn more about the Department of Social Work. (https://www.apu.edu/bas/socialwork/)**

## Programs

### Major

- Bachelor of Social Work (BSW) (p. 432)

### Master's

- Master of Social Work (MSW) (p. 444)

### Credential

- Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance Services (p. 466)

### Certificate

- Certificate of Distinction in Undergraduate Social Work Research (p. 468)

## Courses

### SOCW 250, Introduction to Social Work, 3 Units

This course introduces students to the social work profession, social welfare system, and policies in the United States. The course examines the requirements for social work practice, articulates the identity of the profession, and discovers the various settings of social work practice. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

### SOCW 251, Social Welfare Policy and Service, 3 Units

This course examines social welfare policies and programs developed to meet human needs in American society. The course explores diversity of political, cultural, historical, economic, and ideological influences on social welfare policy. The course explores how critical thinking advances social and economic justice and delivery of effective social work services.

## SOCW 275, Social Justice Foundations for Human Rights, 3 Units

The Social Justice Foundations in Human Rights course will examine assumptions and biases in regards to race, age, social class, religion, gender, sexual orientation and ability. This course will evaluate causes of community concern in the areas of civil rights, immigration, poverty, human trafficking, disabilities and war. It will review issues of oppression and discrimination. This course will have students gain insight and self-awareness in their interactions with individuals of from different cultural backgrounds. Students will practice developing action plans to promote social justice in targeted groups. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** Sophomore Standing

## SOCW 310, Human Behavior and the Social Environment I, 3 Units

This course is a study from a multi-theoretical perspective of the interaction of cultural, biological, psychological, social, spiritual, and environmental reciprocal interactions. This course focuses on human development from birth through adolescence. The knowledge of human behavior and the social environment will be applied utilizing bio-psycho-social-spiritual frameworks to guide the process of assessment, intervention, and evaluation.
**Prerequisite:** Sophomore standing, recommended SOC 120 and PSYC 110

## SOCW 311, Human Behavior and the Social Environment II, 3 Units

This course is a study from a multi-dimensional perspective of the interaction of cultural, biological, psychological, social, spiritual, and environmental influences that promote or deter the development of individuals from young adulthood through old age and death. This course builds upon the material presented in HBSE I, and further explores theoretical models for understanding and assessing macro systems.
**Prerequisite:** SOCW 310 and Sophomore standing

## SOCW 332, Social Work Practice with Individuals and Families, 3 Units

This is the first of a two-semester, three-course practice sequence wherein the student will identify professional generalist social work practice behaviors. The course will develop the student's ability to think critically and apply social work ethical principles to guide practice. The course uses evidence-based practice methods in practice which engage, assess, intervenes, and evaluates individuals and families.
Special Fee Applies
**Prerequisite:** Application and acceptance into the Social Work Major

## SOCW 333, Social Work Practice with Communities and Organizations, 3 Units

Social Work Practice with Communities and Organizations is another course in the generalist social work practice sequence. The Course will focus on macro social work practice, community organizing, and development. The course will provide students with the knowledge and skills needed for ever-changing contexts and the social service delivery systems used to respond to such contexts.
**Prerequisite:** SOCW 250, SOCW 332

## SOCW 335, Community Transformation, 6 Units

This course offers a formal and experiential study of the transformation of urban, multicultural communities with the goal of developing a service ethic through a semester-long internship. Involves directed reading, reflective papers, a service practicum, and group discussions-- aimed at both the transformation of the student community and the wider L.A. community. Course is available only through the L.A. Term Program.

## SOCW 350, Aging: Implications for Policy and Practice, 3 Units

This course offers an introduction to social work practice with older adults with attention given to current research, policies, and problems faced by the elderly, and the impact of the older adult population on society. Resources, programs, and services which focus on the well-being for the older adult population will be introduced.
**Prerequisite:** SOCW 251 or instructor consent

## SOCW 351, Child Welfare, 3 Units

Students explore programs and policies that have been developed to meet the well-being of children and families. The issues affecting these programs and policies are studied to determine how policy impacts the delivery of child welfare programs.
**Prerequisite:** SOCW 250, SOCW 251 or instructor consent

## SOCW 360, Social Work Practice with Groups, 3 Units

Social Work Practice with Groups is another course in the generalist social work practice sequence. This course introduces students to utilize group theories and leadership skills in social work practice. Students will demonstrate mezzo practice knowledge and skills by identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals.
**Prerequisite:** SOCW 250, SOCW 332

## SOCW 380, Understanding International Social Problems and Services through Study Abroad, 3 Units

Through classroom instruction, time spent in an international setting, and debriefing sessions, students in this course learn about social problems and social welfare systems of service delivery outside of the United States. Emphasis is on a global perspective of social work practice, enriching cultural experiences, and a comparison of domestic and international methods of addressing human needs through social policies and programs.
**Prerequisite:** SOCW 333 and SOCW 360; or instructor approval.

## SOCW 400, Fundraising, Grant Writing, and Fiscal Decision Making, 3 Units

This course prepares students for potential fundraising, grant writing, program design and evaluation, and fiscal decision-making responsibilities in human services organizations. Students assess local agencies and analyze funding resources, strategies, skills, and decision-making processes. Assignments focus on grant writing, developing fundraising strategies, and applying knowledge of ethical management and fiscal practices.
**Prerequisite:** SOCW 333

## SOCW 410, Family Violence, 3 Units

Family violence is an in-depth study from a system's perspective of violence that occurs in families. This course provides an overview of child abuse, spousal abuse, abuse between intimate partners, and elder abuse. The course explores the theory and research as to the causes of abuse, including individual and family factors, elder abuse, gender issues, community and societal influences, and cultural factors. This course explores the policy and programs developed to deal with these crises. Finally, methods of assessment and intervention are investigated as applicable to both professional and personal situations.
**Prerequisite:** Junior or Senior standing or instructor consent

## SOCW 411, Intimate Relationship Violence: Assessment and Intervention, 3 Units

This course is an in-depth study of intimate relationship violence, exploring the theory and research as to the causes of violence, gender and sexuality issues, community and societal influences, and cultural factors. Methods of assessment are investigated, as are policies and programs developed to intervene within micro and macro contexts. Course, with additional fee, meets California domestic violence counselor certification.
**Prerequisite:** Junior or senior standing or instructor's consent.

## SOCW 415, Substance Use Disorders: Assessment and Intervention, 3 Units

This course provides an overview of substance use disorders from a bio-psycho-social-cultural-spiritual perspective. Unique issues relative to children/adolescents, women, people with disabilities, LGBT individuals, the elderly, and minorities are explored. The course focuses on a review of various types of substance use disorders; theory on the etiology and process of substance use disorders and their treatment; information on assessment, referral, and treatment resources; and exploration of the historical and current responses to substance use disorders in the community as well as in the Church.
**Prerequisite:** Junior or senior standing or instructor's consent

## SOCW 420, Suffering: Theological and Practical Perspectives on Disabilities, 3 Units

This course examines theological perspectives to understand the role of suffering in the human experience. Focusing on persons with disabilities, students explore their personal values, gain understanding of bio-psycho-social-spiritual components of disability, access available resources, and develop strategies to help churches/agencies develop inclusive programs.
**Prerequisite:** 3 units of UBBL and Junior standing

## SOCW 425, Introduction to International Development, 3 Units

This course provides students with an opportunity to consider the theories and "on the ground" issues concerning international development. In addition, because non-governmental organizations are the primary organisms through which international development is conducted, students will familiarize themselves with the strengths and limitations these organisms bring to the development process.
**Prerequisite:** Junior or Senior Standing

## SOCW 430, Introduction to Nonprofit Management, 3 Units

Students go out into the world and work for nonprofit organizations. The goals of the course are to enrich student perspective regarding nonprofits, to give them opportunity to apply their knowledge to the analysis of nonprofit managerial situations and to provide them with an understanding of the opportunities and power of nonprofit management.
**Prerequisite:** Junior or Senior Standing

## SOCW 440, Social Work and Law, 3 Units

Students in this course gain an increased understanding of the United States legal system and learn how to apply this understanding within social work practice. Students engage with case law as it pertains to the field of social work and social services. Students also have opportunities for critical analysis, and for refining of advocacy and problem-solving skills.
**Prerequisite:** Junior or senior standing or instructor approval.

## SOCW 445, The Intersectionality of Identity: Being Black and Female, 3 Units

This course will examine the lived experience of women from the African diaspora of various locations, eras, as well as theories and social movements of black women activism. The course will examine how black women have shaped and influenced civil rights, black power, immigration policy and feminism-womanism. This course will review perspectives and theories from notable scholars including Kimberle Crenshaw to Rev. Suzan Johnson Cook, Sylvia Wynter to bell hooks, Shirley Chisolm to Laverne Cox, and Ella Baker to Tarana Burke. This course will examine how these and other women from the African diaspora challenged inequality and injustices in race, gender, class and other identities as well as the impact and contributions to the faith community. Through exploration and critical analysis of media and events, leadership and advocacy, students will examine the social, cultural and political influences of women from the African diaspora, particularly challenging stereotypes and the hegemonic narrative of black women.
**Prerequisite:** Junior or Senior standing or Instructor approval

## SOCW 450, Asian American Communities: Mental Health and Wellness, 3 Units

Students in this course undertake an interdisciplinary exploration of mental health issues among Asian Americans, examining the cultural, social, and historical factors that contribute to mental health disparities in this population, as well as the unique challenges and opportunities for improving mental health outcomes. Students develop an understanding of the diversity of experiences within the Asian American community and the importance of culturally sensitive and responsive mental health interventions.
**Prerequisite:** SOCW 310 and sophomore standing

## SOCW 466, Field Internship I, 4 Units

This social work practicum provides a setting for the development of practice skills and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 400 hours in an approved agency.
**Prerequisite:** SOCW 310, SOCW 311, SOCW 333 or SOCW 335, SOCW 360,
**Corequisite:** SOCW 467

## SOCW 467, Senior Practicum Seminar I, 3 Units

This seminar course integrates the generalist practice knowledge and skills of a social work professional. Students learn how to identify and conduct themselves as professional social workers in their respective internship contexts. Evidence-based practice skills are developed to help students engage in research-informed practice and learn how practice shapes research. This course comprises the first semester of a two-semester course sequence.
*Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** SOCW 310 (C or above), SOCW 311 (C or above), SOCW 333 or SOCW 335, SOCW 360.

## SOCW 468, Field Internship II, 4 Units

This social work practicum provides a setting for the development of practice skills and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 400 hours in an approved agency.
**Prerequisite:** SOCW 466, SOCW 467
**Corequisite:** SOCW 469

## SOCW 469, Senior Practicum Seminar II, 3 Units

This final Social Work Seminar will focus on integration of learning and practice in preparation for beginning generalist social work practice for students currently in field placement. Students will identify, critique, and apply evidence based practice models in field practice. Emphasis will be placed on practice skills of engagement, assessment, intervention and evaluation according to the NASW Code of Ethics.
**Prerequisite:** SOCW 310 (C grade or above), SOCW 311 (C grade or above), SOCW 333 or SOCW 335, SOCW 360, SOCW 466

## SOCW 478, Social Work Research Methods, 3 Units

This course prepares students for evidence-informed practice and research by introducing a range of social science research methods, skills in research evaluation and critique, and development of a social science research proposal informed by their field internship practice experience.
**Prerequisite:** MATH 130.
**Corequisite:** SOCW 466, SOCW 467

## SOCW 479, Writing 3: Social Work Research Project, 3 Units

In this course, students prepare for evidence-informed practice and research by conducting an empirical study based on the research proposal completed in the Social Work Research Methods course (SOCW 478). Students learn to apply critical thinking to inform and communicate professional judgment through the process of data collection, data analysis, and writing a research report. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** MATH 130, SOCW 478, and Writing 2 or Honors course equivalency;
**Corequisites:** SOCW 468 and SOCW 469

## SOCW 495, Special Topics, 1-6 Units

Special topics courses offer undergraduate-level content that will augment the set social work curriculum. These courses include a wide range of specialized topics relevant to professional social workers. The unit value of these courses range from one to six unit credits, depending upon the specific contact hours and course workload.
**Prerequisite:** Junior or Senior Standing; Acceptance into the Social Work program.

## SOCW 497, Readings in Social Work, 1-4 Units

This is a program of study concentrating on assigned readings, discussion, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## SOCW 499, Thesis/Project, 1-6 Units

This course is an opportunity for undergraduate students to explore an idea, contribute to research, examine industry trends/methods, or develop a project under the guidance of a faculty member.
**Prerequisite:** Instructor permission.

## SOCW 510, Social Work Foundations in Law and Ethics, 1 Unit

This course covers foundational law and ethics in social work practice, including mandated reporting, telehealth policies, self-care, and technology use. Content incorporates critical thinking, ethical decision making, and professionalism as reflected in the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) competencies.
**Prerequisite:** Admission to MSW program

## SOCW 511, Introduction to the Social Work Profession, 2 Units

Content focuses on the history, identity, values, ethics, scope of practice, and knowledge base of the social work profession. Students explore ways their own backgrounds and beliefs are likely to influence professional activities, and examine the specific relationship of faith perspectives to social welfare policy and practice. Attention is given to developing professional writing and critical thinking skills.
**Prerequisite:** Admission to MSW program

## SOCW 512, Social Welfare Policy and Policy Practice, 3 Units

The course provides an introduction to American social welfare policies, offers a historical overview of political influences on social work practice, and presents different models for political advocacy. Content focuses on political and client advocacy with attention to the relevance of professional ethical standards and faith perspectives to policy practice.
**Prerequisite:** Admission to MSW program

## SOCW 513, Micro-Theory and Human Development, 3 Units

Students in this course focus on theories that inform micro-level social work practice with individuals and families using a biopsychosocial and spiritual framework. Human development across the life course is addressed with psychosocial theory's life stages to assist with the contextualization and integration of theories to meet the needs of diverse populations in practice.
**Prerequisite:** Admission to MSW program

## SOCW 514, Practice I - Interviewing and Assessment, 3 Units

This course begins a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes legal and ethical practice, stages of the helping process, interviewing and assessment skills with adults, children, and families, clinical assessment and diagnosis using the DSM, and strategies for critically analyzing and sharing assessment information.
**Prerequisite:** Admission to MSW program

## SOCW 515, Field Seminar I, 1 Unit

Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Generalist foundation year field seminars (I and II) focus on beginning generalist social work practice skills, understanding agency and community context, and professional ethics.
**Prerequisite:** Admission to the Social Work program;
**Corequisite:** SOCW 516

## SOCW 516, Field I, 3 Units

The purpose of field internship is to provide a professional setting for students to practice generalist foundation social work skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester I and semester II at an approved and designated social welfare agency.
**Prerequisite:** Admission to the Social Work program;
**Corequisite:** SOCW 515

## SOCW 517, Generalist Practicum I, 3 Units

This first-semester practicum course includes supervised generalist internship experience in an agency setting and integrative in-class seminars. Students gain experience in applying and integrating foundational generalist social work practice skills, values, and professional ethics with diverse individuals, families, groups, communities, and organizations, and apply a foundational antiracist and antioppressive social work practice framework. In-class seminars support the practicum internship experience with presentations and discussions on practice situations, professional development, ethical faith integration, and skills necessary for beginning-level social work practice. Students complete a minimum of 480 practicum hours by the end of their generalist practicum year at an approved and designated agency.
**Prerequisite:** Admission to MSW program

## SOCW 518, Generalist Practicum II, 3 Units

This second-semester course is a continuation of the supervised generalist internship sequence in an agency setting and integrative in-class seminars. Students gain experience in the application and integration of generalist foundational social work practice skills, values, ethical decision-making, and professional ethics with diverse individuals, families, groups, communities, and organizations. Students apply a foundational antiracist and antioppressive social work practice framework. In-class seminars support the practicum internship experience with presentations and discussions on practice situations, professional development, ethical faith integration, and skills necessary for effective social work practice. Students complete a minimum of 480 practicum hours by the end of their generalist practicum year at an approved and designated agency.
**Prerequisite:** SOCW 514 and SOCW 516

## SOCW 522, Diversity and Social Justice, 3 Units

Content will focus on diverse populations in American society and ways historical and contemporary patterns of oppression and discrimination may influence social work practice. Specific attention is given to self-awareness and to professional commitments to marginalized groups and processes of advocacy, coalition-building, and other ways of developing effective alliances to promote social justice.
**Prerequisite:** Admission to MSW program

## SOCW 523, Macro-Theory and Communities/Organizations, 3 Units

Students in this course focus on macro-level theories and social work practice with organizations and communities. Models of practice that include comprehensive assessment, integrating an understanding of various forms and mechanisms of discrimination and oppression and their relevance to macro-level interventions, are examined. Social work with organizations and communities embraces efforts to protect human and civil rights for the advancement of social and economic justice.
**Prerequisite:** SOCW 513

## SOCW 524, Practice II - Intervention and Evaluation, 3 Units

This course ends a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes goal-setting and contracting, planning and implementing change strategies, utilizing evidence-based practice research, interdisciplinary collaboration, advocacy, resource development, and practice evaluation.
**Prerequisite:** SOCW 514

## SOCW 525, Field Seminar II, 1 Unit

Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Generalist foundation year field seminars (I and II) focus on beginning generalist social work practice skills, knowledge and use of self, and professional ethics.
**Prerequisite:** SOCW 514, SOCW 515, and SOCW 516;
**Corequisite:** SOCW 526

## SOCW 526, Field II, 3 Units

The purpose of field internship is to provide a professional setting for students to practice generalist foundation practice skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester I and semester II at an approved and designated social welfare agency.
**Prerequisite:** Admission to MSW program, SOCW 515, and SOCW 516;
**Corequisite:** SOCW 525

## SOCW 527, Research for Evidence-Informed Practice, 2 Units

The content of this course prepares students to critically evaluate social work research and evidence-informed social work practice, along with the ethical use of research methods to improve clinical practice. Concepts include problem identification, hypothesis formulation, measurement, sampling, qualitative and quantitative research designs, data collection methods, data analysis, and outcomes evaluation. Students explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.
**Prerequisite:** Statistics course

## SOCW 528, Research for Data Driven Change, 2 Units

This course will introduce critical evaluation of social work research and its ethical application towards data-driven decision-making within community practice settings. Concepts include: problem identification, hypothesis formulation, measurement, sampling, research design, data collection methods, data analysis, and program evaluation. Students will explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.
**Prerequisite:** Statistics course

## SOCW 529, Human Rights and Sustainable Development Policy, 2 Units

Content will focus on the relevance of human rights and sustainable development policy to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights for social, economic and environmental justice and sustainable development strategies for poverty alleviation, universal education, public health, sanitation and housing, food security, access to clean water, population control and climate change. Analysis of existing global social policies will apply existing political, ideological, religious, cultural, age, and gender frameworks to explain current conditions and future trends. Secular and Christian perspectives will be explored.
**Prerequisite:** SOCW 522 and SOCW 523

## SOCW 530, Organizing for Community Change, 3 Units

This course expands foundation year macro-level practice content to enhance theoretical understanding and develop skills in the promotion of community, organizational, and policy change to enhance social well-being and advance social justice. Special attention is focused on collaborative efforts, coalition building and participatory methods to facilitate sustainable change. Additional topics include assessment of social service delivery systems, advocacy, and professional ethics in macro practice. The importance of engaging diverse communities, recognition of underrepresented and underserved populations, and utilizing cultural humility in practice are emphasized.
**Prerequisite:** SOCW 523

## SOCW 531, Human Rights and Sustainable Development, 2 Units

Content will focus on the relevance of human rights and sustainable development to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights and economic justice, poverty alleviation, politics, religion, culture, age, gender, and public health conditions on human rights and development-related activities. Secular and Christian perspectives will be explored.
**Prerequisite:** SOCW 522 and SOCW 523

## SOCW 532, Advanced Community Practice, 3 Units

This course expands foundation year macro-level practice content to include community entrance, engagement, participatory action research, and collaborative strategies to advance policies and programs supporting community interests and desired resources. Additional topics include empowerment, development of cultural competence, identification of oppressive cultural structures, globalization, and professional ethics. Engaging diverse communities and cultural humility are emphasized.
**Prerequisite:** SOCW 523

## SOCW 533, Social Work Leadership and Management, 3 Units

This course provides an overview of effective leadership and management practices within the social service sector. Topics include legal and ethical issues in administration, such as managing organizational change; employee and stakeholder diversity; organizational culture; conflict resolution; group behavior; employee hiring, training, and development; employee morale; and budgeting. Emphasis is on professional written and verbal communication.
**Prerequisite:** SOCW 523

## SOCW 534, Field Seminar III, 1 Unit

Field Seminar III focuses on presentation and discussion of student experiences in specialization field internships. Specific emphasis is placed on demonstration and evaluation of advanced practice skills, interventions, supervision use, cultural responsiveness, professional ethics, and faith integration issues addressed in coursework.
**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;
**Corequisite:** SOCW 527 and SOCW 539 (clinical specialization) or SOCW 528 and SOCW 535 (community leadership and program administration specialization)

## SOCW 535, Field III - Community Leadership and Program Administration, 3 Units

The purpose of field internship is to provide a setting for students to develop advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.
**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;
**Corequisites:** SOCW 528, SOCW 534

## SOCW 536, Adult Behavioral Health and Diagnosis, 3 Units

This course begins a two-semester advanced clinical practice sequence focusing on adult behavioral health. Content includes advanced application of the Diagnostic and Statistical Manual for Mental Disorders (DSM-5); symptoms, diagnoses, and treatment strategies associated with psychiatric conditions; brain functioning and chemistry; psychotropic medications; and managed care expectations. Cultural and faith perspectives are integrated throughout the course using clinical best practices.
**Prerequisite:** SOCW 514 and SOCW 524

## SOCW 537, Child and Adolescent Behavioral Health and Diagnosis, 3 Units

This course focuses on behavioral health issues experienced by children and adolescents, and discussion of the effects of trauma on social and emotional development. Diagnostic issues affecting children and related treatment interventions are explored in the contexts of child welfare, school-based behavioral health, and healthcare settings. Research-informed approaches are taught, to improve functioning and well-being of children and adolescents. Laws impacting work with minors and families, as well as ethical issues for social work practitioners, are presented. Course content meets California education requirements in the area of child abuse assessment for LCSW licensure.
**Prerequisite:** SOCW 513, SOCW 514, and SOCW 524

## SOCW 538, Clinical Practice with Groups, 3 Units

This course presents different theoretical approaches and treatment strategies associated with clinical social work practice with groups. Topics include group development stages, professional ethics in practice with groups, leadership principles, diversity issues, and evaluation methods.
**Prerequisite:** SOCW 513

## SOCW 539, Field III-Clinical Practice, 3 Units

The purpose of field internship in the clinical specialization year is to provide a setting for students to develop advanced practice skills and an opportunity for the integration of knowledge, skills, and social work values as applied to clinical practice across the life span continuum. Students complete a minimum of 480 hours (or 600 hours for Advanced Standing students) by the end of fall and spring semesters at an approved and designated agency.
**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;
**Corequisites:** SOCW 527, SOCW 534

## SOCW 540, Educational Policy, 3 Units

This course introduces policies and legislation that impact delivery of school social work services in the United States education system. Landmark local, state, and federal policies are presented for analysis and application to the public school setting, critical for gaining an understanding of the challenges for school social work practice. Historical and current perspectives including racism, equality, and access to public education are discussed.
**Prerequisite:** Completion of generalist foundation curriculum; admission to the PPS program (required for students seeking the PPSC).

## SOCW 541, Capstone Leadership Project, 3 Units

This course prepares students for professional leadership roles in social work settings and supports completion of their capstone leadership projects. Content integrates development of leadership skills, self reflection, professional use of self, interprofessional practice, use of research to inform practice, and knowledge of program context to implement sustainable change in organizations. Professional ethics and decision making, which influence the leadership role in social work, are examined.
**Prerequisite:** All generalist foundation courses and completion of first semester of specialization courses.
**Corequisites:** SOCW 544; and SOCW 545 or SOCW 548

## SOCW 542, International Social Work Policy and Practice, 2 Units

Content will focus on international social work practice at multiple systems levels. Topics will include comparison of United States' and international social welfare policy, differing theoretical and religious perspectives, neo-liberal economic development policies, globalization, and issues immigrants and other marginalized groups. Practice content will address poverty alleviation, conflict and post-conflict reconstruction, displacement and forced migration concerns.
**Prerequisite:** SOCW 522, SOCW 523, SOCW 531, SOCW 532

## SOCW 543, Program and Grants Management, 3 Units

Systematic program planning with a focus on outcomes is a critical component in operating effective human service programs. Students will become familiar with program design and program evaluation methodologies, and the tools most commonly used to assess human service programs. This course also prepares students for fundraising and grant writing in human service organizations. Students assess agencies and stakeholders and analyze funding resources, performance measures, strategies, skills and decision-making processes. At the completion of this course, students will be prepared to design and implement programs and conduct outcome evaluations to ensure program efficiency and effectiveness for clients, staff and external funding sources.
**Prerequisite:** SOCW 513, SOCW 523

## SOCW 544, Field Seminar IV, 1 Unit

Field Seminar IV focuses on presentation and discussion of students experiences in specialization year field internships and preparation for masters-level social work employment and licensure. Specific emphasis is placed on critical thinking and communication of professional judgments, integration of theory, assessment, intervention, and evaluation, as well as professional development issues.
**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, SOCW 535 or SOCW 539;
**Corequisite:** SOCW 541; and SOCW 545 or SOCW 548

## SOCW 545, Field IV - Community Leadership and Program Administration, 3 Units

Field internship provides a setting for students to utilize advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.
**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, and SOCW 535;
**Corequisite:** SOCW 541, SOCW 544

## SOCW 546, Family Therapy in Context, 3 Units

This course focuses on family practice contexts and theories of child welfare and family therapy. Content includes social worker roles and scope of practice in child welfare practice, and current approaches to assisting families in the child welfare system. Also included is the demonstration and practice of family therapy, application of theory, and assessment and intervention on diverse family systems. Course material also addresses legal and ethical problem solving related to contemporary professional ethics and statutes and regulations related to family law.
**Prerequisite:** SOCW 513, SOCW 523

## SOCW 547, Health and Behavioral Health Policy, 2 Units

This course explores American social welfare policies relevant to health and behavioral health care. Course content includes the historical and social contexts of health and behavioral health care, and the roles of the public and private sectors in shaping contemporary trends and issues, particularly among vulnerable communities. Topics include healthcare reform, integrated care, access/treatment disparities, advocacy and policy reform, and the recovery model.
**Prerequisite:** SOCW 512

## SOCW 547A, Applied Clinical and Advanced Policy Practice, 3 Units

Students in this course explore the convergence of clinical social work theoretical/practice models, professional/ethical considerations, and health/behavioral health policy practice. Content involves case-based learning, critical thinking, and ethical decision-making, and integrates a trauma-informed, relational social work perspective with a focus on addressing antiracism and health/behavioral health disparities in vulnerable communities.
**Prerequisite:** SOCW 512, SOCW 513, SOCW 514, and SOCW 524

## SOCW 548, Field IV - Clinical Practice, 3 Units

Field internship in the clinical specialization year provides a setting for students to develop advanced practice skills, and an opportunity for the integration of knowledge, skills, and social work values as applied to clinical practice across the life span. Students complete a minimum of 480 hours (or 600 hours for Advanced Standing students) by the end of fall and spring semesters at an approved, designated agency.
**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, and SOCW 539;
**Corequisites:** SOCW 541 and SOCW 544

## SOCW 549, Advanced Practicum I: Clinical Practice, 3 Units

This course includes supervised internships in an agency setting and integrative in-class seminars specific to the clinical specialization. Students develop advanced clinical practice skills across the life span continuum from an antiracist and antioppressive perspective, with access to a broad range of complex practice opportunities. Emphasis is on critical thinking and communication of professional judgments; integration of theory; advanced clinical engagement, assessment, intervention, and evaluation; supervision use; cultural responsiveness; professional ethics; and ethical faith integration applied in practicum work with individuals, families, and groups. The seminars focus on presentations and discussions of student internship experiences, along with integration of classroom theory and practice. Students complete a minimum of 480 practicum hours (600 hours for Advanced Standing students) by the end of their specialization year at an approved and designated agency.
**Prerequisite:** SOCW 514, SOCW 517, SOCW 524, and SOCW 518;
**Corequisite:** SOCW 574

## SOCW 550, Advanced Standing: Intermediate Praxis, 3 Units

Advanced Standing courses bridge the BSW and MSW programs. Students in this course focus on micro- and macro-level theories and the relevance of different worldviews, using case examples drawn from professional social work. Models of practice with diverse communities and social welfare organizations are examined. Students have opportunities for further development of self-awareness regarding the ways beliefs and values, such as faith, may affect practice and professional identity.
**Prerequisite:** Admission to Advanced Standing MSW program;
**Corequisite:** SOCW 551

## SOCW 551, Advanced Standing: Social Work Ethics and Practice, 3 Units

This advanced-standing course provides overviews of the legal and ethical practice standards in social work, and addresses the skills required for effective engagement, assessment, intervention, and evaluation with individuals, families and groups. Assignments focus on social work practice skill development, application of documentation standards, use of evidence-informed practice methods, and integration of legal and ethical issues impacting practice.
**Prerequisite:** Completion of BSW degree; statistics course with a grade of C or higher.

## SOCW 552, Program Planning and Evaluation, 3 Units

Systematic program planning with a focus on outcomes is a critical component in operating effective human service programs. Over the course of this semester, you will become familiar with program design and program evaluation methodologies, and the tools most commonly used to assess human service programs. Additional topics will include identification and use of performance measures, the roles of evaluators and stakeholders, the influence of the political environment, technology applications, and applicable ethics related to program design and evaluation. At the completion of this course you will be prepared to design and implement programs and conduct outcome evaluations to ensure program efficiency and effectiveness for clients, staff and external funding sources.
**Prerequisite:** Completion of generalist foundation coursework

## SOCW 553, Field V Clinical: School Social Work, 3 Units

The PPSC school social work field internship provides a setting for students to develop advanced clinical practice skills in preparation for practice in school settings, and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students accrue field hours at an approved and designated school site in the fall and spring semesters of their specialization year; a total of 600 hours (450 in school social work and 150 in child welfare and attendance) is required by the end of the spring semester. This is the first of a two-semester course sequence with SOCW 555.
**Prerequisite:** MSW Students: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, & SOCW 526. Post-MSW Students: MSW from a CSWE-accredited program, and acceptance into the APU PPSC program.
**Corequisites:** MSW students: SOCW 527, SOCW 554

## SOCW 554, Field Seminar V Clinical: School Social Work, 1 Unit

This seminar course focuses on discussion of student experiences in the PPSC school social work field internships. Emphasis is on demonstration and evaluation of advanced practice skills, interventions, supervision use, cultural responsiveness, professional ethics, and faith integration issues addressed in the PPSC field experience. This is the first of a two-semester course sequence with SOCW 556.
**Prerequisite:** MSW Students: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, & SOCW 526. Post-MSW Students: MSW from a CSWE-accredited program, and acceptance into the APU PPSC program.
**Corequisites:** MSW students: SOCW 527, SOCW 553

## SOCW 555, Field VI Clinical: School Social Work, 3 Units

The PPSC school social work field internship provides a setting for students to develop advanced clinical practice skills in preparation for practice in school settings, and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students accrue field hours at an approved and designated school site in the fall and spring semesters of their specialization year; a total of 600 hours (450 in school social work and 150 in child welfare and attendance) is required by the end of the spring semester. This is the second of a two-semester course sequence with SOCW 553.
**Prerequisite:** MSW students: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 553, and SOCW 554; Post-MSW students: MSW degree from a CSWE-accredited program, and acceptance into the APU PPSC program.
**Corequisite:** SOCW 556

## SOCW 556, Field Seminar VI Clinical: School Social Work, 1 Unit

This seminar course focuses on discussion of student experiences in the PPSC school social work field internship. Emphasis is on demonstration and evaluation of advanced practice skills, interventions, supervision and consultation, cultural responsiveness, professional ethics, and faith integration issues that occur in the field internship experience. This is the second of a two-semester course sequence with SOCW 554.
**Prerequisite:** MSW students: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 553, SOCW 554. For Post-MSW students: MSW degree from a CSWE-accredited program, and acceptance into APU PPSC program.
**Corequisite:** For all students: SOCW 541, SOCW 555

## SOCW 557, Advanced Practicum II: Clinical Practice, 3 Units

This final practicum course continues the supervised internship experience in an agency setting and integrative in-class seminars specific to the clinical specialization. Students develop advanced clinical practice skills across the life span continuum from an antiracist and antioppressive perspective, with access to a broad range of complex practice opportunities. Emphasis is on critical thinking and communication of professional judgments; integration of theory; advanced clinical assessment, intervention, and evaluation; supervision use; cultural responsiveness; professional ethics; and ethical faith integration applied in practicum work with individuals, families, and groups. Seminars focus on presentations and discussions of student internship experiences and master's-level social work employment and licensure preparation. Students complete a minimum of 480 practicum hours (600 hours for Advanced Standing students) by the end of their specialization year at an approved and designated agency.
**Prerequisite:** SOCW 514, SOCW 517, SOCW 524, SOCW 518, and SOCW 549;
**Corequisite:** SOCW 541

## SOCW 558, Advanced Practicum I: Community Leadership and Program Administration, 3 Units

This course includes supervised internships in an agency setting and integrative in-class seminars specific to the community leadership and program administration (macro)specialization. Students develop advanced organizational, community, and policy practice skills from an antiracist and antioppressive perspective as it applies to macro leadership roles, community advocacy, and policy and legislation. Seminars focus on presentations and discussions of student internship experiences, and integration of micro and macro practice skills within the context of the social environment. Emphasis is on critical thinking and communication of professional judgments; integration of theory; assessment, intervention, and evaluation; ethical faith integration; and professional development opportunities in practicum work with groups, communities, and/or organizations. Students complete a minimum of 480 practicum hours (600 hours for Advanced Standing students) by the end of their specialization year at an approved and designated agency.
**Prerequisite:** SOCW 514, SOCW 517, and SOCW 518;
**Corequisite:** SOCW 574

## SOCW 559, Advanced Practicum II: Community Leadership and Program Administration, 3 Units

This final practicum course continues the supervised internship experience in an agency setting and integrative in-class seminars specific to the community leadership and program administration (macro)specialization. Students develop advanced organizational, community, and policy practice skills from an antiracist and antioppressive perspective as it applies to macro leadership roles, community advocacy, and policy and legislation. Seminars focus on presentations and discussions of student internship experiences and master's-level social work employment and licensure preparation. Emphasis is on critical thinking and communication of professional judgments; integration of theory; assessment, intervention, and evaluation; ethical faith integration; and professional development opportunities in practicum work with groups, communities, and/or organizations. Students complete a minimum of 480 practicum hours (600 hours for Advanced Standing students) by the end of their specialization year at an approved and designated agency.
**Prerequisite:** SOCW 514, SOCW 517, SOCW 524, SOCW 518, and SOCW 558;
**Corequisite:** SOCW 541

## SOCW 560, Social Work Practice in Healthcare Settings, 3 Units

This elective course offers an introduction to social work practice in healthcare settings, with a focus on the specific knowledge and skills essential for effective intervention. Students critically analyze the U.S. healthcare system as compared to international models, and apply clinical skills and relevant laws to interdisciplinary practice while understanding the context of the political, societal, and economic influences that impact service delivery and available resources. The course also articulates how a Christian worldview relates to ethical social work practice within the field of health care.

## SOCW 561, Treatment of Substance Use Disorders, 3 Units

This course describes substance use disorders from a biopsychosocial-cultural-spiritual perspective, emphasizing assessment and intervention skills, processes, and evidence-informed research relevant to treatment using the recovery model. Diversity issues involving policy and practice are explored. Course content meets California Board of Behavioral Sciences prelicensure requirement in the area of alcohol and other substance abuse assessment.

## SOCW 562, Urban Social Welfare, 3 Units

Course integrates on-site experiential learning with classroom education focused on urban issues of homelessness, gang involvement, and immigration. Students engage in weekly on-site learning activities in high-need areas of Los Angeles and Orange County. Content includes theological and sociological perspectives on urban issues as well as urban social work practice. Elective

## SOCW 563, School Social Work, 3 Units

This course uses an ecological perspective in teaching the practice of social work in schools. Topics include the historical, theoretical, legal, research, policy, and practice issues relevant to the delivery of school social work services; the roles and tasks performed by social workers in public schools; school social work practice models; and the professional code of ethics. The purpose of this course is to develop the knowledge, skills, and abilities necessary for successful and competent practice with students, families, schools, and communities.
**Prerequisite:** Completion of generalist foundation curriculum; admission to the PPS program (required for students seeking the PPSC).

## SOCW 564, Social Work and the Bible: Christian Perspectives on Service and Professional Practice, 3 Units

This course focuses on theological and social work perspectives on the relevance of the Bible to professional practice activities. Content addresses diverse Christian perspectives on social welfare policies and faith integration in different practice environments. Distinctions between professional social work, Christian counseling, and missionary activity are explored. Elective

## SOCW 565, Clinical Spanish Practice, 3 Units

This course prepares students to utilize clinical practice skills in the Spanish language, including assessment, engagement, intervention, and evaluation of services with individuals, groups, and communities. Content covers diversity issues such as cultural competence and understanding of the Latino/a culture and its intragroup differences, and equipping students to confront biases, myths, and stereotypes in the client-practitioner therapeutic relationship. Course is conducted primarily in Spanish.
**Prerequisite:** SOCW 514 and SOCW 524

## SOCW 566, Social Work, Health, and Aging, 3 Units

This course explores concepts, social policies, resources, and interventions related to social work practice with the older adult population. Content integrates themes of diversity, ageism, empowerment, and faith, as well as community-based and cross-cultural competence. Content includes a focus on biopsychosocial assessment, with emphasis on functional and cognitive status, integrated healthcare practice, interdisciplinary practice, and end-of-life care. This course meets California Board of Behavioral Sciences requirements for clinical social work licensure.

## SOCW 567, Couples Therapy, 3 Units

This course is an overview of current theories, methods, and psychological instruments used in couples therapy interventions. Content includes detection, assessment, and intervention strategies for spousal or partner abuse, meeting California requirements for training in the area of domestic and family violence for MFT and LCSW licensure. Students apply course material to role-play scenarios during class time. Attention is given to issues of ethnic diversity, blended families, and faith integration.
**Prerequisite:** Completion of generalist foundation coursework or admission into the Advanced Standing program.

## SOCW 568, Military Social Work, 3 Units

This course helps students understand the unique and complex needs of active-duty service members, veterans, and family members of military personnel, presenting knowledge and skills essential to effective clinical social work practice with these populations. Topics include military culture, ethical issues, diversity, faith integration, trauma, assessment, family issues, reintegration, domestic violence, substance use, homelessness, suicide, building resiliency, and evidence-informed interventions for use in interprofessional settings.

## SOCW 569, Human Sexuality and Sex Therapy, 3 Units

This course reviews human sexuality as a basis for sex therapy and clinical social work involving sexuality issues. Students examine and evaluate biological, psychological, social, moral, and faith perspectives on sexual development and functioning. In addition, students survey literature on sexual dysfunction, and learn treatment strategies utilized in various social work contexts and systems of marital and sex therapy. This course meets California Board of Behavioral Sciences requirements for clinical social work licensure.

## SOCW 570, International Social Work Policy and Practice, 3 Units

Content focuses on international social work practice at multiple systems levels. Topics include comparison of U.S. and international social welfare policies; different theoretical, economic, cultural, ideological, and religious perspectives; neoliberal economic development policies; issues involving immigrants and other marginalized groups; and the impact of globalization and climate change on rapid urbanization and population growth. Practice content addresses poverty alleviation, conflict and postconflict reconstruction, and displacement and forced migration concerns.
**Prerequisite:** SOCW 522 and SOCW 523

## SOCW 572, Advanced Practicum I: School Social Work, 3 Units

This course includes supervised internships in school settings and integrative in-class seminars specific to the clinical specialization with the PPSC (school social work) pathway. Students develop advanced clinical practice skills, in preparation for practice in school settings, from an antiracist and antioppressive perspective. Emphasis is on critical thinking and communication of professional judgments; integration of theory; advanced clinical engagement, assessment, intervention, and evaluation; supervision use; cultural responsiveness; professional ethics; and ethical faith integration applied in the PPSC practicum experience. Seminars focus on presentations and discussions of student internship experiences, along with integration of classroom theory and practice. Students complete a minimum of 600 practicum hours (450 in school social work and 150 in child welfare and attendance) by the end of their specialization year at approved and designated school sites.
**Prerequisite:** Current MSW PPSC Students: SOCW 514, SOCW 517, SOCW 524, and SOCW 518;
**Corequisite:** SOCW 527

## SOCW 573, Advanced Practicum II: School Social Work, 3 Units

This final practicum course continues the supervised internship experience in school settings and integrative in-class seminars specific to the clinical specialization. Students develop advanced clinical practice skills, in preparation for practice in school settings, from an antiracist and antioppressive perspective. Emphasis is on critical thinking and communication of professional judgments; integration of theory; advanced clinical engagement, assessment, intervention, and evaluation; supervision use; cultural responsiveness; professional ethics; and ethical faith integration applied in the PPSC practicum experience. Seminars focus on presentations and discussions of student internship experiences, and master's-level social work employment and licensure preparation. Students complete a minimum of 600 practicum hours (450 in school social work and 150 in child welfare and attendance) by the end of their specialization year at approved and designated school sites.
MSW Students: Prerequisites: SOCW 514, SOCW 517, SOCW 524, SOCW 518, and SOCW 572; corequisite: SOCW 541 Post-MSW PPSC Students: Prerequisites: MSW degree from a CSWE-accredited program, acceptance into APU's PPSC program

## SOCW 574, Applied Research for Evidence-Informed Practice, 3 Units

This course prepares students to critically evaluate social work research and evidence-informed practice, and its ethical application to data-driven decision-making within community practice settings. Concepts covered include problem identification, hypothesis formulation, measurement, sampling, research design, data collection methods, data analysis, and program evaluation. Students explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.
**Prerequisite:** Statistics course

## SOCW 595, Special Topics, 1-6 Units

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a wide range of specialized topics relevant to professional social workers. The unit values of these courses range from 1-6 depending upon the specific contact hours and coursework load. Note: Elective offerings vary year to year.

## SOCW 599, Readings in Social Work, 1-3 Units

Students enroll in this course to pursue independent study of professional interests/activities. Students explore topics in greater depth than in regular course offerings and/or initiate individual projects. Readings and assignments are based on learning contracts developed in consultation with a sponsoring faculty member and approved by the MSW program director. Additional fees required.

## PRSW 410, Family Violence, 3 Units

Family violence is an in-depth study from a system's perspective of violence that occurs in families. This course provides an overview of child abuse, spousal abuse, abuse between intimate partners, and elder abuse. The course explores the theory and research as to the causes of abuse, including individual and family factors, elder abuse, gender issues, community and societal influences, and cultural factors. This course explores the policy and programs developed to deal with these crises. Finally, methods of assessment and intervention are investigated as applicable to both professional and personal situations.
**Prerequisite:** Junior or Senior Standing or Instructor's consent

# Bachelor of Social Work

69 units

## Mission Statement

The Bachelor of Social Work (https://www.apu.edu/bas/programs/bsw/) program at Azusa Pacific University seeks to develop competent generalist social work practitioners who can apply knowledge based on scientific inquiry, professional values, and skills of social work, integrating a Christian perspective, to enhance the well-being of diverse individuals, families, groups, organizations, and communities in the context of their environment towards advancing social justice both locally and globally.

## Program Values

The BSW program is grounded in the profession's history and commitment to racial, social, economic, and environmental justice; respect for diversity; and the university's commitment to advancing God's work in the world by being of service, advancing human rights, validating the importance of human relationships, demonstrating integrity, and promoting the dignity and worth of all people. The program is committed to excellence in its teaching

and scholarship based on scientific inquiry, to the integration of Christian faith in learning and practice, and to the facilitation of community within the department, with students, and within the greater social environment.

## BSW Program Goals

1. Equip students with generalist knowledge, values, and skills toward employment in social work practice with diverse individuals, families, groups, organizations, and communities within a global context.

2. Enhance application of knowledge through a learning environment that builds on a liberal arts foundation and promotes critical thinking, scientific inquiry, and preparation for social change through the advancement of racial, social, economic, and environmental justice.

3. Foster professional development and identity through applied learning experiences.

4. Prepare social workers who engage in ethical practice, including an understanding of ethical integration of a Christian worldview.

5. Provide a curriculum that affirms lifelong learning and is preparatory to graduate-level education, including the pursuit of an advanced-standing graduate social work degree.

6. Engage in ongoing scholarship responsive to social work goals and needs.

In their courses, BSW students learn the knowledge, values, and skills to help them engage, assess, provide intervention, and evaluate their direct practice with individuals, groups, families, organizations, and communities. Additionally, students are encouraged to think critically, become aware of their affective reactions, exercise good judgment, and use self-reflection as part of their professional development. During their senior year, students complete a supervised 400$^+$-hour internship at a community-based agency where they apply the knowledge and skills learned in the classroom to professional environments and client groups to gain experience.

## Career Opportunities

Social workers provide services to individuals, families, groups, organizations, and communities. Social workers can apply their training and experience in a variety of practice areas, including:

| | |
|---|---|
| Adoption and Foster Care | Hospice and Palliative Care |
| Advocacy Consulting and Planning | Housing Assistance |
| Charter/Alternative School Programs | In-home Services |
| Child Abuse and Neglect | International Social Work |
| Child Welfare Services | Law/Courts/Community |
| Criminal Justice | Medical Social Work |
| Crisis Intervention | Mental Health Counseling |
| Community Mental Health | Military Social Work |
| Community Planning and Advocacy | Parent Education |
| Delinquent/At-risk Youth | Police Work |
| Developmental Disabilities | Political Planning and Lobbying |
| Disaster Relief | Prisons and Probation |
| Eating Disorders | Public Health |
| Employee Assistance Programs | Rural/Tribal Social Work |
| Genetics/Transplant | School Social Work |
| Gerontology/Older Adult Services | Skilled Nursing Social Work |
| Homeless Individual/Families Assistance | Substance Use |

## Accreditation

The undergraduate program in the Department of Social Work has been nationally accredited since 1982 by the Council on Social Work Education (https://www.cswe.org/).

## Advising and Admission

### Academic Advising Policy

Any student interested in social work is encouraged to contact the BSW program for more information about the major—contact us at bsw@apu.edu or (626) 857-2410. Students who wish to major in social work should declare "Social Work Interest" as their intended major as soon as possible through the Student Services Center (https://www.apu.edu/student-services/registration/#ugforms) in order to begin academic and professional planning. Upon declaring "Social Work Interest" as a major, students are assigned an academic success coach by the Academic Success Center (https://www.apu.edu/

academic-success/). Students meet with their assigned coach to create an initial multiyear academic plan. Once admitted to the social work major, a BSW faculty-mentor advisor is assigned by the BSW program for academic and professional advising. Students are strongly encouraged to meet with their academic success coach (as "Social Work Interest") or BSW faculty-mentor advisor (as "Social Work Major") prior to registration each semester.

*Note: Students must apply to the major (see Admission to the Program section below). Upon full admission to the program, student status is changed from "Social Work Interest" to "Social Work" by the* Student Services Center *(*https://www.apu.edu/student-services/*). Transfer students may be required to apply to the BSW program immediately upon university acceptance. See the Admission to the Program section below for additional direction.*

## Academic Advising Procedure

1. Contact the BSW program to schedule an appointment, if necessary, to discuss social work as a choice of major.

2. Declare "Social Work Interest" as a major through the Student Services Center (https://www.apu.edu/student-services/registration/#ugforms).

3. Contact the BSW office to receive your advisor assignment and the BSW Student Handbook (https://www.apu.edu/files/bswstudenthb1112.pdf).

4. Read the BSW Student Handbook in its entirety.

5. Meet with assigned success coach to develop a multiyear academic plan and confirm choice of major.

6. Respond to the email invitation to schedule an appointment with the assigned advisor that will be sent to the student's APU email address (during university advising period).

7. Schedule an appointment with your academic success coach ("Social Work Interest" students) and/or BSW faculty-mentor advisor ("Social Work Major" students) for academic advising prior to registration each semester.

8. Meet with your academic success coach ("Social Work Interest" students) and/or BSW faculty-mentor advisor ("Social Work Major" students) for academic advising prior to registration each semester.

*Note: Advisors assist in planning, but students are responsible for coming prepared for advising and being knowledgeable regarding university requirements.*

## Professional Advising Policy

As outlined above, once a student is admitted to the social work major, a BSW faculty mentor-advisor is assigned by the BSW program for academic and professional advising. While the BSW faculty mentor-advisor is the primary contact person within the program, students are encouraged to utilize all BSW faculty office hours as needed for professional development. Students are invited to regularly meet with their BSW faculty mentor-advisor for professional development discussions aimed at graduate school and/or employment preparation. The BSW faculty mentor-advisor can also clarify specific content and expectations of the required social work courses, including general information about and preparation for practicum. Students are assigned to faculty mentor-advisors upon acceptance to the major by the BSW admissions committee. Students can meet with their BSW faculty mentor-advisor by appointment during department advisement periods or through use of faculty office hours.

Additional professional advising occurs through department, program, and alumni association events as well as during the SOCW 467 Senior Practicum Seminar I and SOCW 469 Senior Practicum Seminar II courses.

## Professional Advising Procedure

Students may obtain professional advising by:

1. Being accepted as a social work major by the BSW admissions committee.

2. Being assigned a BSW faculty-mentor by the BSW program coordinator.

3. Responding to the email invitation to schedule an appointment with your assigned BSW faculty mentor-advisor that will be sent to your APU email address (during university advising period) OR schedule an appointment with your BSW faculty mentor-advisor during their posted office hours.

4. Meeting with your BSW faculty mentor-advisor for professional advising.

## Admission to the Program

Students are considered "Social Work Interest" by the registrar until formally accepted into the program. Prior to formal acceptance into the program, students should begin advising within the BSW program and can begin taking entry-level social work courses and the General Education courses that apply to social work, as outlined in the university catalog.

The BSW program reviews applications in the fall and spring semesters for currently enrolled students. Application deadlines are March 7 (fall admission) and November 7 (spring admission). Late applications may be considered on a case-by-case basis depending on the number of accepted students.

Transfer social work applicants planning to enter APU at the junior level (45 or more units) must submit the BSW Application for Admission (https://formstack.apu.edu/forms/bsw_program_application/) in order to be considered for full acceptance into the social work program. Submit your application to the BSW program at the same time you submit your university application. Students transferring in prior to their junior year (less than 45 units) begin the major as "Social Work Interest," and submit applications prior to their junior year after starting at the university. Transfer students should seek academic advising through the Academic Success Center (https://www.apu.edu/academic-success/) and within the BSW program as soon as possible to begin planning coursework. Transfer social work applicants planning to enter APU at the junior level (45 or more units) must submit the BSW Application for Admission in order to be considered for full acceptance into the social work program. Submit your application to the BSW program at the same time you submit your university application. Students transferring in prior to their junior year (less than 45 units) begin the major as "Social Work Interest," and submit applications prior to their junior year after starting at the university. Transfer students should seek academic advising through the Academic Success Center and within the BSW program as soon as possible to begin planning coursework.

Students may be admitted fully, or on provisional status, or denied admission. If a student is admitted on provisional status, a plan for attaining full admission is provided by the BSW admissions committee. If this plan is not met in full, the student is not allowed to continue in the program and will receive notice that provisional status was not met. If denied admission, the student may initiate an appeal procedure, as outlined in the BSW Student Handbook.

## University-Admitted APU Students

Students admitted to the university and interested in pursuing the social work major should submit their BSW Application for Admission directly to the BSW program. Applications are reviewed by the Social Work Advising and Admissions Committee, composed of social work faculty, and are considered based on academic and personal readiness for the program.

## Admission Requirements

1. A 2.5 overall GPA
2. Completion of or enrollment in SOCW 250 Introduction to Social Work (full acceptance requires completion of this course with a *C* or better).
3. Acknowledgment of the ability to adhere to the National Association of Social Workers Code of Ethics (https://www.socialworkers.org/About/Ethics/Code-of-Ethics/).
4. Acknowledgment of the ability to meet BSW Technical Standards and maintain professional behavior consistent with the Student Code of Conduct, both of which are outlined in the BSW Student Handbook (https://www.apu.edu/files/bswstudenthb1112.pdf).
5. Submission of a personal statement providing responses to the following:
    a. What influenced your choice of social work as a profession? Include when and how you became interested in the field of social work.
    b. What personal, volunteer, and/or employment experiences have you had, and/or what characteristics do you possess, that will contribute to your work as a professional in the field of social work?
    c. Social workers practice with diverse people groups in diverse settings. What groups and/or settings may challenge you because of either your personal values, attitudes, and/or experiences? How will you handle this?
    d. Social work often involves assisting individuals, families, groups, and communities in problem-solving. Give a brief description of a problem you have encountered in an employment or volunteer situation and how you resolved it. If you have neither employment nor volunteer experience, you may discuss a personal challenge that you faced.
    e. The profession of social work has identified Grand Challenges (https://grandchallengesforsocialwork.org/) that reflect the purpose and mission of the social work field. Referencing the challenges, select one or more of them that align with your personal and professional interests. Utilizing the challenge(s) selected, respond to the following:
        - Discuss how your professional goals align with the efforts of the challenge(s) selected. Why is the challenge selected important and how does it connect to your interest in the social work profession?
        - Discuss the significance of the challenge(s) selected based on your personal faith beliefs or values. For example, why should people who identify as Christians be concerned with the challenge selected?

## Procedure

1. Completion of or enrollment in SOCW 250 Introduction to Social Work (full acceptance requires completion of the course with a *C* or better)
    a. Note: transfer students with more than 45 units can apply prior to completing SOCW 250 Introduction to Social Work.
2. Complete all sections of the application, including complete responses to the personal statement questions.
3. Submit an unofficial APU transcript, or transcript of coursework completed elsewhere if a transfer.
4. Submit completed application to the BSW program for review by March 7 (fall admission) or November 7 (spring admission). Late applications and transfer students are evaluated on a case-by-case basis and as space allows.
5. Submit additional materials and/or interview with the BSW program director at the request of the admissions committee.
6. Students are notified by email within three weeks of the BSW admissions committee's decision.

## Evaluation Criteria for Personal Statements

Admission decisions for the BSW program are based upon a review of academic performance, completion of SOCW 250 as a prerequisite with a *C* or better (can be enrolled in the course for provisional admission), relevant work or volunteer experience, quality of written personal statement, and relevant experience as indicated in the résumé submission. If needed, a student may be asked to complete a formal interview with the BSW program

director and/or submit letters of reference that can support the student's readiness for a career in social work. The admissions committee may seek additional information from the social work faculty, the applicant, or other formal sources. The committee will focus on academic achievement as well as criteria that demonstrate a commitment to social work values, beginning understanding of the social work profession, professional attitude and behavior, emotional maturity, and ability to clearly express oneself orally and in writing.

Following review by the committee, the applicant will be notified in writing via email of the committee's decision. Committee options include full admission, provisional admission with terms outlined, or denial of admission.

## Admissions Appeals Process

Any student who is dissatisfied with a decision for admission may request an in-person review with the admissions committee, in which they can supply further verbal and written evidence in regard to the committee's actions. The committee will provide a written response to the student within one week of the hearing. If the student is still in disagreement, he/she may appeal to the dean of the School of Behavioral and Applied Sciences.

# Requirements

Coursework for the social work major provides foundational social work knowledge that spans the micro-mezzo-macro practice continuum and covers subject content including practice skills, human rights and social justice, community transformation and leadership, child welfare, and aging.

A total of 69 units is required for the major, and a minimum 2.5 grade-point average (GPA) is required in all major courses, including specified General Education courses. Students must pass all required courses with a *C* or higher, and must maintain a 2.5 GPA to remain in the major.

| Code | Title | Units |
| --- | --- | --- |
| **Specified General Education Requirements** | | **9** |
| PSYC 110 | General Psychology [1] | |
| SOC 120 | Introduction to Sociology [1] | |
| SOCW 275 | Social Justice Foundations for Human Rights [2] | |
| **Biology Requirement** | | **4** |
| Select one of the following: [3] | | |
| BIOL 101 | Biology and Society [4] | |
| BIOL 151 | General Biology I [4] | |
| **Core Requirements** | | |
| MATH 130 | Introduction to Statistics [5] | 3 |
| SOCW 250 | Introduction to Social Work [6] | 3 |
| SOCW 251 | Social Welfare Policy and Service | 3 |
| SOCW 310 | Human Behavior and the Social Environment I | 3 |
| SOCW 311 | Human Behavior and the Social Environment II | 3 |
| SOCW 332 | Social Work Practice with Individuals and Families | 3 |
| SOCW 333 | Social Work Practice with Communities and Organizations [7] | 3 |
| SOCW 350 | Aging: Implications for Policy and Practice | 3 |
| SOCW 351 | Child Welfare | 3 |
| SOCW 360 | Social Work Practice with Groups | 3 |
| SOCW 466 | Field Internship I | 4 |
| SOCW 468 | Field Internship II | 4 |
| SOCW 467 | Senior Practicum Seminar I [7,8] | 3 |
| SOCW 469 | Senior Practicum Seminar II [7] | 3 |
| SOCW 478 | Social Work Research Methods [7] | 3 |
| SOCW 479 | Writing 3: Social Work Research Project [9] | 3 |
| **Social Work Electives [10]** | | **6** |
| Select one of the following: | | |
| SOCW 380 | Understanding International Social Problems and Services through Study Abroad | |
| SOCW 400 | Fundraising, Grant Writing, and Fiscal Decision Making | |
| SOCW 411 | Intimate Relationship Violence: Assessment and Intervention | |
| SOCW 415 | Substance Use Disorders: Assessment and Intervention | |
| SOCW 420 | Suffering: Theological and Practical Perspectives on Disabilities | |
| SOCW 425 | Introduction to International Development | |
| SOCW 430 | Introduction to Nonprofit Management | |

| | | |
|---|---|---|
| SOCW 440 | Social Work and Law | |
| SOCW 497 | Readings in Social Work | |
| SOCW 543 | Program and Grants Management | |
| SOCW 560 | Social Work Practice in Healthcare Settings | |
| SOCW 570 | International Social Work Policy and Practice | |
| Select another course from the above group or one of the following: | | |
| ETHN 355 | The Asian American Experience [2] | |
| ETHN 356 | The African American Experience [2] | |
| ETHN 357 | The Chicano(a)/Latino(a) Experience [2] | |
| GLBL 355 | Principles and Practice of Community Engagement (available only through study away) [6] | |
| MINC 456 | Ministry Organization and Administration | |
| MINY 400 | Christian Values and Human Sexuality | |
| PSYC 360 | Abnormal Psychology | |
| PSYC 410 | Psychology of Exceptional Children | |
| PSYC 430 | Intervention Strategies with Children | |
| PSYC 432 | Psychosocial Interventions in Pediatric Health Care | |
| PSYC 450 | Counseling Theory | |
| SOC 358 | Human Diversity [2] | |
| SOC 405 | The Sociology of Gender | |
| SOC 425 | Social Movements | |
| SOC 455 | Crime and Delinquency | |
| SOC 464 | Social Stratification | |
| PHIL 301 | Practical Ethics [6] | |
| PHIL 330 | Ethics | |
| **Total Units** | | **69** |

[1] Meets the General Education Social Sciences requirement.
[2] Meets the General Education Intercultural Competence requirement.
[3] Students interested in meeting the social work major's biology requirement at another university must ensure that the course has been articulated by the biology department or obtain prior approval from their advisor to ensure that the course they plan to take covers the required content necessary to satisfy the social work curriculum.
[4] Meets the General Education Natural Sciences requirement.
[5] Meets the General Education Quantitative Literacy requirement.
[6] Meets the General Education Civic Knowledge and Engagement requirement.
[7] Only social work majors may register for these courses.
[8] Meets the General Education Integrative and Applied Learning requirement.
[9] Meets the General Education Writing 3 requirement.
[10] Two electives (6 units) are required for completion of the social work major; one must be taken from courses offered within the department, and the second may be taken from either group of approved courses.

## Suggested Plan of Study

A minimum of 120 units is needed to graduate. This includes units toward General Education, major, and/or minor requirements.

| Course | Title | Units |
|---|---|---|
| **Year I** | | |
| **Fall** | | |
| GE 100 | First-Year Seminar (required first term) | 3 |
| MIN 108 | Christian Life, Faith, and Ministry | 3 |
| WRIT 110 | Writing 1: The Art and Craft of Writing | 3 |
| PSYC 110 | General Psychology | 3 |
| SOCW 250 | Introduction to Social Work | 3 |
| MATH 99 or MATH 90 | Self-paced Mathematics Lab Or ALEKS Score of 30+ or Foundations of Mathematical Reasoning | 1-3 |
| | **Units** | **16-18** |

**Spring**

| | | |
|---|---|---|
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |
| Writing 2 | | 3 |
| BIOL 101 | Biology and Society | 4 |
| SOC 120 | Introduction to Sociology | 3 |
| SOCW 251 | Social Welfare Policy and Service | 3 |
| | **Units** | **16** |

**Year II**

**Fall**

| | | |
|---|---|---|
| UBBL 230 | Luke/Acts | 3 |
| Ancient and Modern Languages I [1] | | 3 |
| Fine Arts | | 3 |
| SOCW 275 | Social Justice Foundations for Human Rights | 3 |
| SOCW 310 | Human Behavior and the Social Environment I | 3 |
| | **Units** | **15** |

**Spring**

| | | |
|---|---|---|
| Theology | | 3 |
| Ancient and Modern Languages II [1] | | 3 |
| Oral Communication | | 3 |
| Philosophy | | 3 |
| SOCW 311 | Human Behavior and the Social Environment II | 3 |
| | **Units** | **15** |

**Year III**

**Fall**

| | | |
|---|---|---|
| Upper Division Bible | | 3 |
| Literature | | 3 |
| MATH 130 | Introduction to Statistics | 3 |
| SOCW 332 | Social Work Practice with Individuals and Families | 3 |
| SOCW 351 | Child Welfare | 3 |
| | **Units** | **15** |

**Spring**

| | | |
|---|---|---|
| History | | 3 |
| Personal Wellness | | 1 |
| SOCW 333 | Social Work Practice with Communities and Organizations | 3 |
| SOCW 350 | Aging: Implications for Policy and Practice | 3 |
| SOCW 360 | Social Work Practice with Groups | 3 |
| Minor or Elective Units | | 3 |
| | **Units** | **16** |

**Year IV**

**Fall**

| | | |
|---|---|---|
| SOCW 466 | Field Internship I | 4 |
| SOCW 467 | Senior Practicum Seminar I | 3 |
| SOCW 478 | Social Work Research Methods | 3 |
| Social Work Elective (1 of 2) | | 3 |
| Minor or Elective Units | | 3 |
| | **Units** | **16** |

**Spring**

| | | |
|---|---|---|
| SOCW 468 | Field Internship II | 4 |
| SOCW 469 | Senior Practicum Seminar II | 3 |
| SOCW 479 | Writing 3: Social Work Research Project | 3 |

| | |
|---|---|
| Social Work Elective (2 of 2) | 3 |
| **Units** | **13** |
| **Total Units** | **122-124** |

[1]    Ancient and Modern Languages is a proficiency requirement that may be met by an OPIc, SAT, AP, CLEP, or FLATS test score, or completion of an APU language course numbered 102 or higher.

# Practicum Internships

Practicum education is a required component of the BSW curriculum. The practicum application and placement process occurs during the term prior to the onset of internships. Students complete a 400⁺-hour internship with a focus on applying and integrating generalist professional social work knowledge, values, skills, and affective-cognitive processes in a supervised community agency setting. Students are concurrently enrolled in practicum seminar during internship terms. **Course credit is not given for life experiences or for previous or current work experience**. Students are required to obtain their own malpractice insurance prior to entering their internship. Information regarding insurance is available through the BSW program. Students are responsible for ensuring they have reliable transportation to and from internship agencies.

Practicum education faculty select internship sites using strict criteria consistent with accreditation standards set forth by the Council on Social Work Education, including the congruence of internship agency mission and goals with those of professional social work ethics and standards. Agencies must also provide student supervision consistent with accreditation requirements.

Additional information regarding practicum education can be found in the Practicum Education Manual (https://drive.google.com/file/d/14BNvBzLFbtjhU7Blh_hHVN1ybZiRqRwy/view/?usp=sharing).

# Transfer of Credits

## Policy Regarding Transfer of Credits

Students applying to APU who would like to transfer course credit from another institution should review the Transfer Application Requirements (https://www.apu.edu/undergraduate-admissions/transfer/requirements/) and check with their assigned admissions representative (https://www.apu.edu/undergraduate-admissions/counselors/) in the Office of Undergraduate Admissions. Students may also want to review the APU General Education Guidelines (https://www.apu.edu/undergraduate-admissions/transfer/ge-plans/) and Course-to-Course Articulation Agreements (https://www.apu.edu/undergraduate-admissions/transfer/articulation/) to get an idea of how coursework will transfer to APU.

Students transferring from CSWE-accredited undergraduate social work programs may submit to their admissions representative a list of social work courses, including practice courses and practicum education, completed within the last five years for evaluation for transfer of credits. This request will be further submitted to the BSW program director by the Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/) for social work course credit review. Each course will be evaluated by the department on a case-by-case basis for compatibility with program requirements and competencies. This process includes a comparison of syllabi from transfer institutions to ensure course content equivalency to APU required courses. General Education requirements for the major will be assessed by the Student Services Center. Students who leave the BSW program must reapply for admission to the BSW program if the absence is two years or more. Course credit is not given for life experiences or for previous or current work experience.

Students interested in meeting the social work biology requirement at another university are strongly encouraged to obtain prior approval from their advisor to ensure that the course they plan on taking covers the required content necessary to satisfy the social work requirement. Students may also consult with the Student Services Center regarding the transferability of biology courses.

**Course credit is not given for life experiences or for previous or current work experience.**

## Procedure Regarding Transfer of Credits (General Education Requirements)

The following procedure is used to review transfer of credits:

1. Students create an account on Transferology (https://www.transferology.com/).

2. Select "Will My Courses Transfer?" to search for the equivalent course at APU.

3. If the course is listed on Transferology, send an official transcript to the Student Services Center.

4. If the course is not listed on Transferology, you can also check our Articulation Agreements (https://www.apu.edu/undergraduate-enrollment-services/academic/transfer/community-college/). If you find the course in an Articulation Agreement, send an official transcript to the Student Services Center.

5. If the course is not listed in either of the above options, complete a Transfer Inquiry (https://formstack.apu.edu/workflows/transfer_credit_course_sub/) to request articulation. For major course requirements, you will need to submit a course syllabus. For General Education requirements, you will need to submit an official course description.

6. If your Transfer Inquiry is approved, send an official transcript to the Student Services Center.

## Procedure Regarding Transfer of Credits (Social Work Requirements)

The following procedure is used to review transfer of credits:

1. Students complete a Transfer Inquiry (https://formstack.apu.edu/workflows/transfer_credit_course_sub/) to request articulation and submit a course syllabus to the Student Services Center.

2. The Student Services Center routes the inquiry to the BSW program director for review.

3. The BSW program director reviews the inquiry for consistency with program standards and CSWE requirements. Courses for consideration must be transferred from a CSWE-accredited program.

4. Determination from the BSW program director is provided to the Student Services Center.

5. The Student Services Center notifies the student of the credit decision.

## Social Work Student Conduct Code

In addition to maintaining academic standards, students must demonstrate professional expectations and adherence to the Department of Social Work conduct code. Violation of the code may result in probation or termination from the program.

Professionalism and integrity are basic characteristics required of students in the program. As such, in addition to APU student standards of behavior, the Department of Social Work has standards for professional ethical behavior required of social work students as outlined below. Violations of this code trigger an investigation and possible sanctions. Although it is not possible to provide an exhaustive list of all types of violations that may result in probation or termination from the program, the following are some examples:

1. Plagiarism or other academic integrity violation (see APU's academic integrity policy (https://www.apu.edu/provost/integrity/))

2. Misrepresenting or misstating events surrounding an incident involving professional conduct

3. Poor or improper professional conduct during internship, classroom, or service-learning assignments

4. Being under the influence of alcohol and/or other controlled substances during classes and/or internship

5. Unprofessional involvement with a client or supervisor while engaged in internship activities

6. Breach of professional confidentiality

7. Derogatory comments and behavior toward a client, agency employee, classmate, faculty, or staff member

8. Discrimination or harassment directed toward a client, agency employee, classmate, faculty, or staff member on the basis of class, race, age, disability, national origin, gender, religion, and/or sexual orientation

9. Violation of the National Association of Social Workers (NASW) Code of Ethics (https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/) (a copy is held in the program office)

10. Insubordination

11. Excessive and/or unexcused absences

12. Falsifying practicum/classroom attendance hours

13. Unprofessional use of social media sites

14. Inappropriate professional attitude/disposition

Additionally, students are provided professional development feedback through the use of Professionalism Rubrics scored in each BSW course. These rubrics encompass faculty feedback relevant to in-class and service-learning observation. Rubrics are used to give guidance to students relevant to demeanor, use of reflection, appropriate use of technology, use of supervision/consultation, critical thinking, and collegiality. Students who present

concerns in these areas may be referred to the BSW program director for remediation. The BSW Student Handbook (https://www.apu.edu/files/bswstudenthb1112.pdf) can be referred to for the full description of the conduct code and appeals process.

# Student Participation and Feedback

## Student Participation and Feedback Policy

The BSW program invites and welcomes student participation and feedback as we work together to deliver a high-quality program that prepares generalist social work practitioners. Students are invited to participate in Club Social Work, to participate in or organize other interest groups, and to participate in student government.

Students are highly encouraged to talk with faculty if there are questions or concerns regarding classes. Practicum faculty are available to discuss issues related to internships. The BSW program coordinator and/or the BSW program director are available to discuss such issues as medical leave, leave of absence, academic planning, and study away/independent study options. If students feel that issues have not been resolved through these channels, they are encouraged to make an appointment to speak with the department chair.

It is the student's responsibility to provide accurate feedback on strengths and challenges in the program through various feedback mechanisms, including but not limited to communication with the Club Social Work faculty liaison student officer, course evaluations, exit surveys, and alumni surveys. Student feedback is critical to helping the BSW program undergo ongoing evaluation and curricular improvements. A full description of student rights and responsibilities can be found in the academic catalogs listed on the Office of the Provost website (https://www.apu.edu/provost/catalog/), including processes for filing a grievance, and academic integrity and grade-change policies.

## Student Participation and Feedback Procedure

Students may participate in BSW program development and provide feedback by:

1. Participating in Club Social Work

   a. Club Social Work solicits membership through social work class announcements and student email invitation during the spring semester each academic year. As needed, membership solicitation may also occur in the fall semester. Students are encouraged to email clubsocialwork@apu.edu with additional questions. While membership as a CSW officer is encouraged, CSW weekly meetings are open to all BSW students. BSW students are encouraged to share feedback with CSW as a mechanism for student participation in BSW program development.

   b. CSW student members, primarily the designated CSW faculty liaison student officer, attend BSW program meetings monthly to share student updates and feedback.

2. Organizing other interest groups and/or participation in student government

   a. BSW students are encouraged to engage with the APU Office of Campus Life (https://www.apu.edu/campus-life/) to create APU clubs and organizations (https://www.apu.edu/campus-life/clubs/) in response to student or campus needs. Serving as an officer in the APU Student Government Association (https://apusga.squarespace.com/) is also encouraged. These auxiliary clubs and organizations serve as additional touch points for CSW officers to gain insight on student feedback during regularly scheduled university club and organization meetings sponsored by the Office of Campus Life.

3. Meeting with BSW faculty/staff and/or the department chair

   a. All faculty/staff contact information can be found on the BSW website (https://www.apu.edu/bas/programs/bsw/), and students are welcome to schedule meetings during office hours to provide feedback.

4. Providing feedback after each course using the anonymous IDEA evaluation provided by the university at the close of each semester.

5. Providing feedback on the anonymous BSW program exit survey provided to BSW seniors by the program annually in the spring semester.

6. Providing feedback in the alumni survey sent via email to BSW alumni two years postgraduation by the Department of Social Work.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate ethical and professional behavior.
2. Engage in diversity and differences in practice.
3. Advance human rights and social, economic and environmental justice.

4.  Engage in practice-informed research and research-informed practice.
5.  Engage in policy practice.
6.  Engage with individuals, families, groups, organizations, and communities.
7.  Assess individuals, families, groups, organizations, and communities.
8.  Intervene with individuals, families, groups, organizations, and communities.
9.  Evaluate practice with individuals, families, groups, organizations, and communities.
10. Critically analyze how Christian beliefs and values can be ethically integrated in professional social work practice.

# Program Competencies/Learning Outcomes

Students will demonstrate these competencies (CSWE, 2015):

## Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities f the profession. Social works also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulation, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

## Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a cultures' structures and values, including, social, economic, political, and culture exclusions, may recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate or create privilege and power. Social workers:

- apply and communicate an understanding of the importance of diversity and difference in shaping the experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

## Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental rights such as freedom, safety, privacy, and an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive, environmental, economic, social and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

## Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the process for translating research:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

## Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice in practice settings at micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilities engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies and other professional as appropriate. Social workers:

- apply knowledge to human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional and interorganizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the interventions with clients and constituencies;
- use interprofessional collaboration as appropriate to achieve beneficial practice outcomes; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate method for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluations of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## Competency 10: Critically Analyze How Christian Beliefs and Values Can be Ethically Integrated in Professional Social Work Practice

Social workers understand the role of spirituality and faith as part of a holistic approach to social practice and in understanding human behavior and the social environment. Social workers apply ethical principles in the integration of faith in practice, mindful of their own beliefs and impact on the helping relationship. Social workers recognize that faith communities are part of the cultural context of individuals, families, and communities, and provide protective as well as risk factors in the process of change. In this context, social workers articulate how Christian beliefs and values can be ethically integrated in professional social work practice. They:

- demonstrate self-awareness of their own worldview, as it relates to a Christian worldview;
- articulate how a Christian worldview is integrated into social work practice; and
- critically analyze how Christian, spiritual, or religious traditions assist or hinder the helping process.

# Master of Social Work

## MSW Program Mission and Goals

The following mission statement guides APU's Master of Social Work (MSW) program (https://www.apu.edu/bas/programs/msw/):

*The Master of Social Work (MSW) program develops competent advanced social work practitioners and leaders who can integrate knowledge based on scientific inquiry, values, and skills of social work to advance human well-being, promote social and environmental justice, and advocate for equity for diverse individuals, families, groups, organizations, and communities, in the context of their environment both locally and globally, informed by our Christian faith tradition.*

*We value:*

- *The Social Work Code of Ethics*
- *Diversity and inclusive excellence*
- *Service*
- *Innovative teaching and scholarship*
- *Integration of faith and learning*
- *Social work leadership development*
- *Strengthening communities in local, national, and global contexts*

The following outcome goals are derived from the mission statement and purposes of social work education congruent with accreditation standards:

1. Graduates will exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities, including appropriate uses of supervision, consultation, and discernment, to seek necessary organizational change.

2. Graduates will demonstrate knowledge, built on a liberal arts foundation, of the history of the social work profession and empirically supported theoretical frameworks that provide understanding of individual development and behavior across the life span and interactions among and between individuals and families, groups, organizations, and communities.

3. Graduates will demonstrate critical thinking skills, skills related to the effective integration of research in practice, and adequate preparation for leadership, advanced study, and lifelong learning.

4. Graduates will demonstrate knowledge and skills to partner with communities to advocate for the development of policies and programs that seek to advance human rights and well-being; promote social, racial, economic, and environmental justice; empower clients; and respect diversity.

5. Graduates will practice according to the values and ethics of the profession and understand the ethical integration of Christian faith in practice, including nondiscrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

6. Faculty will engage in ongoing scholarship reflecting the goals and needs of professional social work practice.

# Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (https://www.wscuc.org/)
- The MSW program is accredited by the Council on Social Work Education (CSWE) (https://www.cswe.org/).
- The MSW program's Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance is accredited by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/credentials/req-services/).

# Specializations

The Master of Social Work (MSW) program offers two specializations:

## Clinical Practice with Individuals and Families

This specialization prepares students for clinically oriented practice with individuals, children, and families in contexts such as mental health clinics, veterans' services, managed care facilities, shelters, group homes, child welfare agencies, hospice, schools, correctional institutions, and other settings where personal helping relationships are developed. Specific emphasis is placed on advanced clinical practice skills with children, adolescents, adults, families, and older adults; group therapy skills; and policies specific to health and mental health concerns.

## Community Leadership and Program Administration

This specialization prepares students to provide leadership in nonprofit agencies, government programs, and policy and advocacy organizations in a variety of local and global contexts. Drawing on the significant cultural diversity characterizing the Los Angeles area, and the expertise of faculty, the curriculum prepares students to be proactive leaders and to collaborate with communities to improve upon the complex local, national, and global social problems they encounter. Curriculum content in this specialization includes social work leadership and management, program and grant management, organizing for community change, and social policy, with additional coursework to enhance clinical skillsets as well as research for evidence-informed practice.

# Program Options

The **full-time** program (two years, 60 units) includes classes two days per week and supervised practicum internships requiring approximately 16-20 hours per week in both years of the program. All students take the same first-year generalist foundation courses. Specialization courses are taken in the second year of the program (Azusa campus).

The **part-time** program (three years, 60 units) at the Azusa and Inland Empire campuses includes classes one weekday per week beginning at 4:20 p.m. (two classes per term, scheduled back-to-back) and a Saturday intensive course (five Saturdays per semester) in years one and three of the program. In addition to fall and spring semesters, summer-evening and Saturday courses are also required. All students take the same generalist foundation courses in the first half of the program. Specialization courses are taken in the second half of the program. Supervised practicum internships requiring approximately 16-20 hours per week occur in the second and third years; placements are available in San Bernardino, Riverside, Los Angeles, Orange, and Ventura counties.

The **full-time Advanced Standing** program (36 units) allows graduates of CSWE-accredited BSW programs to earn their MSW degree in 10 months. Students complete two 3-unit Advanced Standing bridge courses during an 8-week summer session (July-August, three evenings a week) prior to the start of their specialization curriculum, in which they join existing full-time MSW students for the remaining two terms (30 units) of the MSW program. Supervised Advanced Standing practicum internships require 20 hours per week for fall and spring terms (Azusa campus).

The **part-time Advanced Standing** program allows graduates of CSWE-accredited BSW programs to earn their MSW degree over the course of two years. Students complete two 3-unit Advanced Standing bridge courses during an 8-week summer session (July-August, three evenings a week) prior to the start of their specialization curriculum, in which they join existing part-time MSW students for the remaining two years (30 units) of the part-time MSW program. Supervised Advanced Standing practicum internships require 20 hours per week for fall and spring of the second year of the program (Azusa campus).

The two bridge courses for Advanced Standing are:

| Code | Title | Units |
| --- | --- | --- |
| SOCW 550 | Advanced Standing: Intermediate Praxis | 3 |
| SOCW 551 | Advanced Standing: Social Work Ethics and Practice | 3 |

# Practicum Internships

Practicum education is a required component of the MSW curriculum. The practicum application and placement process occurs during the term prior to the onset of internships. Over the course of the program, students complete two yearlong internships totaling 960 hours, with a focus on applying and integrating professional social work knowledge, values, and skills in a supervised community agency setting. Internships occur Monday-Friday during business hours. Successful completion of the internship/seminar curriculum, with a credit grade (80% or higher for the final grade), is required for practicum credit and to proceed to the next practicum course sequence. Students are concurrently enrolled in practicum seminar during internship terms. Full-time students complete internships during both years of the program, and Azusa and Inland Empire part-time students complete internships during the second and third years of the program. Students in the two- and three-year options earn a total of 12 semester units for practicum education coursework. Advanced Standing students complete a total of 6 practicum education units over two terms totaling 600 hours. **Course credit is not given for life experiences or for previous or current work experience**. Students are required to obtain their own individual liability insurance policy prior to entering their practicum internship. Information regarding insurance is available through the MSW program. Students are responsible for ensuring they have reliable transportation to and from internship agencies.

Practicum education faculty select internship sites using strict criteria consistent with accreditation standards set forth by the Council on Social Work Education, including the congruence of practicum agency mission and goals with those of professional social work ethics and standards. Agencies must also provide student supervision consistent with accreditation requirements.

# Policy Regarding Transfer of MSW Credits

The MSW program takes responsibility for ensuring that transferred courses are congruent with the curriculum policy statement of CSWE and meet program objectives. Students seeking admission to the program after enrollment at another CSWE-accredited MSW program may submit a list of MSW generalist foundation-level courses completed within the last five years for evaluation for transfer of credits. A maximum of 12 units may be transferred. No credit is given for prior field internship hours. A petition for transfer credit must fulfill the conditions listed below:

1. The work must have been completed while the student was enrolled in good standing as a graduate student. *A letter from the MSW program director is required verifying that the student was in good standing.*

2. The work must have been done within five years prior to starting the MSW program at Azusa Pacific University.

3. The school from which the credits are transferred must be accredited by a regional accreditation agency and by the Council on Social Work Education.

4. No transfer grade is lower than a *B*.

5. None of the transfer coursework consists of extension or workshop courses.

6. *Petition for transfer of credit occurs after acceptance into the MSW program and prior to the start of the first semester. All required documentation must be sent to the MSW graduate program director prior to August 1.*

*Course credit is not given for life experiences or for previous or current work experience.*

# Procedure Regarding Transfer of MSW Credits

1. Contact the MSW director of admissions and student services before starting the program to request transcript review.

2. Each course will be evaluated by the program on a case-by-case basis for compatibility with program requirements.

3. This process includes a comparison of syllabi from transfer institutions to ensure course content equivalency to APU required courses.

4. Student will be notified via email of transferable credits before course enrollment.

5. The director of admissions and student services will discuss program requirements met through the credits, and provide academic advising for course planning.

# Policy and Procedure Regarding Transfer of Elective Credits

The MSW program requires two elective courses (total of 6 units). Students transferring from another graduate program may petition to have up to 6 units evaluated for possible elective credit. The course(s) must be relevant to the MSW program and preferably have been taken within five years prior to admission. Syllabi will be reviewed on a case-by-case basis to assure that prior content is not outdated. Petitions must be submitted to the MSW program for evaluation. Due to the importance of MSW program compliance with CSWE accreditation standards, students may be asked to provide course syllabi in order to assess the relevance and timeliness of course material.

## Procedure

1. Submit a request to evaluate relevant coursework, along with a copy of syllabi, to the MSW program, preferably completed within five years **prior** to admission, to the director of admissions and student services.

2. Syllabi will be reviewed by the graduate program director for compatibility.

3. The student will be notified of the outcome via email, by the MSW program.

4. The director of admissions and student services will discuss program requirements met through the credits, and provide academic advising for course planning.

## Social Work Student Conduct Code

In addition to maintaining academic standards, students must demonstrate professional standards and adherence to the Department of Social Work conduct code. Violation of the code may result in probation or termination from the program. Refer to the MSW Student Handbook (https://www.apu.edu/bas/programs/msw/#students) for the full description of the conduct code and appeals process.

## Academic Performance Expectations

GPA Requirements and Academic Probation

Continuation in the MSW Program requires a demonstration of academic ability. Students must maintain a 3.0 grade point average in all coursework and must pass all classes with a B- or higher.

Students who do not meet the GPA requirements and/or do not pass one or more classes with a B- or higher are placed on academic probation. Failure to meet 3.0 GPA requirement after repeating specified classes will result in graduation delay and/or academic dismissal.

Procedure for Addressing Academic Probation

- Meet with program director to discuss current academic standing in the program

- Discuss expectations for good academic standing, (http://catalog.apu.edu/policies-procedures/graduate/good-academic-standing/) as outlined in the APU Academic Catalog (http://catalog.apu.edu/policies-procedures/graduate/good-academic-standing/)

- Student is placed on academic probation for one semester in which student's grade point average must be 3.0 and all course grades are a minimum B-

- Student participates in the development of a performance improvement plan

- Student will meet with program director during probationary semester to discuss progress toward meeting performance improvement plan

- Student restores good academic standing when minimum academic requirements are met

- Failure to meet improvement plan may result in academic dismissal

- Students can appeal a decision by using the university grievance process outlined in the graduate catalog

## Course Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Generalist Foundation Coursework** | | |
| SOCW 510 | Social Work Foundations in Law and Ethics | 1 |
| SOCW 511 | Introduction to the Social Work Profession | 2 |
| SOCW 512 | Social Welfare Policy and Policy Practice | 3 |
| SOCW 513 | Micro-Theory and Human Development | 3 |
| SOCW 514 | Practice I - Interviewing and Assessment | 3 |
| SOCW 517 | Generalist Practicum I | 3 |
| SOCW 518 | Generalist Practicum II | 3 |
| SOCW 522 | Diversity and Social Justice | 3 |
| SOCW 523 | Macro-Theory and Communities/Organizations | 3 |
| SOCW 524 | Practice II - Intervention and Evaluation | 3 |
| SOCW 538 | Clinical Practice with Groups | 3 |
| **Coursework by Specialization** | | **30** |

**Clinical Practice with Individuals and Families**

| | |
|---|---|
| SOCW 547A | Applied Clinical and Advanced Policy Practice |
| SOCW 549 | Advanced Practicum I: Clinical Practice |
| SOCW 557 | Advanced Practicum II: Clinical Practice |
| SOCW 574 | Applied Research for Evidence-Informed Practice |
| SOCW 536 | Adult Behavioral Health and Diagnosis |
| SOCW 537 | Child and Adolescent Behavioral Health and Diagnosis |
| SOCW 541 | Capstone Leadership Project |
| SOCW 546 | Family Therapy in Context |
| XXX | Elective (3 units) |
| XXX | Elective (3 units) |
| **Optional Pupil Personnel Services Credential (PPSC) [2]** | |
| SOCW 540 | Educational Policy |
| SOCW 563 | School Social Work |
| SOCW 572 | Advanced Practicum I: School Social Work |
| SOCW 573 | Advanced Practicum II: School Social Work |
| **Community Leadership and Program Administration** | |
| SOCW 530 | Organizing for Community Change |
| SOCW 533 | Social Work Leadership and Management |
| SOCW 541 | Capstone Leadership Project |
| SOCW 543 | Program and Grants Management |
| SOCW 558 | Advanced Practicum I: Community Leadership and Program Administration |
| SOCW 559 | Advanced Practicum II: Community Leadership and Program Administration |
| SOCW 574 | Applied Research for Evidence-Informed Practice |
| XXX | Elective (3 units) |
| XXX | Elective (3 units) |
| XXX | Elective (3 units) |

**Total Units** **60-66**

[1] Students may test out of SOCW 574 but still need to complete the required unit total for the program. Contact the Department of Social Work (https://www.apu.edu/contact/directory/?id=163) for more details.

[2] Students from either specialization can take any of the 3-unit credential courses as part of the two-elective graduation requirement—or *in addition to* that requirement—so they could end up with 63 or even 66 units. The courses meet both elective and PPSC requirements. But even if a community specialization student takes all credential courses, they DO NOT earn the credential, because only clinical specialization students can receive the credential.

Students from the clinical specialization seeking to complete credential requirements must complete PPSC field and field seminar courses SOCW 572 and SOCW 573 as part of the 6-unit field education graduation requirement. The courses are taken in place of clinical field and field seminar courses SOCW 549 and SOCW 557.

# Requirements for Advanced Standing Program

| Code | Title | Units |
|---|---|---|
| **Bridge Courses** | | |
| SOCW 550 | Advanced Standing: Intermediate Praxis | 3 |
| SOCW 551 | Advanced Standing: Social Work Ethics and Practice | 3 |
| **Specialization Coursework** | | |
| Select one of the following | | 30 |
| **Clinical Practice with Individuals and Families** | | |
| SOCW 534 | Field Seminar III (1) | |
| SOCW 536 | Adult Behavioral Health and Diagnosis (3) | |
| SOCW 537 | Child and Adolescent Behavioral Health and Diagnosis (3) | |
| SOCW 539 | Field III-Clinical Practice (3) | |
| SOCW 527 | Research for Evidence-Informed Practice (2) [1] | |
| SOCW 541 | Capstone Leadership Project (3) | |

| | |
|---|---|
| SOCW 544 | Field Seminar IV (1) |
| SOCW 546 | Family Therapy in Context (3) |
| SOCW 547 | Health and Behavioral Health Policy (2) |
| SOCW 548 | Field IV - Clinical Practice (3) |
| XXX Electives 3 units | |
| XXX Electives 3 units | |
| **Optional Pupil Personnel Services Credential (PPSC) [2]** | |
| SOCW 540 | Educational Policy |
| SOCW 553 | Field V Clinical: School Social Work (PPSC students enroll in SOCW 553 in place of SOCW 539) |
| SOCW 554 | Field Seminar V Clinical: School Social Work (PPSC students enroll in SOCW 554 in place of SOCW 534) |
| SOCW 555 | Field VI Clinical: School Social Work (PPSC students enroll in SOCW 555 in place of SOCW 548) |
| SOCW 556 | Field Seminar VI Clinical: School Social Work (PPSC students enroll in SOCW 556 in place of SOCW 544) |
| SOCW 563 | School Social Work |
| **Community Leadership and Program Administration** | |
| SOCW 533 | Social Work Leadership and Management (3) |
| SOCW 552 | Program Planning and Evaluation (3) |
| SOCW 528 | Research for Data Driven Change (2) [1] |
| SOCW 529 | Human Rights and Sustainable Development Policy (2) |
| SOCW 530 | Organizing for Community Change (3) |
| SOCW 534 | Field Seminar III (1) |
| SOCW 535 | Field III - Community Leadership and Program Administration (3) |
| SOCW 541 | Capstone Leadership Project (3) |
| SOCW 544 | Field Seminar IV (1) |
| SOCW 545 | Field IV - Community Leadership and Program Administration (3) |
| XXX Electives 3 units | |
| XXX Electives 3 units | |
| **Total Units** | **36 - 42** |

[1] Students may test out of SOCW 527 and SOCW 528 but still need to complete the required unit total for the program. See department for more details.

[2] Students from either specialization can take one or both credential courses as part of the two-elective graduation requirement—or *in addition to* that requirement—so they could end up with 39 or even 42 units. But even if a community specialization student takes both courses, they DO NOT earn the credential, because only clinical specialization students can receive the credential.

# Electives

The following is a list of approved electives for the MSW program:

| Code | Title | Units |
|---|---|---|
| **These electives may be taken for either specialization:** | | |
| SOCW 540 | Educational Policy | 3 |
| SOCW 543 | Program and Grants Management | 3 |
| SOCW 560 | Social Work Practice in Healthcare Settings | 3 |
| SOCW 561 | Treatment of Substance Use Disorders | 3 |
| SOCW 563 | School Social Work | 3 |
| SOCW 565 | Clinical Spanish Practice | 3 |
| SOCW 566 | Social Work, Health, and Aging | 3 |
| SOCW 567 | Couples Therapy | 3 |
| SOCW 568 | Military Social Work | 3 |
| SOCW 569 | Human Sexuality and Sex Therapy | 3 |
| SOCW 595 | Special Topics | 1-6 |
| **Clinical specialization students may take any of these required community courses as electives:** | | |
| SOCW 530 | Organizing for Community Change | 3 |

| SOCW 533 | Social Work Leadership and Management | 3 |
|---|---|---|
| SOCW 543 | Program and Grants Management | 3 |
| **Community specialization students may take any of these required clinical courses as electives:** | | |
| SOCW 536 | Adult Behavioral Health and Diagnosis | 3 |
| SOCW 537 | Child and Adolescent Behavioral Health and Diagnosis | 3 |
| SOCW 546 | Family Therapy in Context | 3 |
| SOCW 547 | Health and Behavioral Health Policy | 2 |

## Professional Expectations

The university catalog outlines professional expectations of students. Social work students have further expectations for professional behavior as outlined by the NASW Code of Ethics and as outlined in the social work conduct code, which can be found in the MSW Student Handbook (https://www.apu.edu/bas/programs/msw/#students).

## Coursework Approved for Prelicensure Requirements

Additional coursework approved by the Board of Behavioral Sciences (https://www.bbs.ca.gov/) for meeting prelicensure requirements, as follows, is embedded in the generalist foundation MSW curriculum. Refer also to the MSW Student Handbook, Appendix 1, BBS Coursework Map.

- Human Sexuality (10 hours)
- Alcohol and Other Chemical Substance Dependency (15 hours)
- Child Abuse Assessment (7 hours)*
- Spousal or Partner Abuse (15 hours)
- Aging and Long-Term Care (10 hours)
- California Law/Professional Ethics (18 hours)
- Suicide Assessment and Intervention (6 hours)
- Provision of Mental Health Services via Telehealth (3 hours)

*The Child Abuse Assessment requirement (7 hours) must be met within five years of applying for licensure.

Advanced Standing students may complete prelicensure requirements in MSW elective courses, as listed below, or may satisfy requirements through qualifying undergraduate coursework.

- SOCW 537 Child and Adolescent Behavioral Health and Diagnosis (Child Abuse Assessment Requirement)
- SOCW 561 Treatment of Substance Use Disorders (Alcoholism/Chemical Dependency Requirement)
- SOCW 566 Social Work, Health, and Aging (Aging and Long-Term Care Requirement)
- SOCW 567 Couples Therapy (Spousal or Partner Abuse Requirement)
- SOCW 569 Human Sexuality and Sex Therapy (Human Sexuality Requirement)

The California Law/Professional Ethics requirement (18 hours) is met in SOCW 551 Advanced Standing: Social Work Ethics and Practice.

The prelicensure requirements can also be taken postgraduation through the National Association of Social Workers (NASW) (https://courses.socialworkweb.com/) or other approved continuing education providers.

Students are responsible for meeting prelicensure requirements and should save relevant course syllabi as proof of hours and content completed. See the BBS website for full information on licensure requirements (https://www.bbs.ca.gov/applicants/lcsw.html), and see the MSW Student Handbook for more information.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, economic, and environmental justice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.
10. Demonstrate ethical integration of faith and spirituality in social work practice.

# Program Competencies/Program Learning Outcomes

## Generalist Foundation Competencies EPAS 2022

### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and antioppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the National Association of Social Workers (NASW) (http://www.naswdc.org/) Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to context
- Demonstrate professional behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgment and behavior

### Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person, regardless of position in society, has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- Advocate for human rights at the individual, family, group, organizational, and community system levels
- Engage in practices that advance human rights to promote social, racial, economic, and environmental justice

### Competency 3: Engage Antiracism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in antiracist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- Demonstrate antiracist and antioppressive social work practice at the individual, family, group, organizational, community, research, and policy levels

- Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

## Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, antiracist, and antioppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an antiracist and antioppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- Apply research findings to inform and improve practice, policy, and programs

- Identify ethical, culturally informed, antiracist, and antioppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

## Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global levels that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, antioppressive, and antiracist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for antiracist and antioppressive policy practice to effect change in those settings. Social workers:

- Use social justice, antiracist, and antioppressive lenses to assess how social welfare policies affect the delivery of and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege, as well as their personal values and personal experiences, may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals

- Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply antiracist and antioppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use culturally responsive methods for evaluation of outcomes

- Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

## Competency 10: Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice

Social workers understand the role of spirituality and faith as part of a holistic approach to social work practice and in understanding human behavior and the social environment. Social workers apply ethical principles in the integration of faith in practice, mindful of their own beliefs and their impact on the helping relationship. Social workers recognize that faith communities are part of the cultural context of individuals, families, and communities, and provide protective as well as risk factors in the process of change. In this context, social workers articulate how Christian beliefs and values can be ethically integrated in professional social work practice. Social workers:

- Demonstrate an understanding of a Christian worldview related to social work practice
- Critically analyze how Christian, spiritual, or religious traditions assist or hinder the helping process
- Demonstrate understanding of ethical integration of faith and spirituality in social work practice
- Understand the contributions and capacity of faith-based organizations and churches as resources in the delivery of social services

# Clinical Practice with Individuals and Families Competencies EPAS 2022

## Competency 1: Demonstrate Ethical and Professional Behavior

Social workers have a deep understanding of and commitment to the value base of the profession, and can conceptualize and apply ethical standards and relevant laws and regulations to complex cases involving diverse populations and emerging technologies using rights-based, antiracist, and antioppressive lenses. Social workers demonstrate advanced critical thinking skills to examine and incorporate use of best-practice frameworks for decision making, including use of supervision. Social workers integrate the value base of the profession by reflecting on one's own biases and values while considering interconnected ethical implications of assessment, diagnosis, treatment planning, and intervention. Social workers demonstrate affective regulation in working with clients while using professional judgment and behaviors, and engage in reflective and reflexive practices. Social workers demonstrate the ability to work in interprofessional teams, engaging in activities within the role and scope of practice of diverse social work settings. Social workers are aware of the importance of lifelong learning and self-care, and demonstrate the ability to adapt to, learn about, and apply emerging forms of practice. Social workers:

- Consistently apply and advance National Association of Social Workers (NASW) (http://www.naswdc.org/) principles and code of ethics in ambiguous and complex practice situations applying an antiracist and antioppressive perspective
- Apply legal and ethical standards in clinical practice, including in risk assessment and telehealth
- Recognize and manage personal values, worldview, and affective reactions, and their influence on professional judgment and behavior, utilizing supervision and consultation to guide professional decision making

## Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers protect and advance fundamental human rights to end all forms of racism and oppression. Social workers are knowledgeable of best practices and engage in advocacy to reduce and eradicate oppressive structural injustices within health, mental health, education, and other community systems so that all individuals, particularly those who are vulnerable and oppressed, can lead healthy and thriving lives. Social workers:

- Collaborate with and advocate for vulnerable and disempowered individuals, families, and groups so that services and resources are equitably accessed

- Critically evaluate how social, racial, economic, and environmental injustice perpetuate health and behavioral health disparities and inequitable access to care

- Use knowledge of the effects of racism, oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention

## Competency 3: Engage Antiracism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression characterize and shape the human experience as it applies to clinical practice with individuals, families, and groups. Social workers understand the diversity and intersectionality of factors that may affect clinical social work practice, including the impact of White supremacy and privilege. Social workers are able to recognize and address barriers to accessing services by engaging in antiracist and inclusive clinical practice, and by identifying structures and values that oppress and/or enhance privilege or power. Social workers are able to demonstrate advanced insight into personal biases and values and their influence on work with diverse clients, extending consistent dignity and respect to others. Social workers understand how cultural concepts of distress shape assessment, diagnosis, and treatment. Social workers:

- Identify and engage in antiracist and antioppressive practice to reduce and eliminate systemic forms of oppression

- Demonstrate cultural humility, and an understanding of how cultural concepts of distress and identity, as well as intersectionality, shape assessment, diagnosis, and treatment

## Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers apply ethical, culturally informed, antiracist, and antioppressive approaches in the evaluation and implementation of evidence-informed practice. They know how to consume and critically evaluate diverse research methods, approaches, and sources from within social work and other disciplines, using an antiracist/antioppressive lens recognizing inherent bias within research. Social workers innovate new and effective intervention models while identifying gaps in the research literature, particularly around disenfranchised, oppressed, and marginalized populations. Social workers use best practices in research to design, analyze, and conduct their own research using diverse research methods. Social workers:

- Critically evaluate research literature and apply findings to inform, improve, and innovate practice and service delivery, using an antiracist/antioppressive lens

- Utilize research methods to evaluate practice outcomes

- Articulate research findings to advance practice, social justice, and service delivery

## Competency 5: Engage in Policy Practice

Social workers understand the dynamic and political nature of clinical practice and apply interventions within an antiracist diversity, equity, and inclusion framework. Using a trauma-informed approach, social workers understand how a client's experience is directly impacted by local, state, and/or federal policies, identifying structural barriers that impact client well-being. Social workers actively engage in policy practice through advocacy and by implementing strategies that help to effect change at micro, mezzo, and macro levels of practice. Social workers:

- Identify how organizational and governmental policies impact the clinical practice environment and the client's ability to access services

- Work alongside and on behalf of clients to influence service delivery through advocacy and legislative change, acknowledging structural racism where and when it occurs

- Use evidence-informed practice to advocate for advancement of clinical practices that are inclusive, and acknowledge past trauma perpetuated by systemic and historical racism, working to eliminate such bias in practice

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand engagement as an integral component of clinical social work practice. Social workers understand the importance of relationship as instrumental in the facilitation of the helping process. Social workers are self-reflective in their practice and understand their power and privilege as it impacts the engagement process. Social workers utilize interpersonal skills, knowledge of human behavior, and multiple theoretical frameworks to facilitate engagement with individuals, families, groups, organizations, and communities. Social workers:

- Demonstrate ability to attend to the interpersonal dynamics and contextual factors that strengthen and potentially threaten the therapeutic alliance

- Engage in a reflexive process that identifies power and privilege as impacting the establishment of treatment goals and expected outcomes

- Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers competently engage in detailed client assessment, recognizing that assessment is an ongoing dynamic process that can occur via telehealth or in person. Social workers are self-reflective in their practice and understand their power and privilege as it impacts the assessment process. Social workers engage in differential diagnosis, utilizing the DSM in a critical and responsible manner. Social workers utilize the various aspects of a comprehensive assessment to accurately assess their clients, including crisis situations, using a trauma-informed lens. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers are knowledgeable about interprofessional collaboration, utilization of collateral contacts, and appropriate referral to supplemental services for their clients as needed. Social workers recognize how agency setting (in person or telehealth), clinical bias, and cultural differences affect assessment and diagnosis. Social workers:

- Perform detailed client assessment and utilize critical thinking to arrive at accurate diagnoses and treatment plans with an antioppressive and antiracist lens

- Select appropriate intervention strategies and treatment modalities based on accurate cultural formulation and assessment of their client's presenting problems

- Critically apply diagnostic classification systems in a process of continuous assessment with a trauma-informed lens

- Demonstrate ability to identify and assess crises, and the appropriate use of crisis intervention and prevention strategies as needed

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers demonstrate advanced skills in assessment and diagnosis in order to determine appropriate application of human behavior and practice theories that inform intervention within diverse client contexts. Social workers link interventions to problems, applying best-practice interventions in person or through telehealth delivery throughout the dynamic and interactive process of social work practice with diverse client populations. Social workers apply critical thinking, apply trauma-based theories, and demonstrate ability to respond to, assess, and intervene with crises and trauma at the individual, family, and community levels. Social workers engage in interprofessional and collaborative teams and within systems impacting mental health in order to advocate for, inform, and achieve client or community goals. Social workers:

- Critically select and apply best practices, evidence-based interventions, and appropriate clinical techniques for a range of presenting concerns identified in the assessment of individuals and families in diverse situations

- Demonstrate understanding of theories informing assessment of and interventions with families in diverse situations

- Demonstrate ability to intervene in crises, and the appropriate use of crisis intervention and prevention strategies as needed with use of best practices for in-person or telehealth delivery

- Collaborate effectively with other professionals to coordinate treatment interventions and appropriate advocacy

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers competently engage in an ongoing evaluation process of the dynamic and interactive process of social work practice, recognizing the diversity that exists in serving individuals, families, groups, organizations, and communities. Understanding the integral relationship between processes and outcomes, social workers apply multidimensional methods of evaluation to advance practice, policy, and service delivery effectiveness, using qualitative and quantitative outcome measures. In doing so, social workers incorporate a thorough understanding of human behavior and the social environment in evaluating the effectiveness of applied interventions. Social workers:

- Engage in ongoing multidimensional evaluation of the process and/or outcomes to develop best-practice interventions for a range of bio-psycho-social-spiritual conditions

- Utilize outcomes data to critically evaluate effectiveness of applied interventions through an antioppressive and antiracist lens

## Competency 10: Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice

Social workers deeply understand the role of spirituality and faith as part of a holistic approach to social work practice, particularly in understanding human behavior and the social environment. Social workers competently engage in assessing and diagnosing multifaceted needs by applying a bio-psycho-social-spiritual framework. Guided by ethics and cultural humility, social workers respect differences and professional boundaries while incorporating spirituality and faith in their clinical work with individuals, families, groups, and communities. They critically evaluate the role that Christian beliefs and values play in the helping process. Social workers:

- Use critical thinking skills to apply Christian beliefs and values, as appropriate, to client needs, in an ethical manner

- Apply bio-psycho-social-spiritual assessment skills to practice contexts

- Integrate clients' religious, spiritual, and faith traditions, and/or faith communities, as indicated, to enhance recovery

# Community Leadership and Program Administration Competencies EPAS 2022

## Competency 1: Demonstrate Ethical and Professional Behavior

Social workers have a deep understanding and commitment to the value base of the profession, particularly the commitment to advance social justice. Social workers understand the person-in-environment perspective, and possess advanced understanding of how to apply ethical standards and relevant laws and regulations to micro, mezzo, and macro practice situations. Social workers apply critical thinking and ethical frameworks to complex decision making in community practice, including the research and policy arenas. Social workers demonstrate advanced awareness of personal biases and influences and maintain professional judgment when practicing with diverse organizations and communities. Macro social workers understand the roles and responsibilities of managers in social welfare organizations, community organizers in neighborhoods, and policy advocates at local, state, and national levels. Social workers also understand emerging forms of technology, including social media, data information systems, and analytics software, and take great ethical consideration in the application of such technology. Social workers:

- Demonstrate advanced insight in personal reflection and self-regulation to manage personal values and maintain professionalism in practice situations

- Demonstrate ability to effectively communicate orally and in writing when assuming a leadership role and when collaborating with other professionals

- Use supervision and consultation to guide professional judgment and behavior

- Apply ethical decision-making skills to address complex and ambiguous practice situations

- Utilize technology ethically and appropriately when conducting research, tracking quality of service delivery, and facilitating program outcomes

## Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person, regardless of position in society, has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers demonstrate advanced awareness of the need for evaluating systems and structures while advocating for an equitable distribution of power and privilege that promotes social, racial, economic, and environmental justice. Social workers:

- Integrate human rights principles to understand the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice

- Apply theoretical, political, and/or economic frameworks to analyze the role of systems and structures in civil, political, economic, social, and cultural human rights

- Engage in research-informed strategies to eliminate oppressive structural barriers and promote social resources, rights, and responsibilities equitably

## Competency 3: Engage in Antiracism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression characterize and shape the human experience as it applies to practice at the organizational, community, and policy levels. Social workers are committed to the promotion of antiracist practices in the organizational, community, and policy arenas, recognizing the roles that oppression, privilege, and discrimination have in determining equitable access and allocation of societal resources. Social workers are knowledgeable about challenging and rectifying organizational and structural forms of oppression. Social workers:

- Apply cultural humility in work with groups, organizations, and/or communities, reflecting an advanced understanding of how personal experiences contribute to bias, power, privilege, and values

- Ensure that programs and policies recognize the dimensions of diversity and intersectionality that have shaped the experiences of oppressed, underserved, and underrepresented populations

- Collaborate with and advocate for vulnerable and disempowered communities to dismantle oppressive systems

## Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers recognize how ethical, culturally informed, antiracist, and antioppressive approaches in conducting research and building knowledge guide their associated research methodologies, help to inform how evidence is developed, and help to inform data-driven programmatic and policy development and implementation. Social workers understand the conceptual and operational links between program and policy design and its impact on the clients and constituencies they are designed to serve. Social workers:

- Use and translate research evidence to inform and improve practice, policy, and service delivery

- Create scientifically rigorous inquiries to create, plan, and evaluate programs and policies

- Articulate the tensions between practice wisdom and research evidence when making practice decisions

## Competency 5: Engage in Policy Practice

Social workers identify how historical, political, social, economic, and/or cultural factors shape policy environments and then subsequently use this knowledge to advance human rights and social justice. Social workers critically analyze varied dimensions of power and their impacts on all levels of the policy-making process, including research, analysis, advocacy, implementation, and evaluation. Social workers mobilize communities that have been impacted by inequality and oppression by engaging in community organizing, coalition building, and advocacy. Social workers participate in electoral politics at the local, state, and national levels to achieve policy goals reflecting social work values. Social workers:

- Analyze how policies at local, state, and national levels impact individuals and communities to advance social, racial, and economic justice

- Implement social policies through an antiracist and antioppressive lens in groups, organizations, and/or communities to design high-quality and efficient social delivery systems and programs

- Influence the policy process by mobilizing communities through organizing and advocacy to ensure equitable access to resources

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is a critical component of social work practice and specialize in connecting with groups, organizations, and communities utilizing theoretical practice models for engaging in the change process. Social workers reflect on how issues of bias, power, and privilege impact relationships, organizations, and relevant systems. Social workers are committed to engagement with diverse clients and constituencies to enhance assessment and improve effectiveness of interventions. Social workers:

- Use principles of interprofessional collaboration to engage constituents in the change process

- Pursue reciprocal relationships to develop desired outcomes and expectations

- Collaborate effectively with constituents to facilitate sustainable change

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand assessment is contextual and is an ongoing component of effective social work practice among groups, organizations, and communities. Social workers collaboratively collect information through identified stakeholders within relevant systems. Social workers are committed to culturally responsive assessment among diverse clients and constituencies to enhance the effectiveness of interventions. Social workers apply relevant theoretical and evidence-informed practice models in assessment of groups, organizations, and communities. Social workers:

- Research, collect, analyze, and interpret system policy, and community and organizational data, to inform assessment and intervention strategies

- Select and modify appropriate intervention strategies based on evidence and continuous assessment

- Mutually develop agreed-upon goals and measurable objectives

- Initiate strategies and/or actions to achieve goals and objectives within the context of the organization, community, and/or policy arenas

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process within groups, organizations, and communities. Social workers are knowledgeable of and apply culturally responsive, evidence-informed interventions grounded in participatory methods. Social workers understand the importance of acknowledging systems and power structures to best promote change and recognize the value of place-based initiative. Social workers:

- Develop intervention goals and design and implement plans of action in collaboration with individuals, groups, organizations, and communities

- Plan for the use of models, methods, and strategies that are appropriate to the local, regional, national, and international contexts

- Identify power structures and use consensus building to enhance service implementation

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of ensuring effective practice with groups, organizations, and communities. Social workers recognize stakeholders in the development of equitable evaluation methods and ensure that a broad range of qualitative and quantitative measures are utilized. Social workers understand data collection, analysis, interpretation, and application related to program and policy evaluation. Social workers are committed to the dissemination of outcomes of intervention strategies to enhance evidence-informed practice. Social workers:

- Establish and/or ensure that measurable evaluation criteria and methods are being utilized within change efforts

- Collect, analyze, and interpret system, policy, community, and/or organizational data relevant to intervention evaluation

- Utilize evaluation data, in collaboration with constituents, to select and modify appropriate intervention strategies for enhanced client delivery systems

## Competency 10: Articulate How Christian Beliefs and Values Can be Ethically Integrated in Professional Social Work Practice

Social workers understand how Christian beliefs and values can be ethically integrated into professional social work practice. Social workers are knowledgeable about the capacity of faith-based organizations and churches as resources in the delivery of social services. Social workers understand the ethical integration of personal faith and core values as social workers. Social workers recognize the contributions of the global Christian community in promoting social justice. Social workers:

- Critically evaluate the strengths and challenges of faith-based organizations and churches in the delivery of client services

- Demonstrate understanding of the ethical integration of personal faith and core values when working with organizations and communities and in policy arenas

- Identify ways in which social justice is enhanced and supported by the global Christian community

# Courses

## SOCW 510, Social Work Foundations in Law and Ethics, 1 Unit

This course covers foundational law and ethics in social work practice, including mandated reporting, telehealth policies, self-care, and technology use. Content incorporates critical thinking, ethical decision making, and professionalism as reflected in the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) competencies.
**Prerequisite:** Admission to MSW program

## SOCW 511, Introduction to the Social Work Profession, 2 Units

Content focuses on the history, identity, values, ethics, scope of practice, and knowledge base of the social work profession. Students explore ways their own backgrounds and beliefs are likely to influence professional activities, and examine the specific relationship of faith perspectives to social welfare policy and practice. Attention is given to developing professional writing and critical thinking skills.
**Prerequisite:** Admission to MSW program

## SOCW 512, Social Welfare Policy and Policy Practice, 3 Units

The course provides an introduction to American social welfare policies, offers a historical overview of political influences on social work practice, and presents different models for political advocacy. Content focuses on political and client advocacy with attention to the relevance of professional ethical standards and faith perspectives to policy practice.
**Prerequisite:** Admission to MSW program

## SOCW 513, Micro-Theory and Human Development, 3 Units

Students in this course focus on theories that inform micro-level social work practice with individuals and families using a biopsychosocial and spiritual framework. Human development across the life course is addressed with psychosocial theory's life stages to assist with the contextualization and integration of theories to meet the needs of diverse populations in practice.
**Prerequisite:** Admission to MSW program

## SOCW 514, Practice I - Interviewing and Assessment, 3 Units

This course begins a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes legal and ethical practice, stages of the helping process, interviewing and assessment skills with adults, children, and families, clinical assessment and diagnosis using the DSM, and strategies for critically analyzing and sharing assessment information.
**Prerequisite:** Admission to MSW program

## SOCW 515, Field Seminar I, 1 Unit

Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Generalist foundation year field seminars (I and II) focus on beginning generalist social work practice skills, understanding agency and community context, and professional ethics.
**Prerequisite:** Admission to the Social Work program;
**Corequisite:** SOCW 516

## SOCW 516, Field I, 3 Units

The purpose of field internship is to provide a professional setting for students to practice generalist foundation social work skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester I and semester II at an approved and designated social welfare agency.
**Prerequisite:** Admission to the Social Work program;
**Corequisite:** SOCW 515

## SOCW 517, Generalist Practicum I, 3 Units

This first-semester practicum course includes supervised generalist internship experience in an agency setting and integrative in-class seminars. Students gain experience in applying and integrating foundational generalist social work practice skills, values, and professional ethics with diverse individuals, families, groups, communities, and organizations, and apply a foundational antiracist and antioppressive social work practice framework. In-class seminars support the practicum internship experience with presentations and discussions on practice situations, professional development, ethical faith integration, and skills necessary for beginning-level social work practice. Students complete a minimum of 480 practicum hours by the end of their generalist practicum year at an approved and designated agency.
**Prerequisite:** Admission to MSW program

## SOCW 518, Generalist Practicum II, 3 Units

This second-semester course is a continuation of the supervised generalist internship sequence in an agency setting and integrative in-class seminars. Students gain experience in the application and integration of generalist foundational social work practice skills, values, ethical decision-making, and professional ethics with diverse individuals, families, groups, communities, and organizations. Students apply a foundational antiracist and antioppressive social work practice framework. In-class seminars support the practicum internship experience with presentations and discussions on practice situations, professional development, ethical faith integration, and skills necessary for effective social work practice. Students complete a minimum of 480 practicum hours by the end of their generalist practicum year at an approved and designated agency.
**Prerequisite:** SOCW 514 and SOCW 516

## SOCW 522, Diversity and Social Justice, 3 Units

Content will focus on diverse populations in American society and ways historical and contemporary patterns of oppression and discrimination may influence social work practice. Specific attention is given to self-awareness and to professional commitments to marginalized groups and processes of advocacy, coalition-building, and other ways of developing effective alliances to promote social justice.
**Prerequisite:** Admission to MSW program

## SOCW 523, Macro-Theory and Communities/Organizations, 3 Units

Students in this course focus on macro-level theories and social work practice with organizations and communities. Models of practice that include comprehensive assessment, integrating an understanding of various forms and mechanisms of discrimination and oppression and their relevance to macro-level interventions, are examined. Social work with organizations and communities embraces efforts to protect human and civil rights for the advancement of social and economic justice.
**Prerequisite:** SOCW 513

## SOCW 524, Practice II - Intervention and Evaluation, 3 Units

This course ends a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes goal-setting and contracting, planning and implementing change strategies, utilizing evidence-based practice research, interdisciplinary collaboration, advocacy, resource development, and practice evaluation.
**Prerequisite:** SOCW 514

## SOCW 525, Field Seminar II, 1 Unit

Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Generalist foundation year field seminars (I and II) focus on beginning generalist social work practice skills, knowledge and use of self, and professional ethics.
**Prerequisite:** SOCW 514, SOCW 515, and SOCW 516;
**Corequisite:** SOCW 526

## SOCW 526, Field II, 3 Units

The purpose of field internship is to provide a professional setting for students to practice generalist foundation practice skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester I and semester II at an approved and designated social welfare agency.
**Prerequisite:** Admission to MSW program, SOCW 515, and SOCW 516;
**Corequisite:** SOCW 525

## SOCW 527, Research for Evidence-Informed Practice, 2 Units

The content of this course prepares students to critically evaluate social work research and evidence-informed social work practice, along with the ethical use of research methods to improve clinical practice. Concepts include problem identification, hypothesis formulation, measurement, sampling, qualitative and quantitative research designs, data collection methods, data analysis, and outcomes evaluation. Students explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.
**Prerequisite:** Statistics course

## SOCW 528, Research for Data Driven Change, 2 Units

This course will introduce critical evaluation of social work research and its ethical application towards data-driven decision-making within community practice settings. Concepts include: problem identification, hypothesis formulation, measurement, sampling, research design, data collection methods, data analysis, and program evaluation. Students will explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.
**Prerequisite:** Statistics course

## SOCW 529, Human Rights and Sustainable Development Policy, 2 Units

Content will focus on the relevance of human rights and sustainable development policy to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights for social, economic and environmental justice and sustainable development strategies for poverty alleviation, universal education, public health, sanitation and housing, food security, access to clean water, population control and climate change. Analysis of existing global social policies will apply existing political, ideological, religious, cultural, age, and gender frameworks to explain current conditions and future trends. Secular and Christian perspectives will be explored.
**Prerequisite:** SOCW 522 and SOCW 523

## SOCW 530, Organizing for Community Change, 3 Units

This course expands foundation year macro-level practice content to enhance theoretical understanding and develop skills in the promotion of community, organizational, and policy change to enhance social well-being and advance social justice. Special attention is focused on collaborative efforts, coalition building and participatory methods to facilitate sustainable change. Additional topics include assessment of social service delivery systems, advocacy, and professional ethics in macro practice. The importance of engaging diverse communities, recognition of underrepresented and underserved populations, and utilizing cultural humility in practice are emphasized.
**Prerequisite:** SOCW 523

## SOCW 531, Human Rights and Sustainable Development, 2 Units

Content will focus on the relevance of human rights and sustainable development to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights and economic justice, poverty alleviation, politics, religion, culture, age, gender, and public health conditions on human rights and development-related activities. Secular and Christian perspectives will be explored.
**Prerequisite:** SOCW 522 and SOCW 523

## SOCW 532, Advanced Community Practice, 3 Units

This course expands foundation year macro-level practice content to include community entrance, engagement, participatory action research, and collaborative strategies to advance policies and programs supporting community interests and desired resources. Additional topics include empowerment, development of cultural competence, identification of oppressive cultural structures, globalization, and professional ethics. Engaging diverse communities and cultural humility are emphasized.
**Prerequisite:** SOCW 523

## SOCW 533, Social Work Leadership and Management, 3 Units

This course provides an overview of effective leadership and management practices within the social service sector. Topics include legal and ethical issues in administration, such as managing organizational change; employee and stakeholder diversity; organizational culture; conflict resolution; group behavior; employee hiring, training, and development; employee morale; and budgeting. Emphasis is on professional written and verbal communication.
**Prerequisite:** SOCW 523

## SOCW 534, Field Seminar III, 1 Unit

Field Seminar III focuses on presentation and discussion of student experiences in specialization field internships. Specific emphasis is placed on demonstration and evaluation of advanced practice skills, interventions, supervision use, cultural responsiveness, professional ethics, and faith integration issues addressed in coursework.
**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;
**Corequisite:** SOCW 527 and SOCW 539 (clinical specialization) or SOCW 528 and SOCW 535 (community leadership and program administration specialization)

## SOCW 535, Field III - Community Leadership and Program Administration, 3 Units

The purpose of field internship is to provide a setting for students to develop advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.
**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;
**Corequisites:** SOCW 528, SOCW 534

## SOCW 536, Adult Behavioral Health and Diagnosis, 3 Units

This course begins a two-semester advanced clinical practice sequence focusing on adult behavioral health. Content includes advanced application of the Diagnostic and Statistical Manual for Mental Disorders (DSM-5); symptoms, diagnoses, and treatment strategies associated with psychiatric conditions; brain functioning and chemistry; psychotropic medications; and managed care expectations. Cultural and faith perspectives are integrated throughout the course using clinical best practices.
**Prerequisite:** SOCW 514 and SOCW 524

## SOCW 537, Child and Adolescent Behavioral Health and Diagnosis, 3 Units

This course focuses on behavioral health issues experienced by children and adolescents, and discussion of the effects of trauma on social and emotional development. Diagnostic issues affecting children and related treatment interventions are explored in the contexts of child welfare, school-based behavioral health, and healthcare settings. Research-informed approaches are taught, to improve functioning and well-being of children and adolescents. Laws impacting work with minors and families, as well as ethical issues for social work practitioners, are presented. Course content meets California education requirements in the area of child abuse assessment for LCSW licensure.
**Prerequisite:** SOCW 513, SOCW 514, and SOCW 524

## SOCW 538, Clinical Practice with Groups, 3 Units

This course presents different theoretical approaches and treatment strategies associated with clinical social work practice with groups. Topics include group development stages, professional ethics in practice with groups, leadership principles, diversity issues, and evaluation methods.
**Prerequisite:** SOCW 513

## SOCW 539, Field III-Clinical Practice, 3 Units

The purpose of field internship in the clinical specialization year is to provide a setting for students to develop advanced practice skills and an opportunity for the integration of knowledge, skills, and social work values as applied to clinical practice across the life span continuum. Students complete a minimum of 480 hours (or 600 hours for Advanced Standing students) by the end of fall and spring semesters at an approved and designated agency.
**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;
**Corequisites:** SOCW 527, SOCW 534

## SOCW 540, Educational Policy, 3 Units

This course introduces policies and legislation that impact delivery of school social work services in the United States education system. Landmark local, state, and federal policies are presented for analysis and application to the public school setting, critical for gaining an understanding of the challenges for school social work practice. Historical and current perspectives including racism, equality, and access to public education are discussed.
**Prerequisite:** Completion of generalist foundation curriculum; admission to the PPS program (required for students seeking the PPSC).

## SOCW 541, Capstone Leadership Project, 3 Units

This course prepares students for professional leadership roles in social work settings and supports completion of their capstone leadership projects. Content integrates development of leadership skills, self reflection, professional use of self, interprofessional practice, use of research to inform practice, and knowledge of program context to implement sustainable change in organizations. Professional ethics and decision making, which influence the leadership role in social work, are examined.
**Prerequisite:** All generalist foundation courses and completion of first semester of specialization courses.
**Corequisites:** SOCW 544; and SOCW 545 or SOCW 548

## SOCW 542, International Social Work Policy and Practice, 2 Units

Content will focus on international social work practice at multiple systems levels. Topics will include comparison of United States' and international social welfare policy, differing theoretical and religious perspectives, neo-liberal economic development policies, globalization, and issues immigrants and other marginalized groups. Practice content will address poverty alleviation, conflict and post-conflict reconstruction, displacement and forced migration concerns.
**Prerequisite:** SOCW 522, SOCW 523, SOCW 531, SOCW 532

## SOCW 543, Program and Grants Management, 3 Units

Systematic program planning with a focus on outcomes is a critical component in operating effective human service programs. Students will become familiar with program design and program evaluation methodologies, and the tools most commonly used to assess human service programs. This course also prepares students for fundraising and grant writing in human service organizations. Students assess agencies and stakeholders and analyze funding resources, performance measures, strategies, skills and decision-making processes. At the completion of this course, students will be prepared to design and implement programs and conduct outcome evaluations to ensure program efficiency and effectiveness for clients, staff and external funding sources.
**Prerequisite:** SOCW 513, SOCW 523

## SOCW 544, Field Seminar IV, 1 Unit

Field Seminar IV focuses on presentation and discussion of students experiences in specialization year field internships and preparation for masters-level social work employment and licensure. Specific emphasis is placed on critical thinking and communication of professional judgments, integration of theory, assessment, intervention, and evaluation, as well as professional development issues.
**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, SOCW 535 or SOCW 539;
**Corequisite:** SOCW 541; and SOCW 545 or SOCW 548

## SOCW 545, Field IV - Community Leadership and Program Administration, 3 Units

Field internship provides a setting for students to utilize advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.
**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, and SOCW 535;
**Corequisite:** SOCW 541, SOCW 544

## SOCW 546, Family Therapy in Context, 3 Units

This course focuses on family practice contexts and theories of child welfare and family therapy. Content includes social worker roles and scope of practice in child welfare practice, and current approaches to assisting families in the child welfare system. Also included is the demonstration and practice of family therapy, application of theory, and assessment and intervention on diverse family systems. Course material also addresses legal and ethical problem solving related to contemporary professional ethics and statutes and regulations related to family law.
**Prerequisite:** SOCW 513, SOCW 523

## SOCW 547, Health and Behavioral Health Policy, 2 Units

This course explores American social welfare policies relevant to health and behavioral health care. Course content includes the historical and social contexts of health and behavioral health care, and the roles of the public and private sectors in shaping contemporary trends and issues, particularly among vulnerable communities. Topics include healthcare reform, integrated care, access/treatment disparities, advocacy and policy reform, and the recovery model.
**Prerequisite:** SOCW 512

## SOCW 547A, Applied Clinical and Advanced Policy Practice, 3 Units

Students in this course explore the convergence of clinical social work theoretical/practice models, professional/ethical considerations, and health/behavioral health policy practice. Content involves case-based learning, critical thinking, and ethical decision-making, and integrates a trauma-informed, relational social work perspective with a focus on addressing antiracism and health/behavioral health disparities in vulnerable communities.
**Prerequisite:** SOCW 512, SOCW 513, SOCW 514, and SOCW 524

## SOCW 548, Field IV - Clinical Practice, 3 Units

Field internship in the clinical specialization year provides a setting for students to develop advanced practice skills, and an opportunity for the integration of knowledge, skills, and social work values as applied to clinical practice across the life span. Students complete a minimum of 480 hours (or 600 hours for Advanced Standing students) by the end of fall and spring semesters at an approved, designated agency.
**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, and SOCW 539;
**Corequisites:** SOCW 541 and SOCW 544

## SOCW 549, Advanced Practicum I: Clinical Practice, 3 Units

This course includes supervised internships in an agency setting and integrative in-class seminars specific to the clinical specialization. Students develop advanced clinical practice skills across the life span continuum from an antiracist and antioppressive perspective, with access to a broad range of complex practice opportunities. Emphasis is on critical thinking and communication of professional judgments; integration of theory; advanced clinical engagement, assessment, intervention, and evaluation; supervision use; cultural responsiveness; professional ethics; and ethical faith integration applied in practicum work with individuals, families, and groups. The seminars focus on presentations and discussions of student internship experiences, along with integration of classroom theory and practice. Students complete a minimum of 480 practicum hours (600 hours for Advanced Standing students) by the end of their specialization year at an approved and designated agency.
**Prerequisite:** SOCW 514, SOCW 517, SOCW 524, and SOCW 518;
**Corequisite:** SOCW 574

## SOCW 550, Advanced Standing: Intermediate Praxis, 3 Units

Advanced Standing courses bridge the BSW and MSW programs. Students in this course focus on micro- and macro-level theories and the relevance of different worldviews, using case examples drawn from professional social work. Models of practice with diverse communities and social welfare organizations are examined. Students have opportunities for further development of self-awareness regarding the ways beliefs and values, such as faith, may affect practice and professional identity.
**Prerequisite:** Admission to Advanced Standing MSW program;
**Corequisite:** SOCW 551

## SOCW 551, Advanced Standing: Social Work Ethics and Practice, 3 Units

This advanced-standing course provides overviews of the legal and ethical practice standards in social work, and addresses the skills required for effective engagement, assessment, intervention, and evaluation with individuals, families and groups. Assignments focus on social work practice skill development, application of documentation standards, use of evidence-informed practice methods, and integration of legal and ethical issues impacting practice.
**Prerequisite:** Completion of BSW degree; statistics course with a grade of C or higher.

## SOCW 552, Program Planning and Evaluation, 3 Units

Systematic program planning with a focus on outcomes is a critical component in operating effective human service programs. Over the course of this semester, you will become familiar with program design and program evaluation methodologies, and the tools most commonly used to assess human service programs. Additional topics will include identification and use of performance measures, the roles of evaluators and stakeholders, the influence of the political environment, technology applications, and applicable ethics related to program design and evaluation. At the completion of this course you will be prepared to design and implement programs and conduct outcome evaluations to ensure program efficiency and effectiveness for clients, staff and external funding sources.
**Prerequisite:** Completion of generalist foundation coursework

## SOCW 553, Field V Clinical: School Social Work, 3 Units

The PPSC school social work field internship provides a setting for students to develop advanced clinical practice skills in preparation for practice in school settings, and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students accrue field hours at an approved and designated school site in the fall and spring semesters of their specialization year; a total of 600 hours (450 in school social work and 150 in child welfare and attendance) is required by the end of the spring semester. This is the first of a two-semester course sequence with SOCW 555.
**Prerequisite:** MSW Students: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, & SOCW 526. Post-MSW Students: MSW from a CSWE-accredited program, and acceptance into the APU PPSC program.
**Corequisites:** MSW students: SOCW 527, SOCW 554

## SOCW 554, Field Seminar V Clinical: School Social Work, 1 Unit

This seminar course focuses on discussion of student experiences in the PPSC school social work field internships. Emphasis is on demonstration and evaluation of advanced practice skills, interventions, supervision use, cultural responsiveness, professional ethics, and faith integration issues addressed in the PPSC field experience. This is the first of a two-semester course sequence with SOCW 556.
**Prerequisite:** MSW Students: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, & SOCW 526. Post-MSW Students: MSW from a CSWE-accredited program, and acceptance into the APU PPSC program.
**Corequisites:** MSW students: SOCW 527, SOCW 553

## SOCW 555, Field VI Clinical: School Social Work, 3 Units

The PPSC school social work field internship provides a setting for students to develop advanced clinical practice skills in preparation for practice in school settings, and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students accrue field hours at an approved and designated school site in the fall and spring semesters of their specialization year; a total of 600 hours (450 in school social work and 150 in child welfare and attendance) is required by the end of the spring semester. This is the second of a two-semester course sequence with SOCW 553.
**Prerequisite:** MSW students: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 553, and SOCW 554; Post-MSW students: MSW degree from a CSWE-accredited program, and acceptance into the APU PPSC program.
**Corequisite:** SOCW 556

## SOCW 556, Field Seminar VI Clinical: School Social Work, 1 Unit

This seminar course focuses on discussion of student experiences in the PPSC school social work field internship. Emphasis is on demonstration and evaluation of advanced practice skills, interventions, supervision and consultation, cultural responsiveness, professional ethics, and faith integration issues that occur in the field internship experience. This is the second of a two-semester course sequence with SOCW 554.
**Prerequisite:** MSW students: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 553, SOCW 554. For Post-MSW students: MSW degree from a CSWE-accredited program, and acceptance into APU PPSC program.
**Corequisite:** For all students: SOCW 541, SOCW 555

## SOCW 557, Advanced Practicum II: Clinical Practice, 3 Units

This final practicum course continues the supervised internship experience in an agency setting and integrative in-class seminars specific to the clinical specialization. Students develop advanced clinical practice skills across the life span continuum from an antiracist and antioppressive perspective, with access to a broad range of complex practice opportunities. Emphasis is on critical thinking and communication of professional judgments; integration of theory; advanced clinical assessment, intervention, and evaluation; supervision use; cultural responsiveness; professional ethics; and ethical faith integration applied in practicum work with individuals, families, and groups. Seminars focus on presentations and discussions of student internship experiences and master's-level social work employment and licensure preparation. Students complete a minimum of 480 practicum hours (600 hours for Advanced Standing students) by the end of their specialization year at an approved and designated agency.
**Prerequisite:** SOCW 514, SOCW 517, SOCW 524, SOCW 518, and SOCW 549;
**Corequisite:** SOCW 541

## SOCW 558, Advanced Practicum I: Community Leadership and Program Administration, 3 Units

This course includes supervised internships in an agency setting and integrative in-class seminars specific to the community leadership and program administration (macro)specialization. Students develop advanced organizational, community, and policy practice skills from an antiracist and antioppressive perspective as it applies to macro leadership roles, community advocacy, and policy and legislation. Seminars focus on presentations and discussions of student internship experiences, and integration of micro and macro practice skills within the context of the social environment. Emphasis is on critical thinking and communication of professional judgments; integration of theory; assessment, intervention, and evaluation; ethical faith integration; and professional development opportunities in practicum work with groups, communities, and/or organizations. Students complete a minimum of 480 practicum hours (600 hours for Advanced Standing students) by the end of their specialization year at an approved and designated agency.
**Prerequisite:** SOCW 514, SOCW 517, and SOCW 518;
**Corequisite:** SOCW 574

## SOCW 559, Advanced Practicum II: Community Leadership and Program Administration, 3 Units

This final practicum course continues the supervised internship experience in an agency setting and integrative in-class seminars specific to the community leadership and program administration (macro)specialization. Students develop advanced organizational, community, and policy practice skills from an antiracist and antioppressive perspective as it applies to macro leadership roles, community advocacy, and policy and legislation. Seminars focus on presentations and discussions of student internship experiences and master's-level social work employment and licensure preparation. Emphasis is on critical thinking and communication of professional judgments; integration of theory; assessment, intervention, and evaluation; ethical faith integration; and professional development opportunities in practicum work with groups, communities, and/or organizations. Students complete a minimum of 480 practicum hours (600 hours for Advanced Standing students) by the end of their specialization year at an approved and designated agency.
**Prerequisite:** SOCW 514, SOCW 517, SOCW 524, SOCW 518, and SOCW 558;
**Corequisite:** SOCW 541

## SOCW 560, Social Work Practice in Healthcare Settings, 3 Units

This elective course offers an introduction to social work practice in healthcare settings, with a focus on the specific knowledge and skills essential for effective intervention. Students critically analyze the U.S. healthcare system as compared to international models, and apply clinical skills and relevant laws to interdisciplinary practice while understanding the context of the political, societal, and economic influences that impact service delivery and available resources. The course also articulates how a Christian worldview relates to ethical social work practice within the field of health care.

## SOCW 561, Treatment of Substance Use Disorders, 3 Units

This course describes substance use disorders from a biopsychosocial-cultural-spiritual perspective, emphasizing assessment and intervention skills, processes, and evidence-informed research relevant to treatment using the recovery model. Diversity issues involving policy and practice are explored. Course content meets California Board of Behavioral Sciences prelicensure requirement in the area of alcohol and other substance abuse assessment.

## SOCW 562, Urban Social Welfare, 3 Units

Course integrates on-site experiential learning with classroom education focused on urban issues of homelessness, gang involvement, and immigration. Students engage in weekly on-site learning activities in high-need areas of Los Angeles and Orange County. Content includes theological and sociological perspectives on urban issues as well as urban social work practice. Elective

## SOCW 563, School Social Work, 3 Units

This course uses an ecological perspective in teaching the practice of social work in schools. Topics include the historical, theoretical, legal, research, policy, and practice issues relevant to the delivery of school social work services; the roles and tasks performed by social workers in public schools; school social work practice models; and the professional code of ethics. The purpose of this course is to develop the knowledge, skills, and abilities necessary for successful and competent practice with students, families, schools, and communities.
**Prerequisite:** Completion of generalist foundation curriculum; admission to the PPS program (required for students seeking the PPSC).

## SOCW 564, Social Work and the Bible: Christian Perspectives on Service and Professional Practice, 3 Units

This course focuses on theological and social work perspectives on the relevance of the Bible to professional practice activities. Content addresses diverse Christian perspectives on social welfare policies and faith integration in different practice environments. Distinctions between professional social work, Christian counseling, and missionary activity are explored. Elective

## SOCW 565, Clinical Spanish Practice, 3 Units

This course prepares students to utilize clinical practice skills in the Spanish language, including assessment, engagement, intervention, and evaluation of services with individuals, groups, and communities. Content covers diversity issues such as cultural competence and understanding of the Latino/a culture and its intragroup differences, and equipping students to confront biases, myths, and stereotypes in the client-practitioner therapeutic relationship. Course is conducted primarily in Spanish.
**Prerequisite:** SOCW 514 and SOCW 524

## SOCW 566, Social Work, Health, and Aging, 3 Units

This course explores concepts, social policies, resources, and interventions related to social work practice with the older adult population. Content integrates themes of diversity, ageism, empowerment, and faith, as well as community-based and cross-cultural competence. Content includes a focus on biopsychosocial assessment, with emphasis on functional and cognitive status, integrated healthcare practice, interdisciplinary practice, and end-of-life care. This course meets California Board of Behavioral Sciences requirements for clinical social work licensure.

## SOCW 567, Couples Therapy, 3 Units

This course is an overview of current theories, methods, and psychological instruments used in couples therapy interventions. Content includes detection, assessment, and intervention strategies for spousal or partner abuse, meeting California requirements for training in the area of domestic and family violence for MFT and LCSW licensure. Students apply course material to role-play scenarios during class time. Attention is given to issues of ethnic diversity, blended families, and faith integration.
**Prerequisite:** Completion of generalist foundation coursework or admission into the Advanced Standing program.

## SOCW 568, Military Social Work, 3 Units

This course helps students understand the unique and complex needs of active-duty service members, veterans, and family members of military personnel, presenting knowledge and skills essential to effective clinical social work practice with these populations. Topics include military culture, ethical issues, diversity, faith integration, trauma, assessment, family issues, reintegration, domestic violence, substance use, homelessness, suicide, building resiliency, and evidence-informed interventions for use in interprofessional settings.

## SOCW 569, Human Sexuality and Sex Therapy, 3 Units

This course reviews human sexuality as a basis for sex therapy and clinical social work involving sexuality issues. Students examine and evaluate biological, psychological, social, moral, and faith perspectives on sexual development and functioning. In addition, students survey literature on sexual dysfunction, and learn treatment strategies utilized in various social work contexts and systems of marital and sex therapy. This course meets California Board of Behavioral Sciences requirements for clinical social work licensure.

## SOCW 570, International Social Work Policy and Practice, 3 Units

Content focuses on international social work practice at multiple systems levels. Topics include comparison of U.S. and international social welfare policies; different theoretical, economic, cultural, ideological, and religious perspectives; neoliberal economic development policies; issues involving immigrants and other marginalized groups; and the impact of globalization and climate change on rapid urbanization and population growth. Practice content addresses poverty alleviation, conflict and postconflict reconstruction, and displacement and forced migration concerns.
**Prerequisite:** SOCW 522 and SOCW 523

## SOCW 572, Advanced Practicum I: School Social Work, 3 Units

This course includes supervised internships in school settings and integrative in-class seminars specific to the clinical specialization with the PPSC (school social work) pathway. Students develop advanced clinical practice skills, in preparation for practice in school settings, from an antiracist and antioppressive perspective. Emphasis is on critical thinking and communication of professional judgments; integration of theory; advanced clinical engagement, assessment, intervention, and evaluation; supervision use; cultural responsiveness; professional ethics; and ethical faith integration applied in the PPSC practicum experience. Seminars focus on presentations and discussions of student internship experiences, along with integration of classroom theory and practice. Students complete a minimum of 600 practicum hours (450 in school social work and 150 in child welfare and attendance) by the end of their specialization year at approved and designated school sites.
**Prerequisite:** Current MSW PPSC Students: SOCW 514, SOCW 517, SOCW 524, and SOCW 518;
**Corequisite:** SOCW 527

## SOCW 573, Advanced Practicum II: School Social Work, 3 Units

This final practicum course continues the supervised internship experience in school settings and integrative in-class seminars specific to the clinical specialization. Students develop advanced clinical practice skills, in preparation for practice in school settings, from an antiracist and antioppressive perspective. Emphasis is on critical thinking and communication of professional judgments; integration of theory; advanced clinical engagement, assessment, intervention, and evaluation; supervision use; cultural responsiveness; professional ethics; and ethical faith integration applied in the PPSC practicum experience. Seminars focus on presentations and discussions of student internship experiences, and master's-level social work employment and licensure preparation. Students complete a minimum of 600 practicum hours (450 in school social work and 150 in child welfare and attendance) by the end of their specialization year at approved and designated school sites.
MSW Students: Prerequisites: SOCW 514, SOCW 517, SOCW 524, SOCW 518, and SOCW 572; corequisite: SOCW 541 Post-MSW PPSC Students: Prerequisites: MSW degree from a CSWE-accredited program, acceptance into APU's PPSC program

## SOCW 574, Applied Research for Evidence-Informed Practice, 3 Units

This course prepares students to critically evaluate social work research and evidence-informed practice, and its ethical application to data-driven decision-making within community practice settings. Concepts covered include problem identification, hypothesis formulation, measurement, sampling, research design, data collection methods, data analysis, and program evaluation. Students explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.
**Prerequisite:** Statistics course

## SOCW 595, Special Topics, 1-6 Units

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a wide range of specialized topics relevant to professional social workers. The unit values of these courses range from 1-6 depending upon the specific contact hours and coursework load. Note: Elective offerings vary year to year.

## SOCW 599, Readings in Social Work, 1-3 Units

Students enroll in this course to pursue independent study of professional interests/activities. Students explore topics in greater depth than in regular course offerings and/or initiate individual projects. Readings and assignments are based on learning contracts developed in consultation with a sponsoring faculty member and approved by the MSW program director. Additional fees required.

# Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance Services

Help meet the need for professional social workers equipped to serve children and adolescents in schools. Azusa Pacific's Pupil Personnel Services Credential (PPSC) in School Social Work and Child Welfare and Attendance Services program (https://www.apu.edu/bas/programs/pps-credential/) will advance your skills with a practice specialization that provides a competitive edge for employment in social work services within P-12 school settings.

Designed as a complement to the MSW degree program (https://www.apu.edu/bas/programs/msw/), this credential combines a solid theoretical base and evidence-informed practice models related to school social work and child welfare and attendance. Through relevant coursework and fieldwork opportunities, you will learn how to support children, parents, and school personnel while shaping a responsive environment to help children succeed academically and thrive emotionally.

- MSW Students: This credential option is available for APU MSW students pursuing the clinical practice specialization.
- MSW Degree Holders: Individuals who already hold an MSW degree and have appropriate experience may also qualify for the credential program.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

To apply for the PPSC program, you must be enrolled in or planning to enroll in APU's Master of Social Work program, or have already completed an MSW degree.

### Current MSW Student Admission Requirements

The PPSC program is open to all students enrolled in the 60-unit APU MSW program who have successfully completed foundation-level curriculum, are enrolled in the Clinical Practice with Individuals and Families specialization, and complete the PPSC program requirements as outlined below:

- Attend PPSC orientation prior to applying to a specialization field internship
- Complete the PPSC application (https://www.apu.edu/graduateprofessionalcenter/apply/)
- Provide a personal statement as outlined in the PPSC General Program Requirements (https://www.apu.edu/bas/programs/pps-credential/#admission).
- Obtain a Certificate of Clearance through the California Commission on Teacher Credentialing (CTC) website (https://www.ctc.ca.gov/credentials/submit-online/)
- Provide evidence of meeting basic skills requirements (as outlined by the CTC)

For more information, refer to the PPSC Auxiliary Student Handbook (https://www.apu.edu/bas/programs/pps-credential/#admission) and the PPSC General Program Requirements (https://www.apu.edu/bas/programs/pps-credential/#admission).

To learn more about registering, contact Olivia Sevilla, assistant professor and PPSC coordinator, at oesevilla@apu.edu or (626) 815-6000, Ext. 2769.

### Post-MSW Admission Requirements

Applicants to the post-MSW PPSC program who want to enroll for the summer and/or need to fulfill the field internship requirement must submit materials by March 1. Applicants who want to enroll in fall and/or have completed the field internship requirement must submit materials by June 1. Full admission requires that the MSW degree be posted by June 30.

Post-MSW PPSC applicants who have not completed PPSC fieldwork must meet the following admissions requirements:

- Hold an MSW degree from a CSWE-accredited program, with advanced coursework focused on clinical or direct practice; or have two years of post-MSW practice experience with children, youth, and families
- Provide verification of completion of a course with child/adolescent behavioral health and diagnosis content, or evidence of 2 years of work experience with children and families
- Complete the PPSC application (https://www.apu.edu/graduateprofessionalcenter/apply/)
- Provide official transcripts, along with syllabi and course descriptions as needed, to provide proof of prerequisite coursework completed
- Obtain a Certificate of Clearance through the California Commission on Teacher Credentialing (CTC) website (https://www.ctc.ca.gov/credentials/submit-online/)
- Provide evidence of meeting the Basic Skills Requirement (as outlined by the CTC) (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667/)

**Note:** The Certificate of Clearance and Basic Skills Requirement are program requirements, but not conditions for admission.

**Note:** Applicants needing 600 PPSC fieldwork hours will need to complete 8 units of fieldwork along with 6 units of coursework. Applicants who have already completed the required fieldwork can request to have hours verified for the credential, and be approved to complete only the 6 units of coursework.

## Post-MSW PPSC Applicants Who Have Completed Field Requirements

Applicants who have already completed the required PPSC fieldwork hours can request to waive field placement. If a field placement waiver is granted, applicants will need to complete only 6 units of coursework.

**Note:** It is preferred that the required 600 PPSC hours be collected in the specialization year of the MSW program. Hours collected in the generalist, foundation year of the MSW program will be considered for the post-MSW PPSC program if the student has evidence of a specialization placement focused on working with children and families, and has completed a course with child/adolescent behavioral health and diagnosis content.

Candidates must also meet the following PPSC field placement requirements:

- Of the 600 hours completed, 450 must be in school social work (SSW) activities, and 150 hours must be in child welfare and attendance (CWA) activities; these hours are approved by an approved supervisor[1]
- Hours include activities in any two grade levels (PK-K, Elementary, Middle, High School) and with diverse populations
- Certificate of Clearance must remain active through the entire credentialing process

Meeting the Basic Skills Requirement is not a condition of admission, but it must be completed *before* credential recommendation can be made.

[1]    PPSC supervisor must have an MSW (and have had it for at least 2 years), have an active Certificate of Clearance, and have an active PPSC credential in SSW and CWA.

## Course Requirements

| Code | Title | Units |
| --- | --- | --- |
| SOCW 540 | Educational Policy | 3 |
| SOCW 563 | School Social Work | 3 |
| **Practicum Internship** [1] | | |
| SOCW 572 | Advanced Practicum I: School Social Work | 3 |
| SOCW 573 | Advanced Practicum II: School Social Work | 3 |
| **Total Units** | | **12** |

[1]    Candidates can apply to have prior fieldwork hours verified by the program.

## Equipping School Social Work Leaders

Coming from a Christian-based perspective, the PPS credential faculty are committed to preparing a workforce that can advocate for and meet needs within the community and school system. During the credential program, you will:

- Learn to conduct biopsychosocial assessments, intervene in crises, identify community resources and linkages, and participate in interprofessional collaboration and consultation.

- Study alongside faculty who are active practitioners of school social work.
- For those completing the credential with the MSW, participate in fieldwork opportunities in diverse school settings to put learning into practice.
- Benefit from potential opportunities to disseminate research at local, regional, or national conferences with faculty.

This credential option builds on the MSW program's mission to develop competent advanced social work practitioners who integrate the knowledge, values, and skills of social work to advance social justice and provide services to assist individuals, families, groups, organizations, and communities within the school setting.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. SSWPE 1: Ethical and Professional Behavior
2. SSWPE 2: Engage Diversity and Difference in Practice
3. SSWPE 3: Promote Social Justice and Equity
4. SSWPE 4: Engage in Practice-informed Research and Research-informed Practice
5. SSWPE 5: Engage in Policy Practice
6. SSWPE 6: Engage with Students, Families, Groups, Organizations, and Communities
7. SSWPE 7: Assess Students, Families, Groups, Organizations, and Communities
8. SSWPE 8: Intervene Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community
9. SSWPE 9: Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community
10. SSWPE 10: Growth and Development

# Certificate of Distinction in Undergraduate Social Work Research

The Certificate of Distinction in Undergraduate Social Work Research is available to seniors participating in the advanced research section of SOCW 478 and SOCW 479 of the BSW program.

## Requirements and Expectations

- Students must have a minimum cumulative GPA of 3.3 and have received a *B* or higher in statistics (MATH 130) or equivalent course in order to participate in the advanced research section. Students who have received less than a *B* in statistics but meet the GPA requirement may petition to be in the advanced research section. Petitions will be reviewed on a case-by-case basis.
- Students must have completed and received a *C* or higher in all other required BSW courses leading to their senior year.
- Students must complete an application that includes a brief essay noting why they wish to participate in the advanced research section.
- Students must receive a recommendation from one other BSW faculty member who can speak to the student's writing ability and professional readiness to participate in the advanced research section.
- Students must develop an original research project tied to their field internship in accordance with the course requirements.
- Students must complete the appropriate Institutional Review Board (IRB) application and receive approval for their projects from APU's IRB office (https://www.apu.edu/researchandgrants/ethics/#human-subject-irb).
- Students must submit an abstract for presentation at an appropriate campus-wide research event.
- Students must submit an abstract for the student research poster competition at the national undergraduate social work conference (The Association of Baccalaureate Social Work Program Directors (BPD) conference) held every March. Students who are selected, through a review process, to present their research at the BPD conference must attend the conference and participate in the research poster competition. Students apply for travel grants from APU's Undergraduate Research Program (https://www.apu.edu/undergraduate-research/) to support travel and conference-related expenses.
- Students are invited to submit abstracts to participate in the annual, highly competitive Posters on the Hill interdisciplinary student conference in Washington, DC, sponsored by the Council on Undergraduate Research.
- Students coauthor with the instructor to submit an article based on their research to a peer-reviewed academic journal in social work for publication consideration by the end of the spring semester. Students are expected to remain in touch with the course instructor postgraduation to work on any revisions requested by the journal(s) in order to be accepted for publication.

| Code | Title | Units |
|------|-------|-------|
| SOCW 478 | Social Work Research Methods | 3 |
| SOCW 479 | Writing 3: Social Work Research Project [1] | 3 |
| **Total Units** | | **6** |

[1] Meets the General Education Writing 3 requirement.

# Support Services

## The Community Counseling Center

The Community Counseling Center (https://www.apu.edu/ccc/), a Christian-based counseling center, provides high-quality counseling and consulting services at a low cost to the community. Families use the center's resources to resolve life-transition dilemmas and find harmony between their values and actions. The center also enables students in APU's clinical psychology programs to develop the necessary skills to become effective therapists and/or psychologists. For more information, call (626) 815-5421.

# School of Education

The School of Education (https://www.apu.edu/education/) at Azusa Pacific University equips teachers, counselors, school psychologists, and administrators for excellence and leadership in educational settings. The school provides an EdD program in Educational Leadership, EdS degrees in School Psychology, master's programs, teaching credentials, and specialist credentials in special education, school counseling, and school psychology. The school also offers an undergraduate major and minor in liberal studies.

For a full listing of programs and affiliated faculty, visit the appropriate department or division pages: Educational Leadership (p. 472), School Counseling and School Psychology (p. 478), and Teacher Education (p. 503). (http://catalog.apu.edu/academics/school-education/teacher-education/)

## Mission Statement

Based upon Christian values and principles, the APU School of Education prepares educators to be creative, collaborative, critical thinkers and scholars for diverse educational settings.

## Learner Goals

The School of Education seeks to prepare:

1. Ethical professionals who understand and articulate the integration of a Christian worldview in their communities of practice.
2. Responsive educators who practice reflective, creative, critical thinking in their engagement with diverse communities of learners.
3. Informed scholarly professionals who are dedicated to collaboration, professional growth, and lifelong learning.

## Affiliated Programs

APU offers a number of California Commission on Teacher Credentialing (CTC)-approved subject-matter programs for candidates completing their bachelor's degrees. The following programs can be used to meet the subject matter authorization requirement for a preliminary teaching credential:

- English Approved Subject-Matter Program (p. 120)
- Mathematics Approved Subject-Matter Program (p. 88)
- Music Approved Subject-Matter Program (p. 278)
- Social Science Approved Subject-Matter Program (p. 136)

In collaboration with the College of Liberal Arts and Sciences, the School of Education offers the Integrated Bachelor's/Credential Program (p. 546) to undergraduate students seeking to earn a preliminary teaching credential in hard-to-staff areas (e.g., science, math, special education) during their undergraduate degree program.

## Graduate Physical Education Programs

APU offers programs in graduate physical education. The Master of Arts in Physical Education and Single Subject Teaching Credential (p. 575), Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education (p. 577), and the Adapted Physical Education Added Authorization (p. 570) programs are approved by the California Commission on Teacher Credentialing (CTC). For more information, visit the School of Health Sciences (p. 558) section of this catalog.

## School Nurse Services Credential

APU offers a program in school nursing services. The School Nurse Services Credential (SNSC) is approved by the California Commission on Teacher Credentialing (CTC). For more information, visit the School of Nursing (p. 598) section of this catalog.

## School Social Work and Child Welfare and Attendance Services PPS Credential

APU offers a Pupil Personnel Services credential program in school social work and child welfare and attendance services, which is approved by the California Commission on Teacher Credentialing (CTC). For more information, visit the Department of Social Work (p. 421) section of this catalog.

## Credit Hour

The School of Education follows the university credit hour policy, except when clinical experience expectations from our professional accrediting bodies have expectations for more clock hours. Clinical experience expectations are guided by our professional accrediting bodies.

Department of School Counseling and School Psychology

- School Counseling – The California Commission on Teacher Credentialing (CTC) requires a minimum of eight hundred clock hours of supervised fieldwork/internship. This equates to eight units of fieldwork/internship within the program.
- School Psychology – The CTC requires a minimum of four hundred and fifty clock hours of practicum experience. This equates to three units of practicum within the program. Additionally, the CTC requires a minimum of twelve hundred clock hours of supervised fieldwork/internship. This equates to ten units of fieldwork/internship within the program.
- Applied Behavioral Analysis Specialization – The Behavior Analyst Certification Board (BACB) requires a minimum of 1,500 clinical hours for individuals applying for Certification before 1/1/2022 and 2,000 clinical hours for individuals apply for Certification 1/1/2022 and after. The ABA program includes two fieldwork courses that have assignments that must be completed in the field under the supervision of a Board Certified Behavior Analyst (BCBA) or School Psychologist. The time necessary to complete the assignments equates to approximately two hundred hours of fieldwork clock hours. These fieldwork courses support students toward meeting their clinical requirements for the BACB, and these courses equate to two units of fieldwork within the program.

Division of Teacher Education

- Preliminary Teaching Credential Programs – The CTC requires six hundred clock hours of clinical experiences. A minimum of sixty hours of early field experiences are embedded in foundations courses, while a minimum one hundred and forty hours of early clinical practice and four hundred hours of culminating clinical practice is completed at student teaching or internship. This equates to four units of clinical practice within the program.

# Academic Policies

The following academic policies apply to credential and graduate programs.

## Normal Progress Toward a Degree or Credential and Time Limit for Degree or Credential

School of Education students have a maximum of five years to complete all program requirements for the degree and/or credential, with the exception of doctoral students, who have six years to complete all program requirements. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements, credential requirements, and/or repeating courses that have expired.

## Good Academic Standing

To maintain good academic standing, School of Education students are expected to make satisfactory progress toward completion of their program. There are three criteria to the Good Academic Standing policy, in keeping with university academic quality standards and eligibility requirements for federal financial aid:

1. **Minimum GPA Requirement:** Students must maintain a minimum cumulative grade-point average (GPA) of 3.0 in their program of study.
2. **Time to Degree Completion:** School of Education students have a maximum of five years to complete all program requirements, with the exception of doctoral students, who have six years to complete all program requirements.
3. **Successful Completion of Credit (*CR*)/No Credit (*NC*) Courses:** School of Education students must earn a grade of *CR* for Credit/No Credit courses in which they enroll.

## Academic Probation and Dismissal

Students who do not meet the definition of good academic standing outlined above are subject to academic probation and will be given one enrollment period to demonstrate satisfactory progress toward good academic standing. Certain designated courses within the School of Education (e.g., fieldwork,

supervised teaching, dissertation courses, etc.) are graded on a Credit (*CR*)/No Credit (*NC*) basis. A grade of *NC* is interpreted as a failing grade, which can have implications for a student's continued satisfactory progress and academic standing.

## Minimum Requirements for Certificate, Credential, Master's, and Combined Master's Degree and Credential Students

Students in master's and/or credential coursework must maintain a minimum cumulative GPA of 3.0. Courses with a grade lower than *B-* (including *NC* grades) are not applied to master's or educational specialist (Ed.S.) degree requirements or to credential/certificate requirements and must be repeated. Students who earn an *NC* grade are required to meet with their program director or chair to identify knowledge, skills, and/or dispositions that may need strengthening and to develop a performance improvement plan. Students who earn an *NC* grade will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the improvement plan. Students who do not meet the standards for satisfactory progress after a period of probation may be dismissed from the program.

Students are expected to successfully complete their culminating clinical practice, fieldwork, and internship courses at first attempt. On rare occasions, students with unsuccessful first attempts will be eligible to petition to the appropriate academic department to repeat the course. A successful petition is required for a student to repeat. A culminating clinical practice, fieldwork, or internship course can be repeated only once.

Students who earn an *NC* grade in a culminating clinical practice, fieldwork, or internship experience as a result of a lapse in professional responsibility, integrity, or ethical conduct may not be eligible to petition to repeat the course for which they received the nonpassing grade.

## Minimum Requirements for Doctoral Students

A doctoral student must maintain a minimum cumulative GPA of 3.0. Courses with a grade lower than *B-* (including *NC* grades) are not applied toward doctoral degree requirements and must be repeated.

In order to ensure satisfactory academic progress, a doctoral student who receives an *NC* grade or grade lower than *B-* in 700-level courses, or whose grade-point average falls below 3.2, is required to meet with his/her advisor to identify academic skills that may need strengthening and to develop a performance improvement plan.

Doctoral students with a cumulative GPA lower than 3.0, or those who have earned two or more *NC* grades, will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the performance improvement plan. Students who do not demonstrate satisfactory progress according to the terms of the performance improvement plan after a period of probation may be dismissed from the program.

# Accreditation

Azusa Pacific University (APU) is accredited by the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org).

Additionally, APU has a number of professional accreditations and approvals related to its educator preparation programs:

- All programs that result in an educator credential are accredited by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/) and the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org/). The following programs include an educator credential and are accredited by CTC and CAEP:
    a. Master of Arts in Education: Educational Counseling with an Embedded Pupil Personnel Services Credential in School Counseling (p. 499)
    b. Master of Arts in Education: Educational and Clinical Counseling with an Embedded Pupil Personnel Services Credential in School Counseling (p. 497)
    c. PPS: School Counseling Credential (p. 501)
    d. Educational Specialist (EdS) in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 486)
    e. Educational Specialist (EdS) in School Psychology: Clinical and Educationally Related Mental Health Counseling with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 494)
    f. Educational Specialist (EdS) in School Psychology: Applied Behavior Analysis with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 490)
    g. PPS: School Psychology Credential (p. 503)
    h. Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential (p. 524)
    i. Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential (p. 525)
    j. Master of Arts in Education: Teaching and Multiple Subject Teaching Credential (p. 527)
    k. Master of Arts in Education: Teaching and Single Subject Teaching Credential (p. 528)
    l. Multiple Subject Teaching Credential (p. 531)
    m. Single Subject Teaching Credential (p. 532)
    n. Master of Arts in Education: Learning and Technology and Mild to Moderate Support Needs Education Specialist Credential (p. 540)
    o. Master of Arts in Education: Learning and Technology and Extensive Support Needs Education Specialist Credential (p. 539)

- The Educational Specialist (EdS) in School Psychology programs are approved by the National Association of School Psychologists (NASP) (https://www.nasponline.org/).

# Department of Educational Leadership

The Department of Educational Leadership (https://www.apu.edu/education/leadership/) offers an EdD in Educational Leadership that prepares scholar-practitioners with the knowledge and skills to make a transformative impact on schools and districts and in the lives of students in them.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program

## Doctoral

- Doctor of Education (EdD) in Educational Leadership (p. 475)

## Courses

### EDL 702, Proseminar in Educational Leadership, 1 Unit

As a required course for all incoming doctoral students in the Educational Leadership program, the proseminar has three primary goals: 1) to orient students to the intellectual life of doctoral study; 2) to provide opportunities for students to become familiar with steps and procedures required for successful completion of the doctoral program, including a plan and timeline for accomplishing major academic and professional milestones; and 3) to introduce students to the technology, tools, and academic resources needed for doctoral study, including use of the Azusa Pacific University library catalog and databases. The proseminar provides an early opportunity for students to prepare for the rigors of doctoral work and to become familiar with the culture and expectations of the Educational Leadership program. All proseminar activities are designed to help students develop connections with each other and with the faculty to create a community of learners and scholars.

### EDL 710, Developing the Leader Within, 2 Units

Leadership impact and influence - positive or negative - are greatly related to the skills, values, and principles of the leader. This course will focus on the mental, ethical, psychological, spiritual, and emotional aspects of leadership, both in the context of the literature, as well as through use of various assessments. These will include guided self-reflection and a 360-degree assessment by those within the leader's span of influence. Patterns of leadership failure will also be explored.

### EDL 712, Leading Change in Education: Theory to Practice, 3 Units

This course examines leadership, organizational development, and change theories, with particular application to contemporary public K-12 environments - classroom, school, district, state, and national arenas. The emphasis is on the role of leader as change agent within systems and/or organizations, as well as on the impact of change on individuals and communities. Theoretical as well as practical perspectives relative to the nature of leadership are balanced in the context of discussion of the implications for practice. Leadership in the context of organizational culture, communication, motivation, integrity, and change is incorporated throughout the course.

### EDL 713, Diversity and Equity in Education, 3 Units

Students examine diversity and equity issues impacting P-12 students, schools, and communities. Relevant theoretical perspectives are explored to help students deepen their knowledge, skills, and dispositions in order to perpetuate or to change cross cultural patterns in schools. The course raises issues related to justice, excellence, and other topics that call for reflection and the student's ability to intervene as needed.

## EDL 716, Educational Policy: Analysis, Praxis, and Reform, 3 Units

The purpose of this course is to prepare students to critically analyze, formulate, and implement educational policies and practices that advance the achievement of P-12 students. Theory and praxis aligned to federal, state, local, and district policies will be examined. The impact of historical and current legislative trends, (such as school funding policies, accountability, and certification processes), will be appraised, interpreted, and critiqued. Implications for various student populations will be considered.

## EDL 718, Group Dynamics and Conflict, 2 Units

This course is focused on group dynamics and conflict that arise in all work groups. The roles of all individuals within the group, with focus on leadership styles, healthy group conflict, resolving conflict, and techniques for improving group decision making are explored, and ethical and legal issues related to group interventions are discussed.

## EDL 719, Special Topics in Educational Leadership, 3 Units

This course will serve as a "contemporary issues" course for the EdD in Educational Leadership, providing an opportunity to focus in depth on issue(s) in the ever-changing field of public K-12 education, incorporating a fieldwork component to enhance integrated learning, drawing from themes of earlier classes in the program. It will take one of two forms: 1) traditional classroom-based course, with a lead faculty and special speakers who provide "real-time" expertise to the particular specialty topic; 2) travel course to look at K-12 educational issues at a state, national, or international level.

## EDL 722, Strategic Planning for Educational Systems, 3 Units

This course focuses on the theory and practice of strategic planning in education systems, introducing various approaches to designing and conducting strategic planning processes, including specific techniques for conducting environmental scans, SWOT analyses, strategic issue identification, and strategy formulation. This course includes an embedded fieldwork component.
**Prerequisite:** EDL 716

## EDL 723, Legal Issues and Crisis Management in Schools, 3 Units

This course is designed to prepare students to function as school leaders in the areas of legal issues and crisis management. During this course, students will be introduced to a number of critical legal issues in schools, including suspension and expulsion, manifestation determination, student records, school safety, and privacy, including internet privacy. Students will also explore issues related to school crisis, including crisis planning, crisis teams, crisis response, and district-level and school-level issues. Each student will critique several districts' crisis plans, and will develop a crisis plan. This course includes an embedded fieldwork component.

## EDL 724, Ethical Leadership in Education, 3 Units

Students examine ethical dilemmas of leadership within contemporary educational institutions and the context of the communities they serve. The role and function of integrity, justice, fairness, and courage in leadership are examined within public and nonpublic school settings. Ethical dilemmas encountered by students in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophies and a Christian perspective of truth and life. Personal ethics are studied in terms of integrity in pursuing one's own sense of destiny and "calling" in the leadership roles assumed.

## EDL 760, Dissertation Milestone: Proposal A - Nature of Inquiry and Chapter 1, 2 Units

This course offers students an opportunity to begin exploring key aspects of the research process: question formulation, literature search and review, research design, data collection and analysis, drawing conclusions, and identifying implications. Students are given the opportunity to enhance their skills in locating and evaluating the literature of the field, exploring scholarly writing and identifying possible dissertation topics. Upon successful completion of the course, students have an initial draft of the introduction (Chapter 1) of the proposal.

## EDL 761, Introduction to Educational Research, 2 Units

This course introduces quantitative and qualitative research designs. Students examine the role of theory and research, and their applications to practice in education. Statistical concepts, such as hypothesis testing, and basic descriptive and inferential statistics, are presented in relation to quantitative research designs. Students experience hands-on computer applications with SPSS software. Qualitative approaches to research are also explored, through reading and evaluating empirical research.

## EDL 762, Quantitative Inquiry in Education, 3 Units

This course introduces students to quantitative inquiry methods and applications of statistical procedures to practical educational research problems. Emphasis is placed on inferential and univariate statistics and various multivariate analysis techniques such as multiple regression, factorial ANOVA, multivariate ANOVA, and repeated measures. Students develop an understanding of the relationship between statistics and research design and learn to choose and apply the most appropriate statistical procedures in correlational and experimental studies.
**Prerequisite:** EDL 761

## EDL 767, Qualitative Inquiry in Education, 3 Units

This course introduces the perspectives, purposes, designs, analysis, interpretation, and reporting of qualitative research in the field of education through reading and discussion of exemplifying articles. Ethnography, phenomenology, narrative inquiry, case study, grounded theory, and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis are studied and practiced.
**Prerequisite:** EDL 761

## EDL 768, Methods of Data Collection and Analysis, 2 Units

The course addresses methods of data collection and analysis procedures for quantitative and qualitative research. Probability and non-probability samplings and purposive sampling, instrument designs will be discussed. Data analysis methods will be practiced.
**Prerequisite:** EDL 762, EDL 767

## EDL 769, Program Evaluation in Education: Assessment for Decision Making, 3 Units

This course introduces the skills and knowledge of the field of program evaluation, and their application to educational programs. In addition to understanding and identifying the issues and problems that threaten validity and reliability in program evaluations, students learn to be thoughtful consumers of evaluations and produce their own evaluation design. While theory guides the discussion of issues, emphasis is placed on application to good practice. Students produce a brief literature review, design and execute a program evaluation, and report the decision(s) based on the findings. This course includes an embedded fieldwork component.
**Prerequisite:** EDL 762, EDL 767

## EDL 770, Dissertation Milestone: Proposal B, 2 Units

Students in this course continue to formulate research concepts while conferring with their dissertation chairs to develop the initial chapters of their proposals.
**Prerequisite:** EDL 761

## EDL 771, Dissertation Milestone: Proposal C, 2 Units

This course facilitates the completion of the literature review for students' dissertation topics, building on academic writing skills and higher-level critical thinking skills required for educational research, including analysis, synthesis, and evaluation of existing scholarly literature. Upon successful completion of this course, students have an initial draft of the dissertation literature review (Chapter Two).
**Prerequisite:** EDL 770

## EDL 772, Dissertation Milestone: Finalizing the Proposal, 2 Units

This course serves as a checkpoint assessment of student readiness to complete the dissertation. Emphasis is on finalizing a well-designed dissertation proposal draft that establishes the conceptual and methodological basis for their research, with clear alignment between the research questions, scholarly literature, and methodology. A draft of the IRB application is also developed within this course.
**Prerequisite:** EDL 771

## EDL 773, Dissertation Milestone: Data Collection, 2 Units

Students in this course collect research data via tests, self-report measures, questionnaires, interviews, observations, documents, and/or audio-visual materials. Emphasis is on enhancing the quality and credibility of qualitative data, and building the validity and reliability of quantitative data. Upon successful completion, students will have collected the data that they proposed. This course can be repeated in the following semester if data collection is not completed.
**Prerequisite:** EDL 772

## EDL 774, Dissertation Milestone: Data Analysis, 2 Units

Students in this course engage in data analysis processes for their dissertation. Students work with their dissertation committee and meaningfully analyze the qualitative and quantitative data collected. Upon completion, students will have prepared and analyzed their collected data using appropriate measures and techniques.
**Prerequisite:** EDL 773

## EDL 776, Dissertation Milestone: Results, Discussion, and Conclusion, 2 Units

The purpose of this course is to guide students in providing an in-depth interpretation, analysis, and synthesis of the dissertation results. During this course students will work with their committee members to explore their dissertation findings in light of the study's research questions, literature review, and conceptual framework. Emphasis will be placed on providing students an opportunity to reflect thoroughly on the study's findings and the practical and theoretical implications. Upon completion, students will have developed their Findings (Chapter 4), Discussion of Findings and Conclusion (Chapter 5) toward completion of the dissertation.
**Prerequisite:** EDL 774

## EDL 777, Dissertation, 2 Units

After completing all other program coursework requirements, Ed.D. students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. Students enroll for two units of dissertation credit and must reenroll each semester until the dissertation is completed and successfully defended, APA edits are completed, and the dissertation is submitted for library review and publication.
**Prerequisite:** EDL 776

## EDL 795, Special Topics for the Educational Leadership Dissertation, 1-3 Units

In this course, a topic of current interest to students in their dissertation is examined in depth. Students collect, analyze and evaluate data to reach and express a position, enhance personal or professional development and/or to develop a particular project.

# EdD in Educational Leadership

**For more information: (626) 815-5374**

Azusa Pacific University's EdD in Educational Leadership (https://www.apu.edu/education/programs/doctor-in-educational-leadership/) is a practitioner-based program that places emphasis on applied research that results in direct, positive change in K-12 settings. The program prepares scholar-practitioners who are equipped with the knowledge and skills to make a transformative impact on schools and districts and the lives of students in them.

## Mission Statement

The EdD in Educational Leadership program at APU, a Christ-centered university, enables culturally aware K-12 leaders to implement research-based practices as change agents.

## Program Requirements

Students must complete 55 units of coursework, and successfully complete the written dissertation, oral defense, and required corrections as well as a public dissertation presentation.

## Coursework Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Required Courses** | | |
| **Orientation** | | |
| EDL 702 | Proseminar in Educational Leadership | 1 |
| **Leadership Content** | | |
| EDL 710 | Developing the Leader Within | 2 |
| EDL 712 | Leading Change in Education: Theory to Practice | 3 |
| EDL 713 | Diversity and Equity in Education | 3 |
| EDL 716 | Educational Policy: Analysis, Praxis, and Reform | 3 |
| EDL 718 | Group Dynamics and Conflict | 2 |
| EDL 719 | Special Topics in Educational Leadership | 3 |
| EDL 722 | Strategic Planning for Educational Systems | 3 |
| EDL 723 | Legal Issues and Crisis Management in Schools | 3 |
| EDL 724 | Ethical Leadership in Education | 3 |
| **Research Methodology and Design** | | |
| EDL 761 | Introduction to Educational Research | 2 |
| EDL 762 | Quantitative Inquiry in Education | 3 |
| EDL 767 | Qualitative Inquiry in Education | 3 |
| EDL 768 | Methods of Data Collection and Analysis | 2 |
| EDL 769 | Program Evaluation in Education: Assessment for Decision Making | 3 |
| **Dissertation Milestones** | | |
| EDL 760 | Dissertation Milestone: Proposal A - Nature of Inquiry and Chapter 1 | 2 |
| EDL 770 | Dissertation Milestone: Proposal B | 2 |
| EDL 771 | Dissertation Milestone: Proposal C | 2 |
| EDL 772 | Dissertation Milestone: Finalizing the Proposal | 2 |
| EDL 773 | Dissertation Milestone: Data Collection | 2 |
| EDL 774 | Dissertation Milestone: Data Analysis | 2 |
| EDL 776 | Dissertation Milestone: Results, Discussion, and Conclusion | 2 |
| EDL 777 | Dissertation | 2 |
| **Total Units** | | **55** |

## Grading and Grade-Point Average (GPA)

Throughout higher education, and particularly at the doctoral level, commitment to learning should outweigh the pursuit of grades. Nonetheless, grading and grade point average continue to play a crucial role in students' studies. For doctoral students, the grade of *B-* is considered minimally acceptable. Courses graded lower than *B-* are not applied toward doctoral degree requirements and must be repeated.

A doctoral student must maintain a minimum cumulative GPA of 3.0 in 700-level courses and receive no grade lower than *B-* in 700-level courses. Courses graded lower than *B-* are not applied toward doctoral degree requirements and must be repeated. A cumulative GPA lower than 3.0 or the receipt of a grade lower than *B-* in 700-level courses will result in the student being placed on probation. A doctoral student who is on probation for more than a total of two terms throughout his or her doctoral study may be dismissed from the program. Probation and dismissal actions are posted on a student's transcript.

A doctoral student whose grade point average falls in the range of 3.0-3.2 is required to meet with his/her advisor to identify academic skills that may need strengthening and to take appropriate action.

# Other Degree Requirements

## Advancement to Candidacy

Following approval of the dissertation proposal by the dissertation committee, doctoral students are advanced to candidacy status.

## Dissertation

Doctoral students are required to complete a dissertation, the standards and procedures for which are defined by program faculty in keeping with the APU Style and Format Handbook for Dissertation and Thesis Publications. To be approved for a dissertation defense date, students must be enrolled in EDL 777 and have the approval of their dissertation committee. Continuous enrollment in EDL 777 is required until the dissertation is successfully defended and submitted to an APU external reader.

After candidates successfully defend their dissertation in a meeting with their faculty committee, they must complete required corrections and submit the approved changes to an APU external reader. The final step of the dissertation requirement is to participate in a scheduled public presentation of the research to the department.

Doctoral students who have completed all program requirements; successfully defended, published, and presented their dissertation; and fulfilled all obligations of the university will have their doctoral degree posted and will be entitled to use the term "doctor."

## Continuous Progress

In order to receive credit for EDL 772, EDL 773, EDL 774, EDL 776, and EDL 777, doctoral candidates must maintain active student status and make continuous progress toward completion of the dissertation. Continuous progress of doctoral candidates is assessed each term on all of the following expectations:

- maintaining regular contact with the dissertation chair;
- conducting research and/or submitting high-quality drafts in a timely manner, consistent with the timeline established with the dissertation committee.

Candidates who require additional time to complete the dissertation after other coursework is complete must maintain continuous enrollment in EDL 777. Those who receive *NC* for EDL 777 will need to submit a report on their progress in candidacy and will enter into a probationary period for one term. Candidates who fail to maintain progress after a probationary period may be recommended for termination from the program.

## Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, study away, family conditions, or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state the reasons for the leave and the term in which the student will reenroll. Leaves of absence must be approved by the chair of the Department of Educational Leadership and the dean of the School of Education in advance of the term for which the leave is requested.

Students who fail to return to enrolled status at the end of an approved period of leave, or after three consecutive terms of nonenrollment (e.g., fall, spring, and summer semesters), will be considered no longer in pursuit of an advanced degree and must reapply for admission. If readmitted at a later date, students must meet any new program requirements.

## Degree Completion Time

Doctoral students are permitted six years from the date of initial enrollment to complete all requirements for the EdD degree. Extensions beyond the six-year limit may be granted at the discretion of the department chair and the dean of the School of Education. Students needing an extension due to unusual circumstances must make their request in writing, stating the reason(s) for the extension, a timetable for completion of requirements, and the expected date of degree completion.

# Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Application Deadlines

Completed applications with all supporting documentation must be received by one of the following deadlines:

- Priority deadline: May 1 (apply by this date to receive full consideration for scholarships)
- Regular deadline: June 1

## Interview

Upon invitation, doctoral applicants interview with at least two members of the doctoral faculty. The purpose of the interview is to meet the applicant, discuss education and career goals, evaluate the match of the program to the applicant, and determine the applicant's potential for success in the program.

## Admission Decisions

Program applicants must meet department and university criteria for admission. The department reserves the right to offer conditional admission to students who do not meet all the admission criteria. In such cases, the requirements necessary for full admission and the time limit for completing them will be stated in writing. Failure to meet these requirements may result in dismissal from the program.

## Computer Requirement

Students must own or have ready access to a computer during their tenure in the program. Microsoft Office and the SPSS statistical software package are required of students in their research courses throughout the program. APU's Information Technology may offer the required software free of charge (https://support.apu.edu/hc/en-us/articles/221901528-Downloads-Free-University-Software/) to active students. The Campus Store (https://bookstore.apu.edu) also makes arrangements to enable students to purchase computers and software at economical rates on convenient terms. Often, the required purchase of the laptop and software can be budgeted into student loans. For more information, contact the Student Financial Services office (https://www.apu.edu/student-services/finances/) at (626) 815-2020.

## Study Load

The three-year, dissertation-embedded EdD program is a full-time commitment requiring continuous full-time enrollment. To maintain the appropriate course sequence, doctoral students must enroll in all courses designated for each academic term. Requests to enroll for fewer units than designated are approved only in specific circumstances. Any leave of absence will be in a one-year increment and will require stopping out until the following year, when the next course sequence is offered.

## Residence Requirement

Doctoral students must meet a residency requirement by completing a minimum of 41 units toward the doctoral degree at APU.

## Transfer Units

Doctoral students may transfer up to 10 units of coursework with a grade of *B* or higher from another regionally accredited doctoral program. Official transcripts and syllabi must be submitted to the program director, who will determine the courses that successfully transfer.

## Schedule

The program requires a full-time, year-round commitment (fall, spring, and summer). All courses are offered in a hybrid format, with in-person class sessions held six Saturdays per 16-week term in both fall and spring, and four Saturdays during the 8-week summer term. Additional instruction is provided online. Check with the program office to determine meeting dates and times.

## Advisement

During the first semester of the doctoral program, students enroll in a 1-unit proseminar course that serves as an orientation and initial advising into the program. The proseminar has three primary goals: 1) to orient students to the intellectual life of doctoral study; 2) to provide opportunities for students to become familiar with steps and procedures required for successful completion of the doctoral program, including a plan and timeline for accomplishing major academic and professional milestones; and 3) to introduce students to the technology, tools, and academic resources needed for doctoral study, including use of the Azusa Pacific University library catalog and databases. All proseminar activities are designed to help students develop connections with each other and with the faculty to create a community of learners and scholars.

Upon successful completion of the first semester, and once a student begins dissertation work, the dissertation chair serves as the primary academic advisor for the remainder of the student's time in the program.

## Financial Aid

Federal Stafford loans and personal bank loans are available to all eligible graduate students through the student financial services office in the Student Services Center (https://www.apu.edu/student-services/). Students are advised to contact that office early in the admissions process. The School of Education offers multiple scholarships (https://www.apu.edu/education/scholarships/), including the following opportunities exclusively for doctoral students:

### Lillian B. Wehmeyer Scholarship Endowment

This scholarship is in memory of the late Lillian B. Wehmeyer, PhD, former faculty in the School of Education doctoral program, who lived with a passion for assisting doctoral students in successful research. The Lillian B. Wehmeyer Scholarship (https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/types/scholarships/education/#lillianbwehmeyerscholarship) assists doctoral program students in the School of Education who demonstrate satisfactory academic progress, commitment to service, and financial need.

### EdD Program Scholarship

Azusa Pacific University offers competitive scholarship support to newly admitted doctoral students who demonstrate outstanding leadership qualities or leadership potential in K-12 education and who are committed to serving under-resourced schools and districts. Priority is given to current practitioners who are leading their schools and districts toward improved performance. Admitted applicants are considered for these awards based on an overall assessment of their admission application. No separate application required. This scholarship is renewable and may be received for a total of three years. Continuous enrollment, good academic standing (minimum 3.5 GPA), and employment in K-12 education are required for annual award renewal.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Values-Driven Leaders: Embody leadership traits and practices in line with Christian values; Exemplify a commitment to social justice and equity; and maintain a cycle of deep reflection and self-development.
2. Strategic Facilitators of Change: Lead impactful change across all levels of educational systems; Apply sound practices of organizational management and system development; Read and assess organizational culture; Develop masterful facilitation skills; Engage in coaching and developing others.
3. Dynamic Communicators: Craft messages that are adapted to intended purposes and audiences; Exhibit high executive skills; Demonstrate facility with a variety of communicative tools and modalities.
4. Creative, Adaptive, and Intuitive Thinkers: Demonstrate political awareness and emotional intelligence; Utilize introspection, critical thinking, and an ethical lens in problem solving; Exhibit curiosity, humility, and resilience.
5. Scholarly Practitioners: Utilize evidence-based practices; Design and complete significant research; Apply theory and empirical data to decision-making in appropriate, contextualized ways.

# Department of School Counseling and School Psychology

The Department of School Counseling and School Psychology (https://www.apu.edu/education/counselingpsych/) offers adult learners academic and practical preparation for careers in school counseling and school psychology. The department provides coursework and supervises fieldwork leading to the Master of Arts in Education: Educational Counseling; the Master of Arts in Education: Educational and Clinical Counseling; the Educational Specialist in School Psychology with Embedded Master of Arts in Education: Educational Psychology; the Educational Specialist in School Psychology: Clinical and Educationally Related Mental Health Counseling with Embedded Master of Arts in Education: Educational Psychology; and the Educational Specialist in School Psychology: Applied Behavior Analysis with Embedded Master of Arts in Education: Educational Psychology. In addition, the department offers a credential-only program for those who hold a master's degree and PPS Credential in School Counseling and wish to seek an additional PPS Credential in School Psychology, or vice versa.

## Student Dispositional Expectations

All candidates in the Department of School Counseling and School Psychology will be evaluated on their professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. All candidates will be evaluated by faculty with regard to student dispositions throughout their program; any candidate who does not meet minimal expectations with regard to student dispositions will be required to meet with the department chair or the chair's designee to develop an improvement plan. Students who fail to meet the remedial dispositional requirements will be evaluated for fitness to practice in the profession.

## Programs

## School Counseling

- Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 499)
- Master of Arts in Education: Educational and Clinical Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 497)
- PPS: School Counseling Credential (p. 501)

## School Psychology

- Educational Specialist in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 486)
- Educational Specialist in School Psychology: Clinical and Educationally Related Mental Health Counseling with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 494)
- Educational Specialist in School Psychology: Applied Behavior Analysis with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 490)
- PPS: School Psychology Credential (p. 503)

## Courses

### ABA 500, ABA Fieldwork I, 1 Unit

This course is a companion to the first four courses in the seven-course sequence that fulfills the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course includes 200 hours of supervised fieldwork. Students must find a mentor willing to supervise their fieldwork hours. While a BCBA mentor is preferred, for the purpose of this class students may also be supervised by a behavior intervention case manager (BICM), behavior specialist, or a school psychologist with at least five years of experience of designing behavior intervention plans (BIPs) and/or behavior support plans (BSPs) and completing functional behavioral assessments (FBAs).
**Prerequisite:** ABA 503

### ABA 503, Theory and Philosophy of Behavior Analysis, 3 Units

This is the third of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on the philosophical underpinnings of behaviorism and examines the theoretical foundations of the science of behavior analysis. Students examine the theoretical assumptions associated with behavior analysis as a philosophy of science and relate them to current applications.
**Prerequisite:** ABA 505

### ABA 504, Single-Case Designs: Measurement and Experimental Evaluation of Behavior, 3 Units

This is the second of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). Students are introduced to single-subject design and learn how to collect, display, analyze, and interpret data using continuous and discontinuous measures.
**Prerequisite:** ABA 503 (may be taken concurrently)

### ABA 505, Foundations In Applied Behavior Analysis, 3 Units

This is the first of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on concepts and principles from the field of applied behavior analysis. Topics include characteristics of ABA, basic principles of behavior, positive and negative reinforcement, positive and negative punishment, extinction, schedules of reinforcement, functions of behavior, motivating operations, stimulus control, and verbal behavior.

### ABA 510, ABA Fieldwork II, 1 Unit

This is a companion to the last three courses in the seven-course sequence that fulfills the coursework requirement to become a Board Certified Behavior Analyst (BCBA), and includes 200 hours of supervised fieldwork. Students must find a mentor willing to supervise their fieldwork hours; while a BCBA mentor is preferred, for the purpose of this course students may also be supervised by a behavior intervention case manager (BICM), behavior specialist, or a school psychologist with at least five years of experience designing behavior intervention plans (BIPs) and/or behavior support plans (BSPs) and completing functional behavioral assessments (FBAs).
**Prerequisite:** ABA 500

### ABA 514, Functional Behavior Assessment in Applied Settings, 3 Units

This is the fifth of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on the functional behavior assessment process, which includes descriptive assessment (review of records, interview, observation, interpretation), functional analysis, and developing intervention plans.
**Prerequisite:** ABA 503, ABA 504, ABA 505, ABA 515

## ABA 515, Behavior Intervention, 3 Units

This is the fourth of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on the identification, selection, and implementation of the procedures, systems, and considerations of behavior change methods from the perspective of applied behavior analysis.
**Prerequisite:** ABA 503, ABA 504, and ABA 505 (ABA 503 may be taken concurrently)

## ABA 524, Ethics in Applied Behavior Analysis, 3 Units

This is the last of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on ethical considerations inherent to the field of applied behavior analysis and covers the professional and ethical compliance code for behavior analysts.

## ABA 534, Organizational Behavior Management, 3 Units

This is the sixth of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on using data-informed procedures for personnel management and supervision. Students gain knowledge and expertise in approaches to staff training, client outcomes, and personnel management that utilize organizational behavior management (OBM) techniques grounded in applied behavior analysis.
**Prerequisite:** ABA 503, ABA 504, ABA 505, ABA 515, ABA 514 (ABA 514 may be taken concurrently)

## EDCO 528, Community, Family, and School Collaboration, 3 Units

Students build awareness 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 schools/districts and public/private community representatives including mental health, government, advocacy and law enforcement agencies; and knowledge of district/school programs that support student achievement through academics and mental health to support school/community collaborations.

## EDCO 533, Counseling Theories and Techniques, 3 Units

Students in this course examine the varied counseling theories and techniques needed by school counselors and mental health counselors in a variety of counseling roles and functions. The focus is on exploring counseling theories to assist in selection of appropriate counseling interventions, studying the models of counseling consistent with current professional research and practice, and the development of a personal model of counseling. Each student must demonstrate knowledge of how school and mental health counseling programs and services promote client development, learning, and achievement in diverse populations within the context of professional ethics. Concepts, attitudes, and values of the counselor that most influence the counseling relationship and outcome are explored. A holistic, ecosystemic model for viewing counseling issues, the community, and the understanding of family processes is studied, with a focus on acquiring knowledge and practicing skills related to individual and group counseling within a multicultural context.

## EDCO 534, Assessment, Measurements, and Testing of Individuals, 3 Units

Students in this course learn to understand and interpret measurement techniques and state and national assessments that are used in public schools at all grade levels. Course content includes the role of measurement and assessment in pupil personnel services, test validity and reliability, portfolios, assessment procedures, special education testing, interpreting test data, and elementary statistics. Emphasis is on helping school counselors and other educators use measurement and assessment data to promote positive programs and outcomes for students.

## EDCO 535, Professionalism, Ethics, and Law, 3 Units

This course provides an ethical and legal background for use by school counselors and school psychologists as they assume their duties in the public school system. Candidates gain familiarity with state and federal provisions and school district policies pertaining to rights and responsibilities related to schooling, as well as professional ethics. The implications and legal applications of due process and the legal requirements that determine and protect pupil rights are emphasized.

## EDCO 545, Positive Behavior Supports and Classroom Intervention, 3 Units

This course focuses on multi-tiered systems of support in the areas of behavior and social emotional skills. Students learn about positive behavioral interventions and supports at the various levels, including the assessment of behavior and the development and implementation of behavior intervention plans. Consultation and collaboration within the educational environment is emphasized.

## EDCO 549, Career Development Theories and Techniques, 3 Units

This course orients students to occupational and career education trends, theories, and practices that ensure that all pupils receive equitable guidance that transcends cultural and gender stereotypes and is reflective of national standards. This includes computer-based technology, data management systems, and data-based research that supports career development services. Course material prepares students for postsecondary planning, enabling them to help pupils meet college entrance criteria, navigate admissions procedures, and gain access to financial aid information.

## EDCO 550, Crisis/Trauma Response and Interventions, 3 Units

Culturally appropriate crisis theory and counseling related techniques and methods for developing and maintaining a peaceable school environment, and for the prevention, intervention and postvention of such factors in school such as crisis, trauma, violence, gang activity, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment will be examined within an ecosystemic context. A multidisciplinary response to crises, emergencies, or disasters will be explored while examining the cognitive, affective, behavioral, and neurological effects associated with trauma, brief, intermediate and long-term approaches, assessment strategies for individuals in crisis.

## EDCO 555, Group Counseling Skills, 3 Units

This course provides a combination of history, theory, techniques and applications pertaining to the group counseling processes. Training requirements include the practice and demonstration of group techniques. Students observe, participate, and conduct a personal growth group composed of class members and observed by an experienced group supervisor.

## EDCO 557, Human Growth, Development, and Learning, 3 Units

Taking an ecosystemic perspective, this course exposes the student to the transactions between biological, psychosocial, cultural, and environmental factors affecting human growth, development, and learning from conception through adolescence. The focus is on the student's achievement of the integrated, holistic, and multicultural understanding, and emphasizes the application of theory to real life situations and problems.

## EDCO 560, School Counseling Fieldwork I, 4 Units

This course provides students with firsthand, supervised school counseling experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation, and practice counseling with individuals, groups, families, children, adolescents, and special education populations. Students must complete 400 fieldwork hours to earn credit.
**Prerequisite:** EDCO 533, EDCO 535, EDCO 550, EDCO 557, EDCO 575

## EDCO 561, School Counseling Fieldwork II, 4 Units

Students in this course gain supervised school counseling experience. Each student is involved in on-site experiences that include applying theory to counseling and consultation, and practice counseling with individuals, groups, families, children, adolescents, and special education populations. Students must complete 400 fieldwork hours to earn credit.
**Prerequisite:** EDCO 533, EDCO 535, EDCO 550, EDCO 557, EDCO 560, and EDCO 575

## EDCO 564, School Counseling Fieldwork I, 3 Units

This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.
**Prerequisite:** EDCO 528, EDCO 533, EDCO 535, EDCO 545, EDCO 550, EDCO 555, EDCO 575, EDCO 592

## EDCO 568, School Counseling Fieldwork II, 3 Units

This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.
**Prerequisite:** EDCO 528, EDCO 533, EDCO 535, EDCO 545, EDCO 550, EDCO 555, EDCO 575, EDCO 592

## EDCO 571, Introduction to Clinical Practice: Basic Skills, 3 Units

This course introduces the student to basic skills in attending behavior, clinical interviewing and clinical intervention. It is designed to stimulate self-awareness as related to the therapeutic relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, role-play and student audio/videotaped clinical practice explores differential diagnosis, the use of current diagnostic tools, such as the DSM 5, and the treatment modalities and placement criteria within the continuum of care.
**Prerequisite:** EDCO 575

## EDCO 572, Psychobiology and Psychopharmacology, 3 Units

This course presents the fundamentals of psychopharmacology, including the biochemical foundation of human behavior, the use of psychotropic medication in the treatment of specific mental disorders, and effective case management. It features an introduction to basic neurobiology, the historical underpinnings of field, the effects of psychotropic medication, specific drug classes and their use in relation to DSM-5, diagnoses, and special consideration for specific populations (e.g., individuals with a history a substance abuse, children). Students learn how to monitor their clients' use of psychotropic medication, when to make a referral for psychiatric evaluation, and how to work successfully with other mental health professionals in the delivery of ethical, effective counseling services.

## EDCO 573, Addictions, Assessment, and Interventions, 3 Units

This course provides an introduction to the field of addictions and compulsive behaviors, including substance abuse and substance abuse treatment. The course emphasizes assessment and intervention skills, processes, evidence-based research relevant to treatment and available resources. The nature and scope of addictions are defined, DSM-5 criteria for disorders are reviewed, and unique issues relative to faith, children/adolescents, persons with disabilities and other issues of diversity are considered.

## EDCO 574, Introduction to Clinical Practice: Advanced Skills, 3 Units

This course is designed to further develop the psychotherapeutic tools of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and in making contracts with clients for change. Coursework includes reading, observation, role-play, and student videotaped clinical practice. Coursework also explores differential diagnosis, the use of current diagnostic tools, application of the DSM 5, and the treatment modalities and placement criteria within the continuum of care. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of cases, and training 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:** EDCO 571

## EDCO 575, Clinical Practica, 3 Units

This course is designed to provide candidates with an in-the-field counseling experience that provides development of counseling skills and application of theoretical concepts in an educational clinical setting to enhance self-confidence as practicing professional counselors; and includes providing educational, personal, or career counseling, as well as shadowing an experienced educational counselor. This course requires candidates verify 100 practicum hours under supervision from faculty and site supervisors. Special topics of discussion will also include Human Sexuality, Aging and long-term care, child abuse assessment & reporting, spousal or partner abuse.
**Prerequisite:** EDCO 533

## EDCO 579, Sociocultural Competence, 3 Units

School counselors require an 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 develop a multicultural perspective as they develop awareness of their own cultures, the nuances of other cultures, and counseling considerations and perspectives when working with individuals from diverse social and cultural backgrounds.

## EDCO 580, School Counseling Internship I, 4 Units

This course provides students with firsthand, supervised school counseling experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation, and practice counseling with individuals, groups, families, children, adolescents, and special education populations. Students must complete 400 internship hours to earn credit.
**Prerequisite:** EDCO 533, EDCO 535, EDCO 550, EDCO 557, EDCO 575

## EDCO 581, School Counseling Internship II, 4 Units

Students in this course gain supervised school counseling experience. Each student is involved in on-site experiences that include applying theory to counseling and consultation, and practice counseling with individuals, groups, families, children, adolescents, and special education populations. Students must complete 400 internship hours to earn credit.
**Prerequisite:** EDCO 533, EDCO 535, EDCO 550, EDCO 557, EDCO 575, and EDCO 580

## EDCO 587, School Counseling Professionalism, 3 Units

This course is an orientation to the concepts and procedures that define and encompass pupil personnel management systems, including the ethics that guide the coordination and supervision of comprehensive counseling and guidance in multicultural school settings. Standards of professionalism that support successful leadership are incorporated into the instruction.

## EDCO 592, Foundations in Research, 3 Units

Students learn to assess, evaluate and apply information resources in preparing a literature review pertinent to a controversial topic in education. They employ database search strategies to identify empirical articles pertinent to the assigned topic. They learn to succinctly summarize articles and discern trends in the professional literature.

## EDCO 593, Historical Development of School Counseling and School Psychology, 3 Units

This course provides an historical overview of the professions of school psychology and counseling, and their philosophical and practical contributions to the field of education.

## EDCO 594, School Counseling Internship 1, 3 Units

(300 hours) Students enrolled in this fieldwork course are under a paid internship with their school district. In this course students will receive exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP/E and P meetings, and provision of counseling and/or consultation as appropriate to students, staff, and parents.

## EDCO 595, School Counseling Internship 2, 3 Units

(300 hours) Students enrolled in this fieldwork course are under a paid internship with their school district. This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

## EDCO 599, Readings in Educational Counseling, 1-3 Units

Consists of a program of study concentrating on assigned readings, discussions, field experiences, and/or writing arranged between, and designed by, a student and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## EDPY 528, Community, Family, and School Collaboration, 3 Units

Students build awareness 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 schools/districts and public/private community representatives including mental health, government, advocacy and law enforcement agencies; and knowledge of district/school programs that support student achievement through academics and mental health to support school/community collaborations.

## EDPY 533, Counseling Theories and Techniques, 3 Units

Students in this course examine the varied counseling theories and techniques needed by school counselors and mental health counselors in a variety of counseling roles and functions. The focus is on exploring counseling theories to assist in selection of appropriate counseling interventions, studying the models of counseling consistent with current professional research and practice, and the development of a personal model of counseling. Each student must demonstrate knowledge of how school and mental health counseling programs and services promote client development, learning, and achievement in diverse populations within the context of professional ethics. Concepts, attitudes, and values of the counselor that most influence the counseling relationship and outcome are explored. A holistic, ecosystemic model for viewing counseling issues, the community, and the understanding of family processes is studied, with a focus on acquiring knowledge and practicing skills related to individual and group counseling within a multicultural context.

## EDPY 535, Professionalism, Ethics, and Law, 3 Units

This course provides an ethical and legal background for use by school counselors and school psychologists as they assume their duties in the public school system. Candidates gain familiarity with state and federal provisions and school district policies pertaining to rights and responsibilities related to schooling, as well as professional ethics. The implications and legal applications of due process and the legal requirements that determine and protect pupil rights are emphasized.

## EDPY 545, Positive Behavior Supports and Classroom Intervention, 3 Units

This course focuses on multi-tiered systems of support in the areas of behavior and social emotional skills. Students learn about positive behavioral interventions and supports at the various levels, including the assessment of behavior and the development and implementation of behavior intervention plans. Consultation and collaboration within the educational environment is emphasized.

## EDPY 549, Career Development Theories and Techniques, 3 Units

This course orients students to occupational and career education trends, theories, and practices that ensure that all pupils receive equitable guidance that transcends cultural and gender stereotypes and is reflective of national standards. This includes computer-based technology, data management systems, and data-based research that supports career development services. Course material prepares students for postsecondary planning, enabling them to help pupils meet college entrance criteria, navigate admissions procedures, and gain access to financial aid information.

## EDPY 550, Crisis/Trauma Response and Interventions, 3 Units

Culturally appropriate crisis theory and counseling related techniques and methods for developing and maintaining a peaceable school environment, and for the prevention, intervention and postvention of such factors in school such as crisis, trauma, violence, gang activity, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment will be examined within an ecosystemic context. A multidisciplinary response to crises, emergencies, or disasters will be explored while examining the cognitive, affective, behavioral, and neurological effects associated with trauma, brief, intermediate and long-term approaches, assessment strategies for individuals in crisis.

## EDPY 555, Group Counseling Skills, 3 Units

This course provides a combination of history, theory, techniques and applications pertaining to the group counseling processes. Training requirements include the practice and demonstration of group techniques. Students observe, participate, and conduct a personal growth group composed of class members and observed by an experienced group supervisor.

## EDPY 556, Academic Assessment and Intervention, 2 Units

This course examines the foundations of curriculum-based measurement, evidence-based interventions, progress monitoring, and response to intervention. Students learn problem-solving skills in the identification and prevention of skill deficits, development of goals based on assessment data, progress monitoring, and determining the responsiveness to intervention.

## EDPY 557, Human Growth, Development, and Learning, 3 Units

Taking an ecosystemic perspective, this course exposes the student to the transactions between biological, psychosocial, cultural, and environmental factors affecting human growth, development, and learning from conception through adolescence. The focus is on the student's achievement of the integrated, holistic, and multicultural understanding, and emphasizes the application of theory to real life situations and problems.

## EDPY 571, Introduction to Clinical Practice: Basic Skills, 3 Units

This course introduces the student to basic skills in attending behavior, clinical interviewing and clinical intervention. It is designed to stimulate self-awareness as related to the therapeutic relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, role-play and student audio/videotaped clinical practice explores differential diagnosis, the use of current diagnostic tools, such as the DSM 5, and the treatment modalities and placement criteria within the continuum of care.
**Prerequisite:** EDCO 575 or EDPY 575

## EDPY 572, Psychobiology and Psychopharmacology, 3 Units

This course presents the fundamentals of psychopharmacology, including the biochemical foundation of human behavior, the use of psychotropic medication in the treatment of specific mental disorders, and effective case management. It features an introduction to basic neurobiology, the historical underpinnings of field, the effects of psychotropic medication, specific drug classes and their use in relation to DSM-5, diagnoses, and special consideration for specific populations (e.g., individuals with a history a substance abuse, children). Students learn how to monitor their clients' use of psychotropic medication, when to make a referral for psychiatric evaluation, and how to work successfully with other mental health professionals in the delivery of ethical, effective counseling services.

## EDPY 573, Addictions, Assessment, and Interventions, 3 Units

This course provides an introduction to the field of addictions and compulsive behaviors, including substance abuse and substance abuse treatment. The course emphasizes assessment and intervention skills, processes, evidence-based research relevant to treatment and available resources. The nature and scope of addictions are defined, DSM-5 criteria for disorders are reviewed, and unique issues relative to faith, children/adolescents, persons with disabilities and other issues of diversity are considered.

## EDPY 574, Introduction to Clinical Practice: Advanced Skills, 3 Units

This course is designed to further develop the psychotherapeutic tools of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and in making contracts with clients for change. Coursework includes reading, observation, role-play, and student videotaped clinical practice. Coursework also explores differential diagnosis, the use of current diagnostic tools, application of the DSM 5, and the treatment modalities and placement criteria within the continuum of care. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of cases, and training 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:** EDCO 571 or EDPY 571

## EDPY 575, Clinical Practica, 3 Units

This course is designed to provide candidates with an in-the-field counseling experience that provides development of counseling skills and application of theoretical concepts in an educational clinical setting to enhance self-confidence as practicing professional counselors; and includes providing educational, personal, or career counseling, as well as shadowing an experienced educational counselor. This course requires candidates verify 100 practicum hours under supervision from faculty and site supervisors. Special topics of discussion will also include Human Sexuality, Aging and long-term care, child abuse assessment & reporting, spousal or partner abuse.
**Prerequisite:** EDCO 533 or EDPY 533

## EDPY 592, Foundations in Research, 3 Units

Students learn to assess, evaluate and apply information resources in preparing a literature review pertinent to a controversial topic in education. They employ database search strategies to identify empirical articles pertinent to the assigned topic. They learn to succinctly summarize articles and discern trends in the professional literature.

## EDPY 593, Historical Development of School Counseling and School Psychology, 3 Units

This course provides an historical overview of the professions of school psychology and counseling, and their philosophical and practical contributions to the field of education.

## EDPY 599, Readings in Educational Psychology, 1-3 Units

Consists of a program of study concentrating on assigned readings, discussions, field experiences, and/or writing arranged between, and designed by, a student and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## EDPY 624, Disabilities in Children, 2 Units

School psychologists are required to have an understanding of the spectrum of individual differences among potential students, particularly individuals with exceptional needs. This course introduces students to individuals defined by cultural differences, socioeconomic disadvantages, sexual biases, and developmental psychopathology, in order to achieve sensitivity to the needs and feelings of persons with differing experiences. Students are introduced to the legal requirements of educating learners in the least-restrictive environments, and consider current issues and future trends in special education.

## EDPY 633, Multicultural and Bilingual Assessment and Intervention, 3 Units

This course equips school psychologists with a multidimensional perspective of cultures, bilingualism, assessment, remediation, and interventions in the education system. Course material focuses on assessment models, psychoeducational assessment practices, and test bias. In addition, the social, psychological, ecological, linguistic, and cultural aspects of multicultural and bilingual students and families are explored. Upon successful completion of this course, students are able to demonstrate knowledge of multicultural and social factors, the ability to conduct a multicultural assessment, and the ability to translate assessment results into interventions appropriate for multicultural and linguistic minority students.

## EDPY 635A, Role and Function of a School Psychologist: Positive Behavior Supports, 1 Unit

This is a supervised practicum in data-driven behavioral consultation/collaboration and socialization/life skills. This course emphasizes Functional Behavior Assessments and Behavior Intervention Plans. Students meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.
**Corequisites:** EDPY 624 and EDPY 681

## EDPY 635B, Role and Function of a School Psychologist: Individual/Group Counseling, 1 Unit

This course offers a supervised practicum in the development of life skills, mental health, and home/school/community collaboration. Students gain supervised skills in individual/group counseling and meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.
**Corequisites:** EDPY 637 and EDPY 682

## EDPY 635C, Role and Function of a School Psychologist: Assessment, 1 Unit

This is a supervised practicum in data-based intervention development and collaboration. Students gain supervised experience in administration, scoring, and interpretation of cognitive/processing/social-emotional assessments. Students also conduct Curriculum-Based Assessments within a Response to Intervention (RTI) model. Students meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.
**Corequisites:** EDPY 633 and EDPY 683

## EDPY 636, Research and Evaluation in School Psychology, 3 Units

Students gain advanced skills in understanding statistical techniques and applying them to the analysis of educational research data related to school psychology. Strategies for conducting effective evaluations are considered as students plan an evaluation using appropriate statistical analysis as related to educational psychological research. Students gain additional experience in the use of computers for statistical analysis.

## EDPY 637, Child Psychopathology Assessment and Treatment, 3 Units

Students in this course learn a systematic approach to the description and assessment of, and planning for, children with learning and behavior problems. Emphasis is on emotional disturbances, including internalizing disorders and externalizing disorders, ADHD, and autism. Course material also includes the development of appropriate interventions from assessment data, use of technology, and the use of assessments for accountability.

## EDPY 655, School Psychology Internship I, 5 Units

Students in this course get on-site experience as school psychologists for special and regular education students, acquiring professional skills and knowledge. Such experience includes working with IDEA regulations and procedures, assessing and counseling exceptional students, consulting with teachers, parents, and community agencies, and supervising counseling services. Students also become skilled in conducting student assessment, writing reports, consulting with staff and parents, designing prevention, intervention, and postvention strategies, and completing progress evaluations. 600 hours.

## EDPY 656, School Psychology Internship II, 5 Units

With continued on-site supervision, field experience students become increasingly independent in planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues as they participate in, and even initiate, the planning of prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. 600 hours.

## EDPY 681, Psychoeducational Assessment I, 3 Units

This is the first in a series of three courses equipping students for effective assessment of preschool children, school-age children, and adults. Students explore the multifaceted and culturally defined nature of human intelligence, research and theory regarding the development and measurement of human intellectual ability, and the construction, uses, and limitations of assessment tools and methods. Students complete this series of courses equipped with a wide range of techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

### EDPY 682, Psychoeducational Assessment II, 3 Units

This is the second in a series of three courses equipping students for effective assessment of preschool children, school-age children, and adults. Students explore the multifaceted and culturally defined nature of human intelligence, research and theory regarding the development and measurement of human intellectual ability, and the construction, uses, and limitations of assessment tools and methods. Students complete this series of courses equipped with a wide range of techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

### EDPY 683, Psychoeducational Assessment III, 3 Units

This is the third in a series of three courses equipping students for effective assessment of preschool children, school-age children, and adults. Students explore the multifaceted and culturally defined nature of human intelligence, research and theory regarding the development and measurement of human intellectual ability, and the construction, uses, and limitations of assessment tools and methods. Students complete this series of courses equipped with a wide range of techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

### EDPY 690, Advanced Individual Research, 3 Units

In this course, the professor and students work closely to advance research into a form appropriate for presentation at a national conference or publication in a peer-reviewed journal. Examples of activities in this course include development of literature reviews, data collection, statistical analysis, manuscript editing and revising, presenting research at conferences, and submission for publication in scholarly journals.

### EDPY 695, School Psychology Fieldwork I, 5 Units

Students in this course get on-site experience as school psychologists for special and regular education students, acquiring professional skills and knowledge. Such experience includes working with IDEA regulations and procedures, assessing and counseling exceptional students, consulting with teachers, parents, and community agencies, and supervising counseling services. Students also become skilled in conducting student assessment, writing reports, consulting with staff and parents, designing prevention, intervention, and postvention strategies, and completing progress evaluations. 600 hours.

### EDPY 696, School Psychology Fieldwork II, 5 Units

With continued on-site supervision, field experience students become increasingly independent in planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues as they participate in, and even initiate, the planning of prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. 600 hours.

### EDPY 697, Readings in School Psychology, 1 Unit

This course assists the student in research of current literature in the field of school psychology. Literature is one of the vehicles that bridges the gap between theory and practice. Thus, this intensive course in current professional literature allows the student to remain on the cutting edge of the profession.
**Prerequisite:** Completion of program requirements and approval of program director

# Educational Specialist (EdS) in School Psychology with Embedded MA in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology

**For more information: (626) 815-5026**

Azusa Pacific University's Educational Specialist (EdS) in School Psychology with embedded Master of Arts in Education (MAEd): Educational Psychology and Pupil Personnel Services Credential in School Psychology (https://www.apu.edu/education/programs/school-psychology-specialist-degree/) program equips school psychology candidates with distinctive and marketable skills and competencies. The school psychology program is approved with conditions by the National Association of School Psychologists (NASP) (https://www.nasponline.org/) and accredited by the National Council for Accreditation of Teacher Education (NCATE)—which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org/)—and the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/). The two degrees are completed in three years and comprise 66 graduate semester units, 450 hours of practicum, and 1,200 hours of fieldwork/internship. Upon successful completion of this program, candidates can apply to become Nationally Certified School Psychologists (NCSPs).

# Program Structure

## Years 1 and 2 (MAEd)

Candidates complete a total of 55 units and 450 hours of practicum during the first two years of the program. Upon completion of all coursework, practicum hours, and the Graduate Research Project (GRP), the candidate is granted the Master of Arts in Education: Educational Psychology and may participate in commencement.

## Year 3 (Post-master's Year, EdS)

During the Spring II session of the second year and the post-master's year, candidates complete an additional 11 units of special focus coursework, including 10 units of fieldwork/internship (1,200 hours). Candidates applying for an internship credential may submit their application once a paid internship at a public school in the field of school psychology has been secured. Prior to starting fieldwork/internship, students are required to provide an updated TB clearance.

Upon successful completion of post-master's coursework and fieldwork/internship, and passing of the PRAXIS II (School Psychology) exam, the candidate is granted the Educational Specialist (EdS) degree and may file for the PPS Credential in School Psychology. Once these requirements are fulfilled, the student may apply to become a Nationally Certified School Psychologist (NCSP) through the National Association of School Psychologists (NASP); students are advised to review specific NCSP requirements online (https://www.nasponline.org/standards-and-certification/national-certification/ncsp-eligibility/).

## Additional Admission Requirements for School Psychology Applicants

1. After all admission materials have been submitted to the Office of Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/admissions/), the school psychology program reviews the file and notifies the applicant to schedule an admission interview with the department. The prospective candidate should come prepared to be interviewed by program faculty. The purpose of the interview is to meet the candidate, discuss career goals, evaluate match of the program to the student, and make an initial assessment of the applicant's potential for success as a school psychologist.
2. All candidates who are admitted to the program are required to submit a copy of their California Certificate of Clearance (COC) or another form of clearance, such as a valid and current credential for teaching or counseling and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.
3. Candidates must verify successful completion of the California Basic Skills Requirement (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667/) via one of the options approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/) prior to admission.

# Course Requirements

## Scope and Sequence

Students take courses in the following sequence (students are required to seek academic advisement prior to initial registration):

| Code | Title | Units |
|---|---|---|
| **Year 1** | | |
| **Coursework for Master of Arts in Education: Educational Psychology** | | |
| **Term 1** | | |
| EDPY 533 | Counseling Theories and Techniques [1] | 3 |
| EDPY 557 | Human Growth, Development, and Learning [1] | 3 |
| EDPY 624 | Disabilities in Children [1] | 2 |
| EDPY 535 | Professionalism, Ethics, and Law | 3 |
| **Term 2** | | |
| EDPY 545 | Positive Behavior Supports and Classroom Intervention [1] | 3 |
| EDPY 572 | Psychobiology and Psychopharmacology | 3 |
| EDPY 556 | Academic Assessment and Intervention [1] | 2 |
| EDPY 592 | Foundations in Research [1] | 3 |
| **Term 3** | | |
| EDPY 593 | Historical Development of School Counseling and School Psychology | 3 |
| EDPY 528 | Community, Family, and School Collaboration [1] | 3 |
| Students will have located a practicum site. | | |
| **Year 2** | | |
| **Term 1** | | |
| EDPY 681 | Psychoeducational Assessment I [1] | 3 |

| Code | Title | Units |
|---|---|---|
| EDPY 690 | Advanced Individual Research [1] | 3 |
| EDPY 682 | Psychoeducational Assessment II [1] | 3 |
| EDPY 636 | Research and Evaluation in School Psychology [1] | 3 |
| EDPY 635A | Role and Function of a School Psychologist: Positive Behavior Supports [1] | 1 |
| **Term 2** | | |
| EDPY 683 | Psychoeducational Assessment III [1] | 3 |
| EDPY 637 | Child Psychopathology Assessment and Treatment [1] | 3 |
| EDPY 550 | Crisis/Trauma Response and Interventions [1,2] | 3 |
| EDPY 633 | Multicultural and Bilingual Assessment and Intervention [2] | 3 |
| EDPY 635B | Role and Function of a School Psychologist: Individual/Group Counseling [1] | 1 |
| **Term 3** | | |
| EDPY 635C | Role and Function of a School Psychologist: Assessment [1] | 1 |
| **Total Units** | | **55** |

[1]    Prerequisites must be completed prior to internship/fieldwork.
[2]    Part of the EdS degree.

Students will complete the following in order to earn the Master of Arts in Education: Educational Psychology (MAEd):

- Designated MAEd coursework (55 units)
- Graduate Research Project
- 450 hours of practicum

*Students may participate in commencement.*

| Code | Title | Units |
|---|---|---|
| **Year 3** | | |
| **Coursework for Educational Specialist Degree** | | |
| **Term 1** | | |
| EDPY 697 | Readings in School Psychology | 1 |
| Select one of the following: | | 5 |
|    EDPY 655 | School Psychology Internship I (600 hours) | |
|    EDPY 695 | School Psychology Fieldwork I | |
| **Term 2** | | |
| Select one of the following: | | 5 |
|    EDPY 656 | School Psychology Internship II | |
|    EDPY 696 | School Psychology Fieldwork II (600 hours) | |
| **Total Units** | | **11** |

Students will complete the following in order to earn the Educational Specialist (EdS) with an embedded Pupil Personnel Services Credential in School Psychology:

- Designated EdS coursework (11 units)
- 1,200 hours of fieldwork/internship (primary and secondary settings)
- Passing the PRAXIS II School Psychology #5403 with a 155 or higher

## Additional Requirements

1. Students must pass the PRAXIS II School Psychology #5403 exam with a score of 155 or higher to demonstrate their competence in school psychology prior to completion of the program.
2. Students prepare a Graduate Research Project (GRP), which includes a formal research paper or program evaluation and must be approved by APU's Institutional Review Board (IRB). The GRP content should be related to a topic that the student chooses to study in depth and has relevance to the field of school psychology. The research portion of the project is completed through the following courses: EDPY 592, EDPY 690, and EDPY 636. In addition to the GRP, students are required to present their research findings and paper to a faculty and peer panel.
3. Students complete a performance-based portfolio during practicum and internship/fieldwork that will be evaluated by program faculty and field experience mentors for evidence of skills competency.

## Advisory Notes

- Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures (p. 1078) section of the catalog.
- Students cannot pursue the Master of Arts in Education: Educational Counseling (https://www.apu.edu/education/programs/masters-in-school-counseling/) as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Psychology and Educational Specialist in School Psychology.
- The practicum experience at APU consists of 450 hours (required by the California Commission on Teacher Credentialing). A minimum of 300 hours must be completed in a pre-K-12 public school setting. Up to 150 hours may be completed through on-campus agencies (e.g., child study centers, psychology clinics) or community-based agencies (e.g., private schools, community-based mental health clinics). These hours are to be completed prior to beginning fieldwork/internship. The required hours are to be completed under the direct supervision of a credentialed school psychologist with no fewer than three years of experience.
- At some regional campuses, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional campuses.
- Students in an educational counseling or educational psychology program may request to waive a course (see Waivers (p. 1084)), 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 of the university standards for transfer credit (see Transfer Credit (p. 1084)), it may be transferred to meet requirements (up to 20 percent of the total program units may be transferred to meet requirements). If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.
- A student has a maximum of five years to complete all coursework, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.
- Students approaching program completion must obtain a credential application from the Office of Credentials (https://www.apu.edu/education/resources/credentials/) in the School of Education. Students must complete all credential requirements to apply for the credential.
- Students approaching graduation must obtain and complete a Graduation Application (https://www.apu.edu/student-services/registration/#gradproforms) from the Office of the Registrar (https://www.apu.edu/student-services/registration/) in accordance with published university deadlines. The registrar and department will collaborate to determine whether the student has met all requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in data-based decision making and accountability.
2. Demonstrate competency in consultation and collaboration.
3. Demonstrate competency in interventions and instructional support to develop academic skills.
4. Demonstrate competency in behavior interventions and mental health services to develop social and life skills.
5. Demonstrate competency in direct and indirect services – school wide practices to promote learning.
6. Demonstrate competency in school-wide practices to promote behavioral and mental health.
7. Demonstrate competency in family-school collaboration.
8. Demonstrate competency in human diversity.
9. Demonstrate competency in research and program evaluation.
10. Demonstrate competency in legal, ethical, and professional practice disposition.

# Educational Specialist (EdS) in School Psychology: Applied Behavior Analysis with Embedded MA in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology

**For more information: (626) 815-5026**

Azusa Pacific University's Educational Specialist (EdS) in School Psychology: Applied Behavior Analysis with embedded Master of Arts in Education (MAEd): Educational Psychology and Pupil Personnel Services Credential in School Psychology (https://www.apu.edu/education/programs/school-psychology-specialist-degree/#pathways) program equips school psychology candidates with distinctive and marketable skills and competencies. Candidates acquire knowledge needed to provide intensive behavioral treatment and intervention services for students diagnosed with autism and related disabilities.

This program is a Verified Course Sequence (VCS) approved by the Behavior Analyst Certification Board (BACB) (http://www.bacb.com/) and meets the educational requirements for eligibility as a Board Certified Behavior Analyst (BCBA). Additional requirements to achieve certification (https://www.bacb.com/bcba/) include successful completion of supervised clinical experience, as well as the certification exam administered by the BACB.

The school psychology program is approved with conditions by the National Association of School Psychologists (NASP) (https://www.nasponline.org/) and accredited by the National Council for Accreditation of Teacher Education (NCATE)—which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (http://www.caepnet.org/)—and the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/). The two degrees are completed in three years and comprise 89 graduate semester units, 450 hours of practicum, and 1,200 hours of fieldwork/internship. Upon successful completion of this program, candidates can apply to become Nationally Certified School Psychologists (NCSPs).

## Program Structure

### Years 1 and 2 (MAEd)

Candidates complete at least 55 units and 450 hours of practicum during the first two years of the program. Upon completion of all coursework, practicum hours, and the Graduate Research Project (GRP), the candidate is granted the Master of Arts in Education: Educational Psychology and may participate in commencement.

### Year 3 (Post-Master's Year, EdS)

During the Spring II session of the second year and the post-master's year, candidates complete at least an additional 11 units of special focus coursework (including 10 units (1,200 hours) of fieldwork/internship) and 23 units of applied behavior analysis specialization coursework. Candidates applying for an internship credential may submit their application once a paid internship at a public school in the field of school psychology has been secured. Prior to starting fieldwork/internship, students are required to provide an updated TB clearance.

Upon successful completion of post-master's coursework and fieldwork/internship, and passing of the PRAXIS II (School Psychology) exam, the candidate is granted the Educational Specialist (EdS) degree and may file for the PPS Credential in School Psychology. Once these requirements are fulfilled, the student may apply to become a Nationally Certified School Psychologist (NCSP) through the National Association of School Psychologists (NASP); students are advised to review specific NCSP requirements online (https://www.nasponline.org/standards-and-certification/national-certification/ncsp-eligibility/).

Candidates should collaborate with the program director about where the applied behavior analysis specialization courses should be completed within the three-year sequence.

## Additional Admission Requirements for School Psychology Applicants

1. After all admission materials have been submitted to the Office of Graduate and Professional Admissions (http://www.apu.edu/graduateprofessional/apply/), the school psychology program reviews the file and notifies the applicant to schedule an admission interview with the department. The prospective candidate should come prepared to be interviewed by program faculty. The purpose of the interview is to meet the candidate, discuss career goals, evaluate match of the program to the student, and make an initial assessment of the applicant's potential for success as a school psychologist.

2. All candidates who are admitted to the program are required to submit a copy of their California Certificate of Clearance (COC) or another form of clearance, such as a valid and current credential for teaching or counseling and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.

3. Candidates must verify successful completion of the California Basic Skills Requirement (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667/) via one of the options approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/) prior to admission.

# Course Requirements

## Scope and Sequence

Students take courses in the following sequence (students are required to seek academic advisement prior to initial registration):

| Code | Title | Units |
|---|---|---|
| **Year 1** | | |
| **Coursework for Master of Arts in Education: Educational Psychology** | | |
| **Semester 1** | | |
| EDPY 533 | Counseling Theories and Techniques [1] | 3 |
| EDPY 557 | Human Growth, Development, and Learning [1] | 3 |
| EDPY 624 | Disabilities in Children [1] | 2 |
| EDPY 535 | Professionalism, Ethics, and Law [1] | 3 |
| **Semester 2** | | |
| EDPY 545 | Positive Behavior Supports and Classroom Intervention [1] | 3 |
| EDPY 572 | Psychobiology and Psychopharmacology | 3 |
| EDPY 556 | Academic Assessment and Intervention [1] | 2 |
| EDPY 592 | Foundations in Research [1] | 3 |
| **Semester 3** | | |
| EDPY 593 | Historical Development of School Counseling and School Psychology [1] | 3 |
| EDPY 528 | Community, Family, and School Collaboration [1] | 3 |
| Students will have located a practicum site. | | |
| **Year 2** | | |
| **Semester 1** | | |
| EDPY 681 | Psychoeducational Assessment I [1] | 3 |
| EDPY 690 | Advanced Individual Research [1] | 3 |
| EDPY 682 | Psychoeducational Assessment II [1] | 3 |
| EDPY 636 | Research and Evaluation in School Psychology [1] | 3 |
| EDPY 635A | Role and Function of a School Psychologist: Positive Behavior Supports [1] | 1 |
| **Semester 2** | | |
| EDPY 683 | Psychoeducational Assessment III [1] | 3 |
| EDPY 637 | Child Psychopathology Assessment and Treatment [1] | 3 |
| EDPY 550 | Crisis/Trauma Response and Interventions [1,2] | 3 |
| EDPY 633 | Multicultural and Bilingual Assessment and Intervention [2] | 3 |
| EDPY 635B | Role and Function of a School Psychologist: Individual/Group Counseling [1] | 1 |
| **Semester 3** | | |
| EDPY 635C | Role and Function of a School Psychologist: Assessment [1] | 1 |
| **Total Units** | | **55** |

[1]    Prerequisites must be completed prior to internship/fieldwork.

[2]    Part of the EdS degree.

Students will complete the following in order to earn the Master of Arts in Education: Educational Psychology (MAEd):

- Designated MAEd coursework (55 units)
- Graduate Research Project
- 450 hours of practicum

*Students may participate in commencement.*

| Code | Title | Units |
|---|---|---|
| **Year 3** | | |
| **Coursework for Educational Specialist Degree** | | |
| **Semester 4** | | |
| EDPY 697 | Readings in School Psychology | 1 |
| Select one of the following: | | 5 |
| EDPY 655 | School Psychology Internship I (600 hours) | |
| EDPY 695 | School Psychology Fieldwork I | |
| **Semester 5** | | |
| Select one of the following: | | 5 |
| EDPY 656 | School Psychology Internship II | |
| EDPY 696 | School Psychology Fieldwork II (600 hours) | |
| **Total Units** | | **11** |

Students will complete the following in order to earn the Educational Specialist (EdS) with an embedded Pupil Personnel Services Credential in School Psychology:

- Designated EdS coursework (11 units)
- 1,200 hours of fieldwork/internship (primary and secondary settings)
- Passing the PRAXIS II School Psychology #5403 with a 155 or higher

| Code | Title | Units |
|---|---|---|
| **Applied Behavior Analysis** | | |
| ABA 505 | Foundations In Applied Behavior Analysis | 3 |
| ABA 504 | Single-Case Designs: Measurement and Experimental Evaluation of Behavior | 3 |
| ABA 503 | Theory and Philosophy of Behavior Analysis | 3 |
| ABA 515 | Behavior Intervention | 3 |
| ABA 500 | ABA Fieldwork I | 1 |
| ABA 514 | Functional Behavior Assessment in Applied Settings | 3 |
| ABA 534 | Organizational Behavior Management | 3 |
| ABA 524 | Ethics in Applied Behavior Analysis | 3 |
| ABA 510 | ABA Fieldwork II | 1 |
| **Total Units** | | **23** |

## Additional Requirements

1. Students must pass the PRAXIS II School Psychology #5403 exam with a score of 155 or higher to demonstrate their competence in school psychology prior to completion of the program.

2. Students prepare a Graduate Research Project (GRP), which includes a formal research paper or program evaluation and must be approved by APU's Institutional Review Board (IRB). The GRP content should be related to a topic that the student chooses to study in depth and has relevance to the field of school psychology. The research portion of the project is completed through the following courses: EDPY 592, EDPY 690, and EDPY 636. In addition to the GRP, students are required to present their research findings and paper to a faculty and peer panel.

3. Students complete a performance-based portfolio during practicum and internship/fieldwork that is evaluated by program faculty and field experience mentors for evidence of skills competency.

## Advisory Notes

- Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures (p. 1078) section of the catalog.
- Students cannot pursue the Master of Arts in Education: Educational Counseling (https://www.apu.edu/education/programs/masters-in-school-counseling/) as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Psychology and Educational Specialist in School Psychology.
- The practicum experience at APU consists of 450 hours (required by the California Commission on Teacher Credentialing). A minimum of 300 hours must be completed in a pre-K-12 public school setting. Up to 150 hours may be completed through on-campus agencies (e.g., child study centers, psychology clinics) or community-based agencies (e.g., private schools, community-based mental health clinics). These hours are to be completed

prior to beginning fieldwork/internship. The required hours are to be completed under the direct supervision of a credentialed school psychologist with no fewer than three years of experience.

- At some regional campuses, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional campuses.
- Students in an educational counseling or educational psychology program may request to waive a course (see Waivers (p. 1084)), 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 of the university standards for transfer credit (see Transfer Credit (p. 1084)), it may be transferred to meet requirements (up to 20 percent of the total program units may be transferred to meet requirements). If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.
- A student has a maximum of five years to complete all coursework, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.
- Students approaching program completion must obtain a credential application from the Office of Credentials (https://www.apu.edu/education/resources/credentials/) in the School of Education. Students must complete all credential requirements to apply for the credential.
- Students approaching graduation must obtain and complete a Graduation Application (http://www.apu.edu/student-services/registration/#gradproforms) from the Office of the Registrar (https://www.apu.edu/student-services/registration/) in accordance with published university deadlines. The registrar and department will collaborate to determine whether the student has met all requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in data-based decision making and accountability.
2. Demonstrate competency in consultation and collaboration.
3. Demonstrate competency in interventions and instructional support to develop academic skills.
4. Demonstrate competency in behavior interventions and mental health services to develop social and life skills.
5. Demonstrate competency in direct and indirect services – school wide practices to promote learning.
6. Demonstrate competency in school-wide practices to promote behavioral and mental health.
7. Demonstrate competency in family-school collaboration.
8. Demonstrate competency in human diversity.
9. Demonstrate competency in research and program evaluation.
10. Demonstrate competency in legal, ethical, and professional practice and disposition.
11. Demonstrate an understanding of basic concepts and principles from the field of Applied Behavior Analysis (ABA).
12. Learn single-subject design and how to collect, display, analyze, and interpret data using continuous and discontinuous measures.
13. Implement procedures and systems related to behavior change from the perspective of applied behavior analysis (ABA).
14. Conduct personnel supervision that is behavior analytic in nature.
15. Apply the industry's ethical guidelines to their practice in the field of applied behavior analysis (ABA).
16. Conduct functional behavior assessment. This includes descriptive assessment (review of records, interview, observation, interpretation), functional analysis, and developing intervention plans.
17. Apply coursework in a fieldwork setting, supervised by a qualified professional.

# Educational Specialist (EdS) in School Psychology: Clinical and Educationally Related Mental Health Counseling with Embedded MA in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology

**For more information: (626) 815-5026**

Azusa Pacific University's Educational Specialist (EdS) in School Psychology: Clinical and Educationally Related Mental Health Counseling with embedded Master of Arts in Education (MAEd): Educational Psychology and Pupil Personnel Services Credential in School Psychology (https://www.apu.edu/education/programs/school-psychology-specialist-degree/#pathways) program equips school psychology candidates with distinctive and marketable skills and competencies. Candidates gain advanced skills to effectively meet the needs of students with emotional and behavioral challenges, and are equipped to provide educationally related mental health services or designated instructional services. Through supervised field experiences and classroom curriculum, candidates gain exposure to group and individual clinical counseling, addictions or substance abuse counseling and intervention, psychobiology/psychopharmacology, DSM-V diagnosis, and case conceptualization and treatment for school-based mental health services.

The school psychology program is approved with conditions by the National Association of School Psychologists (NASP) (https://www.nasponline.org/) and accredited by the National Council for Accreditation of Teacher Education (NCATE)—which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org/)—and the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/). The two degrees are completed in three years and comprise 84 graduate semester units, 450 hours of practicum, and 1,200 hours of fieldwork/internship. Upon successful completion of this program, candidates can apply to become Nationally Certified School Psychologists (NCSPs).

## Program Structure

### Years 1 and 2

Candidates complete at least 61 units and 450 hours of practicum during the first two years of the program. Candidates also complete the Graduate Research Project (GRP).

### Year 3 (MAEd and EdS)

Candidates complete at least an additional 23 units of special focus coursework, including 1,200 hours of fieldwork/internship and coursework for the clinical and educationally related mental health counseling specialization. Candidates applying for an internship credential may submit their application once a paid internship at a public school in the field of school psychology has been secured. Prior to starting fieldwork/internship, students are required to provide an updated TB clearance.

Upon successful completion of post-master's coursework and fieldwork/internship, and passing of the PRAXIS II (School Psychology) exam, the candidate is granted the Educational Specialist (EdS) degree and may file for the PPS Credential in School Psychology. Once these requirements are fulfilled, the student may apply to become a Nationally Certified School Psychologist (NCSP) through the National Association of School Psychologists (NASP); students are advised to review specific NCSP requirements online (https://www.nasponline.org/standards-and-certification/national-certification/ncsp-eligibility/).

Candidates should collaborate with the program director about where the clinical and educationally related mental health counseling specialization courses should be completed within the three-year sequence.

## Additional Admission Requirements for School Psychology Applicants

1. After all admission materials have been submitted to the Office of Graduate and Professional Admissions (http://www.apu.edu/graduateprofessional/apply/), the school psychology program reviews the file and notifies the applicant to schedule an admission interview with the department. The prospective candidate should come prepared to be interviewed by program faculty. The purpose of the interview is to meet the candidate, discuss career goals, evaluate match of the program to the student, and make an initial assessment of the applicant's potential for success as a school psychologist.

2. All candidates who are admitted to the program are required to submit a copy of their California Certificate of Clearance (COC) or another form of clearance, such as a valid and current credential for teaching or counseling and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.
3. Candidates must verify successful completion of the California Basic Skills Requirement (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667/) via one of the options approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/) prior to admission.

## Course Requirements

Students take courses in the following sequence (students are required to seek academic advisement prior to initial registration).

### Scope and Sequence

Students take courses in the following sequence (students are required to seek academic advising prior to initial registration):

| Code | Title | Units |
| --- | --- | --- |
| **Year 1** | | |
| **Semester 1** | | |
| EDPY 533 | Counseling Theories and Techniques [1] | 3 |
| EDPY 557 | Human Growth, Development, and Learning [1] | 3 |
| EDPY 624 | Disabilities in Children [1] | 2 |
| EDPY 535 | Professionalism, Ethics, and Law [1] | 3 |
| **Semester 2** | | |
| EDPY 545 | Positive Behavior Supports and Classroom Intervention [1] | 3 |
| EDPY 549 | Career Development Theories and Techniques | 3 |
| EDPY 572 | Psychobiology and Psychopharmacology | 3 |
| EDPY 556 | Academic Assessment and Intervention [1] | 2 |
| EDPY 592 | Foundations in Research [1] | 3 |
| **Semester 3** | | |
| EDPY 593 | Historical Development of School Counseling and School Psychology [1] | 3 |
| EDPY 528 | Community, Family, and School Collaboration [1] | 3 |
| Students must have located a practicum site for approval by the department. | | |
| **Year 2** | | |
| **Semester 1** | | |
| EDPY 681 | Psychoeducational Assessment I [1] | 3 |
| EDPY 690 | Advanced Individual Research [1] | 3 |
| EDPY 682 | Psychoeducational Assessment II [1] | 3 |
| EDPY 636 | Research and Evaluation in School Psychology [1] | 3 |
| EDPY 635A | Role and Function of a School Psychologist: Positive Behavior Supports [1] | 1 |
| **Semester 2** | | |
| EDPY 683 | Psychoeducational Assessment III [1] | 3 |
| EDPY 637 | Child Psychopathology Assessment and Treatment [1] | 3 |
| EDPY 550 | Crisis/Trauma Response and Interventions [1] | 3 |
| EDPY 633 | Multicultural and Bilingual Assessment and Intervention | 3 |
| EDPY 635B | Role and Function of a School Psychologist: Individual/Group Counseling [1] | 1 |
| EDPY 575 | Clinical Practica | 3 |
| **Semester 3** | | |
| EDPY 635C | Role and Function of a School Psychologist: Assessment [1] | 1 |
| **Year 3** | | |
| **Semester 1** | | |
| EDPY 555 | Group Counseling Skills | 3 |
| EDPY 573 | Addictions, Assessment, and Interventions | 3 |
| EDPY 697 | Readings in School Psychology | 1 |
| Select one of the following: | | 5 |
| EDPY 655 | School Psychology Internship I | |

| EDPY 695 | School Psychology Fieldwork I | |
|---|---|---|
| **Semester 2** | | |
| EDPY 571 | Introduction to Clinical Practice: Basic Skills | 3 |
| EDPY 574 | Introduction to Clinical Practice: Advanced Skills | 3 |
| Select one of the following: | | 5 |
| EDPY 656 | School Psychology Internship II | |
| EDPY 696 | School Psychology Fieldwork II | |
| **Total Units** | | **84** |

[1]    Prerequisites must be completed prior to internship/fieldwork.

Students complete the following in order to earn the Master of Arts in Education: Educational Psychology (MAEd) and Educational Specialist (EdS) with an embedded Pupil Personnel Services Credential in School Psychology:

- Designated MAEd and EdS coursework (84 units)
- 550 hours of practicum
- 1,200 hours of fieldwork/internship (primary and secondary settings)
- Graduate research project
- Passing the PRAXIS II School Psychology #5403 with a 155 or higher

## Additional Requirements

1. Students must pass the PRAXIS II School Psychology #5403 exam with a score of 155 or higher to demonstrate their competence in school psychology prior to completion of the program.
2. Students prepare a Graduate Research Project (GRP), which includes a formal research paper or program evaluation and must be approved by APU's Institutional Review Board (IRB). The GRP content should be related to a topic that the student chooses to study in depth and has relevance to the field of school psychology. The research portion of the project is completed through the following courses: EDPY 592, EDPY 690, and EDPY 636. In addition to the GRP, students are required to present their research findings and paper to a faculty and peer panel.
3. Students complete a performance-based portfolio during practicum and internship/fieldwork that will be evaluated by program faculty and field experience mentors for evidence of skills competency.

## Advisory Notes

- Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures section of the catalog.
- Students cannot pursue the Master of Arts in Education: Educational Counseling as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Psychology and Educational Specialist in School Psychology.
- The practicum experience at APU consists of 450 hours (required by the California Commission on Teacher Credentialing). A minimum of 300 hours must be completed in a pre-K-12 public school setting. Up to 150 hours may be completed through on-campus agencies (e.g., child study centers, psychology clinics) or community-based agencies (e.g., private schools, community-based mental health clinics). These hours are to be completed prior to beginning fieldwork/internship. The required hours are to be completed under the direct supervision of a credentialed school psychologist with no fewer than three years of experience.
- At some regional campuses, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional campuses.
- Students in an educational counseling or educational psychology program may request to waive a course (see Waivers), 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 of the university standards for transfer credit (see Transfer Credit), it may be transferred to meet requirements (up to 20 percent of the total program units may be transferred to meet requirements). If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.
- A student has a maximum of five years to complete all coursework, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.
- Students approaching program completion must obtain a credential application from the Office of Credentials (https://www.apu.edu/education/resources/credentials/) in the School of Education. Students must complete all credential requirements to apply for the credential.

- Students approaching graduation must obtain and complete a Graduation Application from the Office of the Registrar (https://www.apu.edu/student-services/registration/) in accordance with published university deadlines. The registrar and department will collaborate to determine whether the student has met all requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in data-based decision making and accountability.
2. Demonstrate competency in consultation and collaboration.
3. Demonstrate competency in interventions and instructional support to develop academic skills.
4. Demonstrate competency in behavior interventions and mental health services to develop social and life skills.
5. Demonstrate competency in direct and indirect services and school practices to promote learning.
6. Demonstrate competency in school-wide practices to promote behavioral and mental health.
7. Demonstrate competency in family-school collaboration.
8. Demonstrate competency in human diversity.
9. Demonstrate competency in research and program evaluation.
10. Demonstrate competency in legal, ethical, and professional practice disposition.

# MA in Education: Educational and Clinical Counseling with an Embedded Pupil Personnel Services Credential in School Counseling

**For more information: (626) 815-5026**

The Master of Arts in Education: Educational and Clinical Counseling (https://www.apu.edu/education/programs/masters-in-school-clinical-counseling/) degree is a 62-unit program that encompasses the 50-unit MAEd in Educational Counseling degree (p. 499) plus the 12 additional units of coursework required by the California Board of Behavioral Sciences (https://bbs.ca.gov/applicants/lpcc.html) for Licensed Professional Clinical Counselor (LPCC) eligibility. The program prepares candidates to obtain a Pupil Personnel Services Credential necessary to work in K-12 school settings, provides a clinical emphasis, and satisfies the coursework requirements set forth for California licensure as an LPCC. Contact the department (https://www.apu.edu/education/counselingpsych/) for specific information pertaining to the benefits of this degree option.

A requirement of the program is the completion of fieldwork or an internship, both of which provide candidates with hands-on experience in school counseling. Students must complete the 8 prerequisite courses prior to enrolling in fieldwork or internship. An internship credential is appropriate for students who have secured a paid internship position and a contract to serve as a school counselor at a California public school. Students applying for an internship credential may submit their application for it upon successful completion of the fieldwork prerequisite courses and prior to the start of the internship experience.

## Course Sequence

Obtain academic advising prior to initial registration.

| Code | Title | Units |
|------|-------|-------|
| **Term 1** | | |
| EDCO 533 | Counseling Theories and Techniques [1, 2] | 3 |

| EDCO 535 | Professionalism, Ethics, and Law [1] | 3 |
|---|---|---|
| EDCO 550 | Crisis/Trauma Response and Interventions [1] | 3 |
| EDCO 557 | Human Growth, Development, and Learning [1] | 3 |
| **Term 2** | | |
| EDCO 545 | Positive Behavior Supports and Classroom Intervention [1] | 3 |
| EDCO 555 | Group Counseling Skills [1] | 3 |
| EDCO 575 | Clinical Practica [1] | 3 |
| EDCO 592 | Foundations in Research [1] | 3 |
| **Term 3** | | |
| EDCO 528 | Community, Family, and School Collaboration | 3 |
| EDCO 593 | Historical Development of School Counseling and School Psychology | 3 |
| **Term 4** | | |
| EDCO 549 | Career Development Theories and Techniques | 3 |
| EDCO 587 | School Counseling Professionalism | 3 |
| Select one of the following: | | 4 |
| EDCO 560 | School Counseling Fieldwork I | |
| EDCO 580 | School Counseling Internship I | |
| **Term 5** | | |
| EDCO 534 | Assessment, Measurements, and Testing of Individuals | 3 |
| EDCO 579 | Sociocultural Competence | 3 |
| Select one of the following: | | 4 |
| EDCO 561 | School Counseling Fieldwork II | |
| EDCO 581 | School Counseling Internship II | |
| **Term 6** | | |
| EDCO 571 | Introduction to Clinical Practice: Basic Skills | 3 |
| EDCO 572 | Psychobiology and Psychopharmacology | 3 |
| EDCO 573 | Addictions, Assessment, and Interventions | 3 |
| EDCO 574 | Introduction to Clinical Practice: Advanced Skills | 3 |
| **Total Units** | | **62** |

[1]    Prerequisites for fieldwork/internship.
[2]    Students who begin their studies in the spring semester must follow the advisement sheet provided by the department, which is slightly different in sequence.

## Additional Requirements

1. Candidates must earn a passing score of 150 or greater on the Praxis II School Counselor Test (code 5422) to demonstrate their competence in school counseling prior to completion of the program.
2. All candidates admitted to the Master of Arts in Education: Educational and Clinical Counseling program are required to submit a copy of their California Certificate of Clearance (COC) or another form of clearance, such as a valid and current credential for teaching, counseling, school psychology, and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.
3. Candidates must verify successful completion of the California Basic Skills Requirement (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667/) via one of the options approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/), prior to admission.

## Advisory Notes

- Educational psychology (p. 486) can be pursued as an educational specialist (EdS) degree with a second master's degree embedded after completing the requirements for the Master of Arts in Education: Educational and Clinical Counseling. Because these programs are unique, candidates must be admitted to each program separately. Candidates intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures (p. 1078) section of the catalog.
- The practicum experience included in the educational and clinical counseling program is required by the California Commission on Teacher Credentialing and consists of 100 hours completed in a K-12 setting or approved clinical setting. These hours will be verified in the EDCO 575 course, which must be taken prior to fieldwork or internship. This course provides candidates the educational and clinical experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, treatment, issues of development, adjustment, and maladjustment, health and wellness promotion, and other recognized counseling interventions.

- At some regional campuses, candidates may need to delay enrollment until there are a sufficient number of beginning candidates to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional campuses.
- Candidates must receive a grade of *B-* or higher in each course (a grade of *CR* in fieldwork/internship) and maintain a 3.0 grade-point average (GPA) throughout the program.
- Candidates approaching program completion must obtain a credential application from the Office of Credentials (https://www.apu.edu/education/resources/credentials/). The graduate degree must be conferred before receiving the credential recommendation.
- Candidates approaching graduation must obtain and complete a Graduation Application (https://www.apu.edu/student-services/registration/#gradproforms) from the Office of the Registrar (https://www.apu.edu/student-services/registration/) in accordance with published university deadlines. The registrar and department will collaborate to determine whether the student has met all requirements.
- A candidate has a maximum of five years to complete all coursework and assessments, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.
- Upon completion of the educational and clinical counseling program, graduates should contact the Board of Behavioral Sciences (https://bbs.ca.gov/applicants/lpcc.html) for additional requirements for LPCC Licensure.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in foundations of School Counseling Professional Standards.
2. Demonstrate competency in professionalism, ethics, and legal mandates.
3. Demonstrate competency in student academic development.
4. Demonstrate competency in student college and career development.
5. Demonstrate competency in social/emotional development.
6. Demonstrate competency in educational foundations: growth and development, learning theory, academic achievement.
7. Demonstrate competency in leadership and advocacy in social justice, equity, and access.
8. Demonstrate competency in program development.
9. Demonstrate competency in research, program evaluation, and technology.

# MA in Education: Educational Counseling with an Embedded Pupil Personnel Services Credential in School Counseling

**For more information: (626) 815-5026**

APU's Master of Arts in Education: Educational Counseling (https://www.apu.edu/education/programs/masters-in-school-counseling/) offers candidates an efficient path to a school counseling career by embedding within the program all requirements for the Pupil Personnel Services Credential in School Counseling.

A requirement in completing the program is the completion of fieldwork or an internship, both of which provide candidates with hands-on experience in school counseling. An internship credential is appropriate for students who have secured a paid internship position and a contract to serve as a school counselor at a California public school. Students applying for an internship credential may submit their application for it upon successful completion of 8 prerequisite courses and prior to the start of the fieldwork/internship experience.

## Course Sequence

Obtain academic advising prior to initial registration.

| Code | Title | Units |
|---|---|---|
| **Term 1** | | |
| EDCO 533 | Counseling Theories and Techniques [1] | 3 |
| EDCO 535 | Professionalism, Ethics, and Law [1] | 3 |
| EDCO 550 | Crisis/Trauma Response and Interventions [1] | 3 |
| EDCO 557 | Human Growth, Development, and Learning [1] | 3 |
| **Term 2** | | |
| EDCO 545 | Positive Behavior Supports and Classroom Intervention [1] | 3 |
| EDCO 555 | Group Counseling Skills [1] | 3 |
| EDCO 575 | Clinical Practica [1] | 3 |
| EDCO 592 | Foundations in Research [1] | 3 |
| **Term 3** | | |
| EDCO 528 | Community, Family, and School Collaboration | 3 |
| EDCO 593 | Historical Development of School Counseling and School Psychology | 3 |
| **Term 4** | | |
| EDCO 549 | Career Development Theories and Techniques | 3 |
| EDCO 587 | School Counseling Professionalism | 3 |
| Select one of the following: | | 4 |
| EDCO 560 | School Counseling Fieldwork I | |
| EDCO 580 | School Counseling Internship I | |
| **Term 5** | | |
| EDCO 534 | Assessment, Measurements, and Testing of Individuals | 3 |
| EDCO 579 | Sociocultural Competence | 3 |
| Select one of the following: | | 4 |
| EDCO 561 | School Counseling Fieldwork II | |
| EDCO 581 | School Counseling Internship II | |
| **Total Units** | | **50** |

[1] Prerequisites for fieldwork/internship

## Additional Requirements

1. Candidates must earn a passing score of 150 or greater on the Praxis II School Counselor Test (code 5422) to demonstrate their competence in school counseling prior to completion of the program.
2. All candidates admitted to the Master of Arts in Education: Educational Counseling program are required to submit a copy of their California Certificate of Clearance (COC) or another form of clearance, such as a valid and current credential for teaching, counseling, school psychology, and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.
3. Candidates must verify successful completion of the California Basic Skills Requirement (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667/) via one of the options approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/), prior to admission.

## Advisory Notes

- Educational psychology can be pursued as an educational specialist (EdS) degree with a second master's degree embedded after completing the requirements for the Master of Arts in Education: Educational Counseling. Because these programs are unique, students must be admitted to each program separately. Candidates intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures (p. 1078) section of the catalog.
- The practicum experience included in the educational counseling program is required by the California Commission on Teacher Credentialing and consists of 100 hours completed in a K-12 setting or approved clinical setting. These hours will be verified in the EDCO 575 course, which must be taken prior to fieldwork or internship. This course provides candidates the educational and clinical experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, treatment, issues of development, adjustment, and maladjustment, health and wellness promotion, and other recognized counseling interventions.
- At some regional campuses, candidates may need to delay enrollment until there are a sufficient number of beginning candidates to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional campuses.

- Candidates must maintain a minimum cumulative grade-point average (GPA) of 3.0 in their program of study, and receive a grade of *B-* or higher in each course (a grade of *CR* in fieldwork/internship).
- Candidates approaching program completion must obtain a credential application from the Office of Credentials (https://www.apu.edu/education/resources/credentials/). The graduate degree must be conferred before receiving the credential recommendation.
- Candidates approaching graduation must obtain and complete a Graduation Application (https://www.apu.edu/student-services/registration/#gradproforms) from the Office of the Registrar (https://www.apu.edu/student-services/registration/) in accordance with published university deadlines. The registrar and department will collaborate to determine whether the student has met all requirements.
- Candidates have a maximum of five years to complete all coursework and assessments, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes
### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in foundations of School Counseling Professional Standards.
2. Demonstrate competency in professionalism, ethics, and legal mandates.
3. Demonstrate competency in student academic development.
4. Demonstrate competency in student college and career development.
5. Demonstrate competency in social/emotional development.
6. Demonstrate competency in educational foundations: growth and development, learning theory, academic achievement.
7. Demonstrate competency in leadership and advocacy in social justice, equity, and access.
8. Demonstrate competency in program development.
9. Demonstrate competency in research, program evaluation, and technology.

# Pupil Personnel Services: School Counseling Credential

**For more information: (626) 815-5026**

**Prerequisite:** Educational Specialist in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 486)

A required transcript evaluation of students' current PPS school psychology courses will determine which courses will count toward the PPS: School Counseling Credential.

Requirements are the same as for Azusa Pacific University's Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling program (p. 499), which are as follows:

| Code | Title | Units |
| --- | --- | --- |
| **Term 1** | | |
| EDCO 533 | Counseling Theories and Techniques [1] | 3 |
| EDCO 535 | Professionalism, Ethics, and Law [1] | 3 |
| EDCO 550 | Crisis/Trauma Response and Interventions [1] | 3 |
| EDCO 557 | Human Growth, Development, and Learning [1] | 3 |
| **Term 2** | | |
| EDCO 545 | Positive Behavior Supports and Classroom Intervention [1] | 3 |
| EDCO 555 | Group Counseling Skills [1] | 3 |
| EDCO 575 | Clinical Practica [1] | 3 |

| EDCO 592 | Foundations in Research [1] | 3 |
|---|---|---|
| **Term 3** | | |
| EDCO 528 | Community, Family, and School Collaboration | 3 |
| EDCO 593 | Historical Development of School Counseling and School Psychology | 3 |
| **Term 4** | | |
| EDCO 549 | Career Development Theories and Techniques | 3 |
| EDCO 587 | School Counseling Professionalism | 3 |
| Select one of the following: | | 4 |
| EDCO 560 | School Counseling Fieldwork I | |
| EDCO 580 | School Counseling Internship I | |
| **Term 5** | | |
| EDCO 534 | Assessment, Measurements, and Testing of Individuals | 3 |
| EDCO 579 | Sociocultural Competence | 3 |
| Select one of the following: | | 4 |
| EDCO 561 | School Counseling Fieldwork II | |
| EDCO 581 | School Counseling Internship II | |
| **Total Units** | | **50** |

[1]    Prerequisites for fieldwork/internship

## Additional Requirements

1. Candidates must earn a passing score of 150 or greater on the Praxis II School Counselor Test (code 5422) exam to demonstrate their competence in school counseling prior to completion of the program.
2. All candidates admitted to the Pupil Personnel Services: School Counseling Credential program are required to submit a copy of their California Certificate of Clearance or another form of clearance, such as a valid and current credential for teaching, counseling, school psychology, and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.
3. Candidates must verify successful completion of the California Basic Skills Requirement (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667/) via one of the options approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/), prior to admission.

## Advisory Notes

- The practicum experience included in the educational counseling program is required by the California Commission on Teacher Credentialing and consists of 100 hours completed in a K-12 setting or approved clinical setting. These hours will be verified in the EDCO 575 course, which must be taken prior to fieldwork or internship. This course provides candidates the educational and clinical experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, treatment, issues of development, adjustment and maladjustment, health and wellness promotion, and other recognized counseling interventions.
- At some regional campuses, candidates may need to delay enrollment until there is a sufficient number of beginning candidates to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional campuses.
- Candidates must maintain a minimum cumulative grade-point average (GPA) of 3.0 in their program of study, and receive a grade of *B-* or higher in each course (a grade of *CR* in fieldwork/internship).
- Candidates approaching program completion must obtain a credential application from the Office of Credentials (https://www.apu.edu/education/resources/credentials/). An appropriate counseling-related graduate degree from a regionally accredited college or university must be conferred before receiving the credential recommendation.
- Candidates have a maximum of five years to complete all coursework and assessments, including waivers and transfer of units, beginning the first date of enrollment for coursework in the credential program.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Pupil Personnel Services: School Psychology Credential

**For more information: (626) 815-5026**

**Prerequisite:** Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 499)

A required transcript evaluation of students' courses will determine which courses will count toward the PPS: School Psychology Credential.

Requirements are the same as for Azusa Pacific University's Educational Specialist in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 486) program, with the exception that no graduate research project is required.

Students must pass the PRAXIS II School Psychology #5403 Exam with a score of 155 or greater. Credential-only candidates **may be eligible** to become a Nationally Certified School Psychologist (NCSP); candidates are advised to contact the National Association of School Psychologists (NASP) certification board (https://www.nasponline.org/CERTIFICATION/) to determine if their degrees meet NCSP requirements.

A student has a maximum of five years to complete all coursework and assessments, beginning the first date of enrollment for coursework in the credential program.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Division of Teacher Education

The Division of Teacher Education (https://www.apu.edu/education/teacher/) prepares candidates to become public school teachers who demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all TK-12 students grow and learn. In keeping with a commitment to enhance teacher candidates' understanding of the continuum of TK-12 education, all programs emphasize a growing knowledge across the breadth of the program from theory to practice. Master's degree programs with credentials embedded and credential-only programs provide the training and experience needed to qualify for California's Multiple Subject and Single Subject Teaching Credentials, as well as Mild to Moderate Support Needs and Extensive Support Needs Education Specialist Credentials.

The Division of Teacher Education offers numerous undergraduate and graduate programs. Additionally, the School of Health Sciences offers the Master of Arts in Physical Education and Single Subject Teaching Credential (p. 575). (http://catalog.apu.edu/academics/school-behavioral-applied-sciences/kinesiology/physical-education-single-subject-teaching-credential-ma/)

Learn more about the division below:

- Mission Statement (p. 503)
- Professional Standards for Credential Candidates (p. 503)
- Intern Credential Option and Eligibility Requirements (p. 504)

## Mission Statement

The Division of Teacher Education produces teachers who are ethical, responsive, and informed practitioners who are faithful stewards of their time, talents, and resources. They model servanthood as a means to clarify and practice their faith and knowledge.

## Professional Standards for Credential Candidates

APU credential candidates are highly desired because of the School of Education's strong reputation for preparing highly qualified teachers who have been held to high professional standards. The Division of Teacher Education assesses candidates from admission through credential recommendation in credential standards and dispositions, including the following:

- All credential candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in expulsion from the program.
- All credential standards and requirements for Multiple Subject and Single Subject Teaching Credentials, as well as the Mild to Moderate Support Needs and Extensive Support Needs Education Specialist Credentials, are subject to California Commission on Teacher Credentialing (CTC)

(https://www.ctc.ca.gov/), Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org), and federal policy changes, as well as graduate education policies. These standards, requirements, and policies supersede catalog descriptions of prior programs and requirements.

- The division reserves the right to change the admission process and requirements as needed, withhold credential recommendation due to a candidate's failure to meet and/or maintain APU professional and ethical behavior standards and dispositions, and/or expel a candidate at any time in the program due to a candidate's failure to meet and/or maintain APU professional and ethical standards and dispositions.
- Please refer to published general application requirements for credential programs.

## Intern Credential Option and Eligibility Requirements

The Multiple Subject and Single Subject Credential programs, and the Education Specialist programs, offer an Intern Credential option specifically designed for the candidate who is teaching full time in an appropriate setting in a California public TK-12 school. Candidates planning to complete their clinical experience via an Intern Credential should communicate with a credential analyst in the Office of Credentials (http://www.apu.edu/education/resources/credentials/) prior to beginning the eligibility process. To become eligible for an Intern Credential, a candidate must meet the following requirements:

1. Hold a baccalaureate or higher degree from a regionally accredited institution of higher education.
2. Gain admittance to a School of Education preliminary teaching credential program and be a candidate in good standing.
3. Successfully complete (grade of *B-* or higher in each course) at least 6 units of coursework in the School of Education preliminary teaching credential program. Candidates who already hold a California Multiple Subject, Single Subject, or Education Specialist Teaching Credential may check with the Office of Credentials for possible exemption from this requirement.
4. Verify successful completion of the California Basic Skills Requirement (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)/) via one of the options approved by the California Commission on Teacher Credentialing (CTC).
5. Verify successful completion of U.S. Constitution requirement (course or exam).
6. Verify successful completion of the California Subject Matter Requirement (https://www.ctc.ca.gov/educator-prep/subject-matter-requirements/) via one of the options approved by the California Commission on Teacher Credentialing (CTC).
7. Verify successful completion of the School of Education's approved intern pre-service.
   - Multiple Subject Preservice: TESP 501 Art of Teaching I: Foundations of Teaching, TESP 502 Science of Teaching I: How Students Learn, TEP 511 Art of Teaching II: Pedagogy and Instructional Design, and TEP 521 Methods of Teaching Reading and Writing (K-8)
   - Single Subject Preservice: TESP 501 Art of Teaching I: Foundations of Teaching, TESP 502 Science of Teaching I: How Students Learn, TEP 511 Art of Teaching II: Pedagogy and Instructional Design, and TEP 531 Methods of Teaching Reading and Writing (7-12)
   - Education Specialist Preservice: TESP 501 Art of Teaching I: Foundations of Teaching, TESP 502 Science of Teaching I: How Students Learn, SPED 517 Art of Teaching II: Pedagogy and Instructional Design for Education Specialists, and SPED 525 Methods of Teaching Reading and Writing

   Candidates may also meet intern preservice requirements via completion of Alternative Certification Training (ACT) through the Kern County Superintendent of Schools. Candidates are required to work with their credential analyst for completion of preservice requirements through ACT or documented evidence of completing another CTC-approved preservice certification program. Note: For coursework or a CTC-approved preservice certification program to be considered toward meeting intern preservice requirements, the coursework or program must be completed within five years prior to recommendation for the Intern Credential.

8. Verify successful completion of 30 hours of early fieldwork experience via one of the following options:
   - APU fieldwork that is embedded in courses. Courses must be completed within five years prior to recommendation for the Intern Credential.
   - Current California Multiple Subject, Single Subject, or Education Specialist Teaching Credential.
   - Life Ryan Credentials, out-of-state credentials, and previous teaching experience will be evaluated on a case-by-case basis.
9. Demonstrate competence in reading instruction via completion of the School of Education Methods of Teaching Reading and Writing course relevant to the candidate's preliminary credential program.
10. Gain employment under a full-time public school contract at a school site located within 50 road-miles of Azusa or an APU regional campus offering School of Education preliminary teacher credential programs.
11. Verify employment as evidenced by a letter from school or district administration on school or district letterhead fully describing the teaching assignment.
12. Submit the credential application and Intern Credential Application Request through the Office of Credentials.

Completion of the above requirements does not guarantee recommendation for an Intern Credential; such recommendation is contingent upon the availability of university coaches/mentors. The School of Education must also have a valid Memorandum of Understanding (MOU) in place with the employing Local Education Agency (LEA) extending the offer of employment. Additionally, the intern coordinator and program director for the relevant preliminary teacher credential program will review the candidate's file to determine if the candidate demonstrates appropriate academic progress and dispositions for recommendation for an Intern Credential.

Note: The School of Education at Azusa Pacific University is not approved to offer the Bilingual Crosscultural Language and Academic Development Certificate (BCLAD). At this time, the intern programs are not designed to support individuals employed in bilingual classrooms. We are unable to recommend a candidate for an Intern credential if their intern placement is in a bilingual classroom.

Once a candidate has been recommended for an Intern Credential, he/she must comply with the following requirements to maintain eligibility for the Intern Credential:

- Be continuously employed in a teaching assignment that requires the Intern Credential
- Be an APU School of Education candidate in good standing
- Be making satisfactory progress toward program completion for the duration of the Intern Credential
- Follow his/her signed advising plan
- Enroll in a candidate support and supervision course (SPED 500 or TEP 590) or clinical practice course each fall and spring 8-week session he/she holds an Intern Credential

**Note:** Once a candidate has progressed to the start of the second 8 weeks of clinical practice, the candidate has passed the point where he/she can be recommended for an Intern Credential. Upon completion of 16 weeks of clinical practice, a candidate with an Intern Credential has two 8-week sessions in which to complete the preliminary credential requirements and application and move to the preliminary credential. This includes passing the CalTPA (for all candidates) and passing the RICA or other state required literacy assessment (for those candidates working toward a preliminary Multiple Subject or Education Specialist credential). **Failure to either maintain eligibility for the Intern Credential or to complete the preliminary credential requirements and application within the one semester immediately following completion of clinical practice will result in withdrawal of the Intern Credential, which could impact the candidate's employment. If an Intern Credential is withdrawn as a result of a lapse in professional responsibility, integrity, or ethical conduct, the intern may be dismissed from the program, and the intern must meet with the division chair to discuss remediation and next steps.**

## Programs

## Elementary and Secondary Education

- BA in Liberal Studies/Undergraduate Education K-8 Program (p. 518)
- Liberal Studies Minor (p. 530)
- Elementary and Secondary Education: Master's Degree Programs in Learning and Technology with Preliminary Teaching Credential
  - Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential (p. 524)
  - Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential (p. 525)
- Elementary and Secondary Education: Master's Degree Programs in Teaching with Preliminary Teaching Credential
  - Master of Arts in Education: Teaching and Multiple Subject Teaching Credential (p. 527)
  - Master of Arts in Education: Teaching and Single Subject Teaching Credential (p. 528)
- Elementary and Secondary Education: Credential-Only Programs
  - Multiple Subject Teaching Credential (p. 531)
  - Single Subject Teaching Credential (p. 532)

## Special Education

- Special Education: Master's Degree Programs in Learning and Technology with Education Specialist Preliminary Credential
  - Master of Arts in Education: Learning and Technology and Mild to Moderate Support Needs Education Specialist Credential (p. 540)
  - Master of Arts in Education: Learning and Technology and Extensive Support Needs Education Specialist Credential (p. 539)
- Special Education: Master's Degree Programs in Special Education with Education Specialist Preliminary Credential
  - Master of Arts in Education: Special Education and Mild to Moderate Support Needs Education Specialist Credential (p. 543)
  - Master of Arts in Education: Special Education and Extensive Support Needs Education Specialist Credential (p. 542)
- Special Education: Credential-Only Programs
  - Mild to Moderate Support Needs Education Specialist Credential (p. 545)
  - Extensive Support Needs Education Specialist Credential (p. 537)

## Integrated Bachelor's/Credential Program

- Bachelor of Science in Allied Health with Integrated Single Subject (Science) Teaching Credential (p. 55)
- Bachelor of Arts in Liberal Studies with Integrated Mild to Moderate Support Needs Education Specialist Credential (p. 549)
- Bachelor of Arts in Liberal Studies with Integrated Extensive Support Needs Education Specialist Credential (p. 549)
- Bachelor of Arts in Mathematics with Integrated Single Subject (Math) Teaching Credential (p. 90)

# Courses

## EDLS 200, Introduction to Teaching as a Profession K-12, 4 Units

This course provides an overview of civic knowledge and engagement through the teaching profession, focusing on the art of teaching at the K-12 level. Topics include California Standards for the Teaching Profession, California Content Standards and Curriculum Frameworks, school organization, curriculum and pedagogical practices, classroom management, and assessment. The academic service learning portion of the course requires 30 hours in a K-12 school and 15 hours in teacher related experiences. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
**Prerequisite:** Sophomore standing

## EDLS 202, Introduction to Teaching as a Profession (7-12), 4 Units

This course provides an overview to the teaching profession, focusing on the art of teaching at the 7-12 level. Issues addressed surround the Common Core standards, the California State Standards for the Teaching Profession, and the California Content Standards, including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 45 hours in a 7-12 school. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
**Prerequisite:** Sophomore Standing

## EDLS 303, Introduction to Special Populations, 3 Units

Students explore the historical, social, cultural, and legal mandates that have influenced the treatment of, and educational programs for, individuals with mild to moderate or extensive support needs. Students explore eligibility criteria for special education under the Individuals with Disabilities Education Act (IDEA) and Child Find, as well as prereferral interventions, legal mandates for developing an Individualized Education Program (IEP), determining a Least Restrictive Environment (LRE), and offering a Free and Appropriate Public Education (FAPE) for individuals with special needs. Students consider how a Christian worldview, based on the principles of Imago Dei, guides their work with individuals with special needs to foster an environment where all students are treated with respect, dignity, and intrinsic value. Course includes embedded academic service-learning requirement for a total of 12 hours.
**Prerequisite:** Sophomore standing

## EDLS 304, Introduction to Teaching Special Populations, 3 Units

Students explore educational and program considerations for individuals with special needs, including instructional considerations and strategies across the core content areas, as well as functional academics, for individuals with mild to moderate and extensive support needs. Attention is given to evidenced-based practices, culturally responsive teaching, and differentiation for individuals with special needs. Students reflect on the Christian worldview in relation to student diversity and developing a climate of inclusion, community, and belonging within classrooms. Course includes embedded academic service-learning requirement for a total of 12 hours.
**Prerequisite:** Sophomore standing

## EDLS 405, Diversity in the Classroom, 3 Units

This course focuses on the examination of the interaction of students' cultural backgrounds with ethics, racial, religious, and gender issues; the education setting; and wider social forces that affect traditional success and failure for K-12 students who are linguistically and culturally diverse. Intercultural knowledge and competence are developed, along with an understanding of the important role teachers play in nurturing a spirit of multiculturalism in schools. Students engage with diverse communities and real-world challenges through academic service-learning hours in K-12 education settings. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** Junior standing

## EDLS 495, Foundations of Education Capstone, 3 Units

Liberal studies students in this course integrate the concepts and skills that they've learned throughout their major coursework and find support as they prepare to transition to graduate teacher-preparation programs or education-related careers. Students reflect on their growth as educators and synthesize knowledge and experiences from their major coursework. They also develop a personal philosophy of education, and generate cross-disciplinary projects that demonstrate their skills in curriculum development and pedagogy. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** EDLS 200 or EDLS 202, EDLS 405, EDLS 496, and senior standing

## EDLS 496, Writing 3: Education and Professional Ethics, 3 Units

This course prepares students to engage with current issues critical to the education profession, with a focus on educational ethics. Students examine the Christian worldview to facilitate their development of a reflective response, supported by current education research, to a contemporary ethical dilemma relevant to the education profession. The course also includes instruction in writing about education and professional ethics. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Junior standing, Writing 2

## EDLS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## EDUC 536, Family, Community, and School Connections, 3 Units

This course focuses on community dynamics, community building, and parental involvement as essential components in education. Successful school reform models of parental involvement are examined, along with their connection to higher student achievement. Master's degree candidates discuss and define their role in building strong partnerships with all families, especially those in underserved communities. They utilize asset-based community-building strategies in educational practice as they explore their school communities and conduct capacity inventories. Candidates develop an ethnography representing their deepening understanding of who their students are, how the families and communities in which they are embedded help shape them, and how they can utilize this knowledge to enhance holistic development of students through their practice.
**Prerequisite:** EDUC 560

## EDUC 537, Curriculum Development, Revision, and Evaluation Process, 3 Units

This course applies a systems approach to curriculum design through examining the phases of the process, including analysis, design, development, and evaluation. Master's degree candidates are introduced to keys of effective curriculum design, including setting goals and developing clear and measurable objectives; determining related learning activities and resources to promote learning and accomplish objectives; designing and/or selecting appropriate forms of assessment (formative and summative) to chart student progress; and using multiple forms of feedback for assessing instructional effectiveness, to inform future modifications and revisions. Students learn the purpose of and approach to each phase of the instructional design process and create products for each phase in completing a curriculum design project.
**Prerequisite:** EDUC 560

## EDUC 538, Current Issues in Education, 3 Units

In this course, master's degree candidates investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. The course includes four areas of concentration: curriculum, with a focus on instructional design; teaching practice; school organization; and the politics of education. Candidates study current research relevant to course topics, analyze varying perspectives, and evaluate them in terms of teaching and learning effectiveness as well as the quality of life in the school community. Through compilation and synthesis of empirical work on a specific topic area, candidates craft a literature review to demonstrate expertise in current trends and future directions of research.
**Prerequisite:** EDUC 560

## EDUC 546, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform, and effective strategies for implementation within teaching/learning environments.
**Prerequisite:** EDUC 560

## EDUC 547, Special Topics in Educational Technology, 3 Units

Students in this course explore the current technologies, trends, and a variety of special topics in educational technology. Course material covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics are offered at different times, so the course may be repeated for credit.
**Prerequisite:** EDUC 560

## EDUC 548, Emerging Trends in Technology, 3 Units

This course covers the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline, and emerging innovative uses of educational technology.
**Prerequisite:** EDUC 560

## EDUC 556, Historical and Philosophical Perspectives of Disability Studies, 3 Units

This course explores and analyzes the historically key definitions of disability in light of the major theories, methodological approaches, and proposed public policy uses that have shaped them. It also considers how civil rights, human rights, self-determination, social policy, and participative action research have influenced disability studies. A diverse set of current and historical research articles on disability studies is analyzed to model the ways in which different research topics have been addressed and introduce how current research can stimulate future studies. Emphasis is given to the formulation of important research questions and the development of testable hypotheses based on previous theory, literature, and experience, as master's candidates begin to develop initial sections of their capstone research project.
**Prerequisite:** EDUC 560

## EDUC 557, Current Trends in Curriculum and Disability Studies, 3 Units

This course equips candidates with practical and theoretical understanding of curriculum in schooling, with an emphasis on the role performed by the special education teacher or differentiation expert. Course material covers the various approaches to curriculum construction and organization in schools by examining the principles of curriculum improvement, change, and evaluation. Focus is on the theories, research, and best practices related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.
**Prerequisite:** EDUC 560

## EDUC 558, Research and Collaboration for Special Education, 3 Units

This course provides educational specialists the communication and problem-solving skills to successfully collaborate with families, other educators, related service providers, and individuals with exceptionalities within the K-12 education environment. Additionally, this advanced course enables master's degree candidates in special education to build upon earlier courses and examine educational research within the special education framework, with an emphasis on data collection for action research.
**Prerequisite:** EDUC 560

## EDUC 560, Action Research in Education, 1 Unit

This course introduces students to basic qualitative and quantitative research methods, designs, and reporting strategies. Master's degree candidates are enabled to develop an understanding of the research process by introducing the basic principles of research and academic writing. Through activities integrating theory with practice, candidates learn how to identify problems to study, develop research questions, specify data collection methods and design their action research projects which are continued in a subsequent course.

## EDUC 569, Capstone Seminar, 2 Units

Culminating the MA emphasis courses, the capstone seminar helps students build on the coursework representing their repertoire of academic preparation from the credential and master's programs. Master's candidates complete their action research projects, and create an ePorfolio for compiling assignments that profile their professional identities (personal philosophy, identity and dispositions narrative), their scholarly work (ethnography, curriculum assessment, literature review), and their practical applications (lesson and unit plans, classroom management) in the classroom. In this way, students refine and contribute further to a body of work representing their accomplishments and professional identity. Finally, through this course, candidates enhance their understanding and experience of a community's connection to the school environment.
**Prerequisite:** EDUC 536, EDUC 537, and EDUC 538; or EDUC 546, EDUC 547, and EDUC 548; or EDUC 556, EDUC 557, and EDUC 558

## SPED 500, Candidate Support and Supervision, 1-3 Units

Teacher candidates explore current educational practices and a variety of special topics in the field of education, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. Interns may be required to take this course during their program in an effort to meet program requirements while receiving mandated supervision and support. This course may be repeated four (4) times for credit for a total of 4-12 units.

## SPED 525, Methods of Teaching Reading and Writing, 3 Units

This course prepares teacher candidates to implement a comprehensive literacy program of systematic instruction in reading, writing, listening, speaking, and language aligned with the California Common Core State Standards for English Language Arts and the English Language Arts/English Language Development Framework. Through application of research-based instructional practices, candidates learn specific ways to address the diverse needs of all students.

## SPED 526, Specialized Academic Instruction: Reading, Writing, and Math, 3 Units

This course introduces candidates to multifaceted and multitiered methodologies and strategies necessary for teaching and engaging diverse students with disabilities in mathematics and language arts. Candidates become proficient in making explicit connections between ongoing assessment, student characteristics and strengths, instruction, and curriculum. They learn to analyze data to plan effective and differentiated instruction and interventions, and also how to collaboratively design effective IEP goals while considering the role of technology in those goals.

## SPED 527, Teaching Students with Extensive Support Needs, 3 Units

This course provides teacher candidates with a systems perspective for understanding and supporting individuals with extensive support needs and their families who come from culturally and linguistically diverse backgrounds. Using a person-centered planning approach, candidates examine effective collaborative strategies for team building, Individual Education Program (IEP) development, joint problem solving, and transition planning. Course material covers evidence-based strategies, adaptations, modifications, and technologies that provide access to Common Core standards, functional academics, and life skills. Various models are reviewed, including co-teaching, inclusion, community-based instruction, and vocational training.

## SPED 528, Assessment and IEP Development: Mild to Extensive Support Needs, 3 Units

Teacher candidates in this course examine current assessment mandates for students with mild to extensive support needs, studying test development and learning to evaluate assessment tools based on current research-based policies and mandates. Candidates also learn to administer and interpret norm-criterion reference assessment instruments as well as informal surveys or assessment instruments, and gain an understanding of the influence of cultural and linguistic factors in the development of Individual Education Program (IEP) goals and Individual Transition Plans (ITPs).
**Corequisite:** SPED 550 or SPED 551 or SPED 570 or SPED 571

## SPED 529, Positive Behavior Supports for Students with Exceptional Needs, 3 Units

This course equips teacher candidates with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with disabilities. Candidates examine foundations of behavior disorders, appropriate communication, and behavioral support strategies that align with best practices. The foundations of functional analysis of behavior that leads to the development of positive behavior intervention plans are examined. Models of collaborative practices that lead to positive relationships and critical partnerships with students, families, educators, and agencies are investigated through skill development and self-analysis.
**Corequisite:** SPED 552 or SPED 553 or SPED 572 or SPED 573

## SPED 550, Clinical Practice I: Mild to Moderate Support Needs, 2 Units

Students with mild to moderate support needs require specialized support to address unique learning needs resulting from a range of specific learning disabilities, intellectual disabilities, autism, other health impairments, emotional disturbance, multiple disabilities, traumatic brain injury, orthopedic impairment, or other identified disabilities for which placement in a classroom for students with mild to moderate support needs is deemed appropriate. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate physical classroom environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for students' grade and instructional levels, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Corequisite:** SPED 528

## SPED 553, Clinical Practice II: Mild to Moderate Support Needs, 2 Units

Students with mild to moderate support needs require specialized support to address unique learning needs resulting from a range of specific learning disabilities, intellectual disabilities, autism, other health impairments, emotional disturbance, multiple disabilities, traumatic brain injury, orthopedic impairment, or other identified disabilities for which placement in a classroom for students with mild to moderate support needs was deemed appropriate. During their clinical practice experience, teacher candidates are provided with on-site experiences that provide the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild to moderate support needs, conducting formal and informal assessments in order to determine the students' current levels of performance, planning for their grade and instructional level, and capturing data to support progress on annual goals and short-term objectives aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English learners and ethnically diverse students.
**Prerequisite:** SPED 550;
**Corequisite:** SPED 529

## SPED 570, Clinical Practice I: Extensive Support Needs, 2 Units

Students with extensive support needs require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with extensive support needs, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English learners and ethnically diverse students.
**Corequisite:** SPED 528

## SPED 573, Clinical Practice II: Extensive Support Needs, 2 Units

Students with extensive support needs require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with extensive support needs, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English learners and ethnically diverse students.
**Prerequisite:** SPED 570;
**Corequisite:** SPED 529

## SPED 599, Readings in Special Education, 1-3 Units

Consists of a program of study concentrating on assigned readings, discussions, field experiences, and/or writing arranged between, and designed by, a student and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## TEP 511, Art of Teaching II: Pedagogy and Instructional Design, 3 Units

This course explores pedagogy as the combination of teachers' professional knowledge, skills, and abilities, which are directed to create effective learning opportunities and outcomes for all students in a range of contexts. Building on broad themes from TESP 501 The Art of Teaching I, teacher candidates explore pedagogical methods and specific models for meeting individual student needs, utilizing universal and individualized strategies. Attention is given to culturally responsive teaching practices for learners with diverse cultural and ethnic identities, as well as differentiation practices for students with various learning needs. Candidates further analyze the relationship between curriculum, pedagogy, and assessment, and examine and reflect on the Christian worldview in relation to student diversity and developing a climate of equity and collaboration within classrooms. This course includes 15 hours of required field experience in a k-12 school.
**Prerequisite:** TESP 501

## TEP 512, Science of Teaching II: Effective Assessment Strategies for All Learners, 3 Units

Students in this course explore strategies for designing standards and data-driven curricular plans and units to serve diverse (e.g., culturally, linguistically, and/or ability-diverse) student populations. Teacher candidates engage in the administration and analysis of formative, summative, and diagnostic assessment to inform the ongoing development of differentiated instruction that serves the unique academic needs of students from diverse, intersecting backgrounds and identities. In view of the academic achievement gap that exists in California k-12 schools, candidates utilize assessment results, alongside state frameworks and current standards specific to their specialization, in development of further curriculum/planning, instruction, and assessment cycles that demonstrate the use of instructional strategies, materials, technologies, and other resources to make content connected, contextualized, and accessible to all students. Candidates consider how a Christian worldview catalyzes their commitment to engage fully in the work of creating classrooms that meet the needs of all their students. This course includes 15 hours of required field experience in a k-12 school.
**Prerequisite:** TESP 502

## TEP 521, Methods of Teaching Reading and Writing (K-8), 3 Units

This course prepares teacher candidates to implement a comprehensive literacy program of systematic instruction in reading, writing, listening, speaking, and language aligned with the California Common Core State Standards for English Language Arts and the English Language Arts/English Language Development Framework. Through application of research-based instructional practices, candidates learn specific ways to address the diverse needs of all students.

## TEP 522, Methods of Teaching Mathematics (K-8), 3 Units

This course introduces teacher candidates to the California Common Core State Standards for Mathematics and the Standards for Mathematical Practice. In addition to relevant theory, the course focuses on pedagogical methods and strategies for teaching math to all students in K-8 classrooms. This course prepares teacher candidates to develop curriculum designed to ensure the success of diverse student populations. Moreover, issues addressed in the course include, but are not limited to technology integration; differentiated instruction and culturally appropriate pedagogical practices; and subject-specific strategies for teaching and assessing.

## TEP 523, Methods of Teaching Science (K-8), 2 Units

This course introduces credential candidates to state-adopted K-8 Next Generation Science Standards and the 2016 Science Framework for California Public Schools: Kindergarten Through Grade Twelve, as well as science concepts and principles, scientific investigation, experimentation, and student assessment. Emphasis is on balanced instruction between Disciplinary Core Ideas, Crosscutting Concepts, and Scientific and Engineering Practices as described in the Next Generation Science Standards. This course also focuses on facilitating K-8 students' ability to independently read and comprehend instructional materials and graphic/media representations, integrate mathematical concepts and practices in scientific investigations, develop academic language, engage in disciplinary discourse practices, and understand the connections between science, society, technology, and the environment. The teaching of physical education and health education in grades K-8 is also covered.
**Corequisite:** TEP 551

## TEP 524, Methods of Integrating the Humanities (K-8), 2 Units

This course, intended for students in clinical practice (student teaching or intern placements), introduces methods of connecting moral and civic education with the social sciences and the arts through thematic teaching, in ways that comply with state frameworks and academic content standards, specifically focusing on the California Common Core State Standards. Course material utilizes a wide range of high-quality children's literature and performing and visual arts strategies. Emphasis is on a meaning-centered, diverse humanities curriculum designed to promote critical thinking skills and meet the needs of all students, including those with special needs and those from culturally and linguistically diverse backgrounds.
**Corequisite:** TEP 552

## TEP 531, Methods of Teaching Reading and Writing (7-12), 3 Units

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research, to be incorporated in all subject areas. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds. Teacher candidates examine well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS) for reading and writing in an integrated fashion with the standards for their subject area.

## TEP 532, Secondary Pedagogy I: Teaching in Secondary Schools (7-12), 2 Units

This course is designed for individuals who are teaching in middle or high school subject areas, such as math, ELA, social studies, science, art, physical education, music, etc. Teacher candidates in this course explore the teacher's and the students' roles in middle and high school classrooms. This course focuses on the history, development, and reform measures of middle and high schools to create positive environments that foster inquiry and promote a meaningful learning setting, including trends addressing cultural diversity. Aspects of middle and high school covered in this course include student-centered learning; critical teaching skills for making lessons relevant to students (including culturally relevant practices); cognitive and behavioral development as it affects curriculum design; lesson planning; differentiated instruction; use of technology; assessment; and intentional, reflective teaching practices. All assignments are completed in the subject area for which the individual is seeking the Single Subject Teaching Credential.
**Corequisite:** TEP 561

## TEP 533, The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12), 3 Units

This course explores the philosophical and practical aspects of differentiation as defined by the entirety of classroom practice by the interdependence of the key aspects of curriculum, instruction, assessment, the learner, and the learning environment. Teacher candidates engage in activities that support the development of a teaching philosophy and practice that cultivates the K-12 learner as an active participant with a shared understanding of an investment in a differentiated classroom. Teacher candidates develop competence in analyzing and applying knowledge of K-12 students' achievement, instructional needs, social-emotional needs, cultural and language factors, and other relevant data necessary to improve teaching and learning for all students. Candidates also begin the development of an Individualized Learning Plan to gain competence as a reflective practitioner and further develop the professional knowledge, skills, and dispositions necessary to meet the expectations for beginning teachers as outlined in the California Teaching Performance Expectations.

## TEP 534, Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12), 2 Units

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed in the course include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the "plan, teach, assess, reflect, and apply" cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or the internship are addressed.
**Prerequisite:** TEP 532;
**Corequisite:** TEP 562

## TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units

Clinical practice gives teacher candidates a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and to coordinating those areas into a meaningful set of experiences. These experiences include, but are not limited to, designing and implementing instruction for their multiple subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, creating a positive environment for students with diverse needs, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integ Applied Learning (TEP 551 + TEP 552).*
**Corequisite:** TEP 523

## TEP 552, Clinical Practice II: Multiple Subject Credential, 2 Units

Clinical practice gives teacher candidates a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and to coordinating those areas into a meaningful set of experiences. These experiences include, but are not limited to, designing and implementing instruction for their multiple subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, creating a positive environment for students with diverse needs, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integ Applied Learning (TEP 551 + TEP 552).*
**Prerequisite:** TEP 551;
**Corequisite:** TEP 524

## TEP 561, Clinical Practice I: Single Subject Credential, 2 Units

Clinical practice gives teacher candidates a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and to coordinating those areas into a meaningful set of experiences. These experiences include, but are not limited to, designing and implementing instruction for their single subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, creating a positive environment for students with diverse needs, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integ Applied Learning (TEP 561 + TEP 562).*
**Corequisite:** TEP 532

## TEP 562, Clinical Practice II: Single Subject Credential, 2 Units

Clinical practice gives teacher candidates a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and to coordinating those areas into a meaningful set of experiences. These experiences include, but are not limited to, designing and implementing instruction for their single subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, creating a positive environment for students with diverse needs, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integ Applied Learning (TEP 561 + TEP 562).*
**Prerequisite:** TEP 561;
**Corequisite:** TEP 534

## TEP 590, Candidate Support and Supervision, 1-3 Units

Teacher candidates explore current educational practices and a variety of special topics in the field of education, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. Interns may be required to take this course during their program in an effort to meet program requirements while receiving mandated supervision and support. This course may be repeated four (4) times for credit for a total of 4-12 units.

## TEP 599, Readings in Teacher Education, 1-3 Units

Consists of a program of study concentrating on assigned readings, discussions, field experiences, and/or writing arranged between, and designed by, a student and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## TESP 501, Art of Teaching I: Foundations of Teaching, 3 Units

This course provides an introduction to basic pedagogy, including classroom management, lesson planning and teaching, standards-based instruction, teaching strategies for students with diverse identities and needs, and the application of technology to support teaching and learning. Teacher candidates consider strategies, models, and processes for meeting the needs of a broad range of K-12 students, including special needs students, gifted students, English language learners, speakers of nondominant varieties of English, and students of all cultural or ethnic identities. This course is designed for direct application of classroom learning by candidates in a collaborative context that implements inclusion. Candidates examine Christian character and develop an understanding of grace in the Christian worldview as applied in classroom contexts, in consideration of meeting the needs of students and building community within the classroom. This course includes 15 hours of required field experience in a K-12 school.

## TESP 502, Science of Teaching I: How Students Learn, 3 Units

This course comprises a basic overview of human growth and development for all students in the K-12 environment. Teacher candidates identify how research on the neuroscience of learning, theories of learning, and student motivation affect current understanding of student development through the K-12 education experience. They then creatively and collaboratively investigate how this knowledge can enable them to meet the needs of all students, including underserved populations, English language learners, and individuals with diverse learning needs (from gifted learners to individuals with mild to severe disabilities). Candidates also examine their own cultural beliefs, attitudes toward diversity, and related assumptions, identifying how these might affect student learning and achievement in their classrooms. Candidates demonstrate applied knowledge of communication styles and strategies for fostering positive cross-cultural interactions among students who are diverse in terms of culture, language, and ability. Finally, candidates reflect on the need to support the development of all students from a Christian worldview. This course includes 15 hours of required field experience in a K-12 school. *Meets the General Education Requirement: Social Science.*

## TESP 503, The Soul of Teaching: Tapestry of American Education, 3 Units

This course introduces teacher candidates to the history of American education and a sampling of modern philosophies of education, examined through the lens of a Christian worldview. Specific consideration is given to the ways in which historical trends have contributed to today's education system, including how social and philosophical movements, as well as policy changes, have shaped the growth and inclusiveness of education in the U.S. Candidates reflect on the continued need for education equity for all students in U.S. schools, and explore inclusive practices for diverse populations, professional dispositions, teacher resiliency, and their role in perpetuating social justice in education. They engage culturally appropriate response strategies that enhance learning opportunities in a cross-cultural context, and identify how a Christian worldview enables and directs a commitment to principles of equity and justice in their practice. *Meets the General Education Requirement: Intercultural Competence.*

## TESP 504, Schools and Educational Systems, 3 Units

This course explores the legal, ethical, and organizational systems (federal, state, district, and school) within which teachers conduct their work. Teacher candidates engage in an examination of school and community cultures and their impact on learning, by focusing on the ways teachers communicate and collaborate with external and internal stakeholders to provide equitable access to all students. Additionally, contractual responsibilities and professional expectations are addressed. Candidates also consider the ways in which educators, from a Christian worldview, can advocate to transform social problems impacting school culture. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

# Elementary and Secondary Education

The Elementary and Secondary Education area of the Division of Teacher Education offers a Bachelor of Arts in Liberal Studies to prepare undergraduate students seeking careers as elementary school teachers with the breadth of content knowledge needed to teach in an elementary setting. The area also offers master's degree and credential programs for candidates seeking a California Preliminary Teaching Credential authorizing them to teach in a public elementary, middle, or high school setting. APU's Multiple Subject Teaching Credential programs prepare teachers for positions at the elementary level, providing a breadth of knowledge over the TK-8 continuum for self-contained classrooms. The Single Subject Teaching Credential programs prepare teachers for positions at the middle and high school levels (6-12), with focus in their specific subject area. The area assesses all candidates at admission, throughout their program, and up to the recommendation of credentials. Assessments are used to evaluate and inform candidate learning and include the following assessment areas: California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/) teacher performance expectations, APU program learning outcomes, and teacher candidate dispositions.

## Programs

### Major

- Bachelor of Arts in Liberal Studies/Undergraduate Education K-8 Program (p. 518)

### Minor

- Minor in Liberal Studies (p. 530)

### Master's

- Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential (p. 524)
- Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential (p. 525)
- Master of Arts in Education: Teaching and Multiple Subject Teaching Credential (p. 527)
- Master of Arts in Education: Teaching and Single Subject Teaching Credential (p. 528)

### Credentials

- Multiple Subject Teaching Credential (p. 531)
- Single Subject Teaching Credential (p. 532)

## Courses

### EDLS 200, Introduction to Teaching as a Profession K-12, 4 Units

This course provides an overview of civic knowledge and engagement through the teaching profession, focusing on the art of teaching at the K-12 level. Topics include California Standards for the Teaching Profession, California Content Standards and Curriculum Frameworks, school organization, curriculum and pedagogical practices, classroom management, and assessment. The academic service learning portion of the course requires 30 hours in a K-12 school and 15 hours in teacher related experiences. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
**Prerequisite:** Sophomore standing

## EDLS 202, Introduction to Teaching as a Profession (7-12), 4 Units

This course provides an overview to the teaching profession, focusing on the art of teaching at the 7-12 level. Issues addressed surround the Common Core standards, the California State Standards for the Teaching Profession, and the California Content Standards, including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 45 hours in a 7-12 school. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
**Prerequisite:** Sophomore Standing

## EDLS 303, Introduction to Special Populations, 3 Units

Students explore the historical, social, cultural, and legal mandates that have influenced the treatment of, and educational programs for, individuals with mild to moderate or extensive support needs. Students explore eligibility criteria for special education under the Individuals with Disabilities Education Act (IDEA) and Child Find, as well as prereferral interventions, legal mandates for developing an Individualized Education Program (IEP), determining a Least Restrictive Environment (LRE), and offering a Free and Appropriate Public Education (FAPE) for individuals with special needs. Students consider how a Christian worldview, based on the principles of Imago Dei, guides their work with individuals with special needs to foster an environment where all students are treated with respect, dignity, and intrinsic value. Course includes embedded academic service-learning requirement for a total of 12 hours.
**Prerequisite:** Sophomore standing

## EDLS 304, Introduction to Teaching Special Populations, 3 Units

Students explore educational and program considerations for individuals with special needs, including instructional considerations and strategies across the core content areas, as well as functional academics, for individuals with mild to moderate and extensive support needs. Attention is given to evidenced-based practices, culturally responsive teaching, and differentiation for individuals with special needs. Students reflect on the Christian worldview in relation to student diversity and developing a climate of inclusion, community, and belonging within classrooms. Course includes embedded academic service-learning requirement for a total of 12 hours.
**Prerequisite:** Sophomore standing

## EDLS 405, Diversity in the Classroom, 3 Units

This course focuses on the examination of the interaction of students' cultural backgrounds with ethics, racial, religious, and gender issues; the education setting; and wider social forces that affect traditional success and failure for K-12 students who are linguistically and culturally diverse. Intercultural knowledge and competence are developed, along with an understanding of the important role teachers play in nurturing a spirit of multiculturalism in schools. Students engage with diverse communities and real-world challenges through academic service-learning hours in K-12 education settings. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** Junior standing

## EDLS 495, Foundations of Education Capstone, 3 Units

Liberal studies students in this course integrate the concepts and skills that they've learned throughout their major coursework and find support as they prepare to transition to graduate teacher-preparation programs or education-related careers. Students reflect on their growth as educators and synthesize knowledge and experiences from their major coursework. They also develop a personal philosophy of education, and generate cross-disciplinary projects that demonstrate their skills in curriculum development and pedagogy. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** EDLS 200 or EDLS 202, EDLS 405, EDLS 496, and senior standing

## EDLS 496, Writing 3: Education and Professional Ethics, 3 Units

This course prepares students to engage with current issues critical to the education profession, with a focus on educational ethics. Students examine the Christian worldview to facilitate their development of a reflective response, supported by current education research, to a contemporary ethical dilemma relevant to the education profession. The course also includes instruction in writing about education and professional ethics. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Junior standing, Writing 2

## EDLS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## EDUC 536, Family, Community, and School Connections, 3 Units

This course focuses on community dynamics, community building, and parental involvement as essential components in education. Successful school reform models of parental involvement are examined, along with their connection to higher student achievement. Master's degree candidates discuss and define their role in building strong partnerships with all families, especially those in underserved communities. They utilize asset-based community-building strategies in educational practice as they explore their school communities and conduct capacity inventories. Candidates develop an ethnography representing their deepening understanding of who their students are, how the families and communities in which they are embedded help shape them, and how they can utilize this knowledge to enhance holistic development of students through their practice.
**Prerequisite:** EDUC 560

## EDUC 537, Curriculum Development, Revision, and Evaluation Process, 3 Units

This course applies a systems approach to curriculum design through examining the phases of the process, including analysis, design, development, and evaluation. Master's degree candidates are introduced to keys of effective curriculum design, including setting goals and developing clear and measurable objectives; determining related learning activities and resources to promote learning and accomplish objectives; designing and/or selecting appropriate forms of assessment (formative and summative) to chart student progress; and using multiple forms of feedback for assessing instructional effectiveness, to inform future modifications and revisions. Students learn the purpose of and approach to each phase of the instructional design process and create products for each phase in completing a curriculum design project.
**Prerequisite:** EDUC 560

## EDUC 538, Current Issues in Education, 3 Units

In this course, master's degree candidates investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. The course includes four areas of concentration: curriculum, with a focus on instructional design; teaching practice; school organization; and the politics of education. Candidates study current research relevant to course topics, analyze varying perspectives, and evaluate them in terms of teaching and learning effectiveness as well as the quality of life in the school community. Through compilation and synthesis of empirical work on a specific topic area, candidates craft a literature review to demonstrate expertise in current trends and future directions of research.
**Prerequisite:** EDUC 560

## EDUC 546, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform, and effective strategies for implementation within teaching/learning environments.
**Prerequisite:** EDUC 560

## EDUC 547, Special Topics in Educational Technology, 3 Units

Students in this course explore the current technologies, trends, and a variety of special topics in educational technology. Course material covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics are offered at different times, so the course may be repeated for credit.
**Prerequisite:** EDUC 560

## EDUC 548, Emerging Trends in Technology, 3 Units

This course covers the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline, and emerging innovative uses of educational technology.
**Prerequisite:** EDUC 560

## EDUC 560, Action Research in Education, 1 Unit

This course introduces students to basic qualitative and quantitative research methods, designs, and reporting strategies. Master's degree candidates are enabled to develop an understanding of the research process by introducing the basic principles of research and academic writing. Through activities integrating theory with practice, candidates learn how to identify problems to study, develop research questions, specify data collection methods and design their action research projects which are continued in a subsequent course.

## EDUC 569, Capstone Seminar, 2 Units

Culminating the MA emphasis courses, the capstone seminar helps students build on the coursework representing their repertoire of academic preparation from the credential and master's programs. Master's candidates complete their action research projects, and create an ePorfolio for compiling assignments that profile their professional identities (personal philosophy, identity and dispositions narrative), their scholarly work (ethnography, curriculum assessment, literature review), and their practical applications (lesson and unit plans, classroom management) in the classroom. In this way, students refine and contribute further to a body of work representing their accomplishments and professional identity. Finally, through this course, candidates enhance their understanding and experience of a community's connection to the school environment.
**Prerequisite:** EDUC 536, EDUC 537, and EDUC 538; or EDUC 546, EDUC 547, and EDUC 548; or EDUC 556, EDUC 557, and EDUC 558

## TEP 511, Art of Teaching II: Pedagogy and Instructional Design, 3 Units

This course explores pedagogy as the combination of teachers' professional knowledge, skills, and abilities, which are directed to create effective learning opportunities and outcomes for all students in a range of contexts. Building on broad themes from TESP 501 The Art of Teaching I, teacher candidates explore pedagogical methods and specific models for meeting individual student needs, utilizing universal and individualized strategies. Attention is given to culturally responsive teaching practices for learners with diverse cultural and ethnic identities, as well as differentiation practices for students with various learning needs. Candidates further analyze the relationship between curriculum, pedagogy, and assessment, and examine and reflect on the Christian worldview in relation to student diversity and developing a climate of equity and collaboration within classrooms. This course includes 15 hours of required field experience in a k-12 school.
**Prerequisite:** TESP 501

## TEP 512, Science of Teaching II: Effective Assessment Strategies for All Learners, 3 Units

Students in this course explore strategies for designing standards and data-driven curricular plans and units to serve diverse (e.g., culturally, linguistically, and/or ability-diverse) student populations. Teacher candidates engage in the administration and analysis of formative, summative, and diagnostic assessment to inform the ongoing development of differentiated instruction that serves the unique academic needs of students from diverse, intersecting backgrounds and identities. In view of the academic achievement gap that exists in California k-12 schools, candidates utilize assessment results, alongside state frameworks and current standards specific to their specialization, in development of further curriculum/planning, instruction, and assessment cycles that demonstrate the use of instructional strategies, materials, technologies, and other resources to make content connected, contextualized, and accessible to all students. Candidates consider how a Christian worldview catalyzes their commitment to engage fully in the work of creating classrooms that meet the needs of all their students. This course includes 15 hours of required field experience in a k-12 school.
**Prerequisite:** TESP 502

## TEP 521, Methods of Teaching Reading and Writing (K-8), 3 Units

This course prepares teacher candidates to implement a comprehensive literacy program of systematic instruction in reading, writing, listening, speaking, and language aligned with the California Common Core State Standards for English Language Arts and the English Language Arts/English Language Development Framework. Through application of research-based instructional practices, candidates learn specific ways to address the diverse needs of all students.

## TEP 522, Methods of Teaching Mathematics (K-8), 3 Units

This course introduces teacher candidates to the California Common Core State Standards for Mathematics and the Standards for Mathematical Practice. In addition to relevant theory, the course focuses on pedagogical methods and strategies for teaching math to all students in K-8 classrooms. This course prepares teacher candidates to develop curriculum designed to ensure the success of diverse student populations. Moreover, issues addressed in the course include, but are not limited to technology integration; differentiated instruction and culturally appropriate pedagogical practices; and subject-specific strategies for teaching and assessing.

## TEP 523, Methods of Teaching Science (K-8), 2 Units

This course introduces credential candidates to state-adopted K-8 Next Generation Science Standards and the 2016 Science Framework for California Public Schools: Kindergarten Through Grade Twelve, as well as science concepts and principles, scientific investigation, experimentation, and student assessment. Emphasis is on balanced instruction between Disciplinary Core Ideas, Crosscutting Concepts, and Scientific and Engineering Practices as described in the Next Generation Science Standards. This course also focuses on facilitating K-8 students' ability to independently read and comprehend instructional materials and graphic/media representations, integrate mathematical concepts and practices in scientific investigations, develop academic language, engage in disciplinary discourse practices, and understand the connections between science, society, technology, and the environment. The teaching of physical education and health education in grades K-8 is also covered.
**Corequisite:** TEP 551

## TEP 524, Methods of Integrating the Humanities (K-8), 2 Units

This course, intended for students in clinical practice (student teaching or intern placements), introduces methods of connecting moral and civic education with the social sciences and the arts through thematic teaching, in ways that comply with state frameworks and academic content standards, specifically focusing on the California Common Core State Standards. Course material utilizes a wide range of high-quality children's literature and performing and visual arts strategies. Emphasis is on a meaning-centered, diverse humanities curriculum designed to promote critical thinking skills and meet the needs of all students, including those with special needs and those from culturally and linguistically diverse backgrounds.
**Corequisite:** TEP 552

## TEP 531, Methods of Teaching Reading and Writing (7-12), 3 Units

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research, to be incorporated in all subject areas. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds. Teacher candidates examine well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS) for reading and writing in an integrated fashion with the standards for their subject area.

## TEP 532, Secondary Pedagogy I: Teaching in Secondary Schools (7-12), 2 Units

This course is designed for individuals who are teaching in middle or high school subject areas, such as math, ELA, social studies, science, art, physical education, music, etc. Teacher candidates in this course explore the teacher's and the students' roles in middle and high school classrooms. This course focuses on the history, development, and reform measures of middle and high schools to create positive environments that foster inquiry and promote a meaningful learning setting, including trends addressing cultural diversity. Aspects of middle and high school covered in this course include student-centered learning; critical teaching skills for making lessons relevant to students (including culturally relevant practices); cognitive and behavioral development as it affects curriculum design; lesson planning; differentiated instruction; use of technology; assessment; and intentional, reflective teaching practices. All assignments are completed in the subject area for which the individual is seeking the Single Subject Teaching Credential.
**Corequisite:** TEP 561

## TEP 533, The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12), 3 Units

This course explores the philosophical and practical aspects of differentiation as defined by the entirety of classroom practice by the interdependence of the key aspects of curriculum, instruction, assessment, the learner, and the learning environment. Teacher candidates engage in activities that support the development of a teaching philosophy and practice that cultivates the K-12 learner as an active participant with a shared understanding of an investment in a differentiated classroom. Teacher candidates develop competence in analyzing and applying knowledge of K-12 students' achievement, instructional needs, social-emotional needs, cultural and language factors, and other relevant data necessary to improve teaching and learning for all students. Candidates also begin the development of an Individualized Learning Plan to gain competence as a reflective practitioner and further develop the professional knowledge, skills, and dispositions necessary to meet the expectations for beginning teachers as outlined in the California Teaching Performance Expectations.

## TEP 534, Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12), 2 Units

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed in the course include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the "plan, teach, assess, reflect, and apply" cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or the internship are addressed.
**Prerequisite:** TEP 532;
**Corequisite:** TEP 562

## TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units

Clinical practice gives teacher candidates a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and to coordinating those areas into a meaningful set of experiences. These experiences include, but are not limited to, designing and implementing instruction for their multiple subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, creating a positive environment for students with diverse needs, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integ Applied Learning (TEP 551 + TEP 552).*
**Corequisite:** TEP 523

## TEP 552, Clinical Practice II: Multiple Subject Credential, 2 Units

Clinical practice gives teacher candidates a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and to coordinating those areas into a meaningful set of experiences. These experiences include, but are not limited to, designing and implementing instruction for their multiple subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, creating a positive environment for students with diverse needs, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integ Applied Learning (TEP 551 + TEP 552).*
**Prerequisite:** TEP 551;
**Corequisite:** TEP 524

## TEP 561, Clinical Practice I: Single Subject Credential, 2 Units

Clinical practice gives teacher candidates a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and to coordinating those areas into a meaningful set of experiences. These experiences include, but are not limited to, designing and implementing instruction for their single subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, creating a positive environment for students with diverse needs, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integ Applied Learning (TEP 561 + TEP 562).*
**Corequisite:** TEP 532

### TEP 562, Clinical Practice II: Single Subject Credential, 2 Units

Clinical practice gives teacher candidates a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a university mentor. Focus is given to many areas of background learning and to coordinating those areas into a meaningful set of experiences. These experiences include, but are not limited to, designing and implementing instruction for their single subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, creating a positive environment for students with diverse needs, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integ Applied Learning (TEP 561 + TEP 562).*
**Prerequisite:** TEP 561;
**Corequisite:** TEP 534

### TEP 590, Candidate Support and Supervision, 1-3 Units

Teacher candidates explore current educational practices and a variety of special topics in the field of education, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. Interns may be required to take this course during their program in an effort to meet program requirements while receiving mandated supervision and support. This course may be repeated four (4) times for credit for a total of 4-12 units.

### TESP 501, Art of Teaching I: Foundations of Teaching, 3 Units

This course provides an introduction to basic pedagogy, including classroom management, lesson planning and teaching, standards-based instruction, teaching strategies for students with diverse identities and needs, and the application of technology to support teaching and learning. Teacher candidates consider strategies, models, and processes for meeting the needs of a broad range of K-12 students, including special needs students, gifted students, English language learners, speakers of nondominant varieties of English, and students of all cultural or ethnic identities. This course is designed for direct application of classroom learning by candidates in a collaborative context that implements inclusion. Candidates examine Christian character and develop an understanding of grace in the Christian worldview as applied in classroom contexts, in consideration of meeting the needs of students and building community within the classroom. This course includes 15 hours of required field experience in a K-12 school.

### TESP 502, Science of Teaching I: How Students Learn, 3 Units

This course comprises a basic overview of human growth and development for all students in the K-12 environment. Teacher candidates identify how research on the neuroscience of learning, theories of learning, and student motivation affect current understanding of student development through the K-12 education experience. They then creatively and collaboratively investigate how this knowledge can enable them to meet the needs of all students, including underserved populations, English language learners, and individuals with diverse learning needs (from gifted learners to individuals with mild to severe disabilities). Candidates also examine their own cultural beliefs, attitudes toward diversity, and related assumptions, identifying how these might affect student learning and achievement in their classrooms. Candidates demonstrate applied knowledge of communication styles and strategies for fostering positive cross-cultural interactions among students who are diverse in terms of culture, language, and ability. Finally, candidates reflect on the need to support the development of all students from a Christian worldview. This course includes 15 hours of required field experience in a K-12 school. *Meets the General Education Requirement: Social Science.*

### TESP 503, The Soul of Teaching: Tapestry of American Education, 3 Units

This course introduces teacher candidates to the history of American education and a sampling of modern philosophies of education, examined through the lens of a Christian worldview. Specific consideration is given to the ways in which historical trends have contributed to today's education system, including how social and philosophical movements, as well as policy changes, have shaped the growth and inclusiveness of education in the U.S. Candidates reflect on the continued need for education equity for all students in U.S. schools, and explore inclusive practices for diverse populations, professional dispositions, teacher resiliency, and their role in perpetuating social justice in education. They engage culturally appropriate response strategies that enhance learning opportunities in a cross-cultural context, and identify how a Christian worldview enables and directs a commitment to principles of equity and justice in their practice. *Meets the General Education Requirement: Intercultural Competence.*

### TESP 504, Schools and Educational Systems, 3 Units

This course explores the legal, ethical, and organizational systems (federal, state, district, and school) within which teachers conduct their work. Teacher candidates engage in an examination of school and community cultures and their impact on learning, by focusing on the ways teachers communicate and collaborate with external and internal stakeholders to provide equitable access to all students. Additionally, contractual responsibilities and professional expectations are addressed. Candidates also consider the ways in which educators, from a Christian worldview, can advocate to transform social problems impacting school culture. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

# BA in Liberal Studies/Undergraduate Education K-8 Program

84 units

# Mission

The liberal studies major (https://www.apu.edu/education/programs/liberal-studies-major/) equips future teachers and other professionals by integrating coursework and service-learning experiences with the application of a Christian worldview as it relates to life vocation. It promotes awareness of cultural diversity issues and studies multiple curricula with an emphasis in specific subject areas aligned with Common Core standards for subject matter while fostering a holistic understanding of knowledge.

# Program Overview

The Liberal Studies/Undergraduate Education K-8 program offers a Bachelor of Arts in Liberal Studies aligned with California Common Core subject matter standards in order to prepare undergraduate students seeking careers as elementary school teachers with the breadth of content knowledge needed to teach in a K-8 setting.

The liberal studies degree provides future elementary school teachers with opportunities to teach in a self-contained classroom environment. Opportunities are available to take additional units toward a Supplementary/Subject Matter Authorization, if the student desires to teach content up to a ninth-grade level. Consult the Liberal Studies/Undergraduate Education K-8 program in the Division of Teacher Education for complete information.

During the first two years of college, it is suggested that undergraduate liberal studies majors complete university General Education requirements and prerequisites to upper-division coursework, which is embedded in the program's four-year plan. Students may want to explore the teaching field by taking EDLS 200 or EDLS 202 as sophomores, juniors, or seniors, along with EDLS 405, EDLS 495, and EDLS 496. Students in this program participate in a minimum of 75 hours of teacher-oriented, service-learning field experience and observation through several core liberal studies/undergraduate education K-8 courses.

APU liberal students students 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 K-8 students learn. Completion of the liberal studies major meets the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov) subject matter requirement for the Preliminary Multiple Subject Credential or Education Specialist Credential. The liberal studies major is not a CTC-approved educator preparation program. Liberal studies students seeking to complete a CTC-approved educator preparation program need to complete the BA in Liberal Studies with Integrated Credential (p. 549) program or one of the master's or credential (p. 505) programs offered by the Division of Teacher Education

# Career Opportunities

Though most liberal studies graduates enter teaching credential programs and find teaching positions in public and private schools locally, nationally, and abroad, demand exists in the business and communication fields as well because of the increasing need for college graduates with broad and diverse academic backgrounds. Potential teaching careers exist in multiple subject, single subject, and special education.

# Requirements

| Code | Title | Units |
|---|---|---|
| **Education and Human Development** | | |
| Select one of the following: | | 4 |
| EDLS 200 | Introduction to Teaching as a Profession K-12 [1,2] | |
| EDLS 202 | Introduction to Teaching as a Profession (7-12) [1,2] | |
| PSYC 290 | Human Growth and Development [1,3] | 3 |
| EDLS 405 | Diversity in the Classroom [1,4] | 3 |
| EDLS 495 | Foundations of Education Capstone [1,5] | 3 |
| EDLS 496 | Writing 3: Education and Professional Ethics [1,6] | 3 |
| **English/Language Arts** | | |
| COMM 111 | Public Communication [7] | 3 |
| ENGL 111 | Studies in Literature [8] | 3 |
| THTR 115 | Introduction to Theater [9] | 3 |
| ENGL 402 | Principles of Language | 3 |
| ENGL 434 | Children's Literature [1] | 3 |
| **Mathematics** | | |
| Select one of the following: | | 3 |
| MATH 110 | College Algebra [10] | |
| MATH 130 | Introduction to Statistics [10] | |
| MATH 201 | Mathematics Concepts for Elementary Teachers [1] | 3 |
| **Science** | | |
| Select one of the following: | | 4 |

| | | |
|---|---|---|
| BIOL 101 | Biology and Society [11] | |
| BIOL 151 | General Biology I [11] | |
| PHYC 115 | Physical Science for Teachers | 3 |
| PHYC 125 | Earth Science Concepts and Applications | 3 |
| BIOL 400 | Science and Children [1] | 4 |
| **Social Science** | | |
| HIST 121 | World Civilizations Since 1648 [12] | 3 |
| HIST 201 | World Civilizations and Geography to 1648 | 3 |
| HIST 202 | United States History to 1930 [1, 13] | 3 |
| HIST 338 | History of California | 3 |
| **Physical Education** | | |
| PE 450 | Physical Education in Elementary Schools, K-6 [1] | 3 |
| **Visual and Performing Arts** | | |
| ART 310 | Fundamental Art Experiences [1, 9] | 3 |
| MUS 432 | Music in the Elementary Schools [1] | 3 |
| **Concentrations** | | |
| Select one concentration from the list below. | | 12 |
| **Total Units** | | **84** |

[1]    This is a core liberal studies course. The 38 units of core liberal studies coursework must be completed with a grade of *C* or higher and an overall GPA of 3.0 or higher.
[2]    Meets the General Education Civic Knowledge and Engagement requirement.
[3]    Meets the General Education Social Sciences requirement.
[4]    Meets the General Education Intercultural Competence requirement.
[5]    Meets the General Education Integrative and Applied Learning requirement.
[6]    Meets the General Education Writing 3 requirement.
[7]    Meets the General Education Oral Communication requirement.
[8]    Meets the General Education Humanities: Literature requirement.
[9]    Meets the General Education Humanities: Fine Arts requirement.
[10]   Meets the General Education Quantitative Literacy requirement.
[11]   Meets the General Education Natural Sciences requirement.
[12]   Meets the General Education Humanities: History requirement.
[13]   California Education Code Section 44335 requires all candidates for a teaching credential to demonstrate knowledge of the United States Constitution by completing a college-level course or a college-level examination in the subject; successful completion of either with a grade of *C* or higher meets this California Education Code requirement.

**Students in the liberal studies major are limited to completing only one concentration from those listed below. A concentration course cannot double-count to meet a concentration requirement and a major requirement listed above.**

## Art Concentration

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| ART 145 | Drawing I [1] | 3 |
| ART 146 | Painting I | 3 |
| Select one of the following art history courses: | | 3 |
| ART 354 | History of Ancient Art and Architecture [1] | |
| ART 356 | Writing 3: History of Modern Art and Architecture [2] | |
| ART 357 | History of Contemporary Art and Architecture [1] | |
| ART 361 | History of Early Christian and Medieval Art and Architecture [1] | |
| ART 362 | History of Renaissance to Rococo Art and Architecture [1] | |
| Select one of the following crafts courses: | | 3 |
| ART 105 | Ceramics I [1] | |
| ART 111 | Printmaking: Serigraph | |
| ART 170 | Sculpture I | |

| Code | Title | |
|------|-------|---|
| ART 403 | Multicultural Art [1] | |
| **Total Units** | | **12** |

[1] Meets the General Education Humanities: Fine Arts requirement.
[2] Meets the General Education Writing 3 requirement.

## English Concentration

| Code | Title | Units |
|------|-------|-------|
| **Required Courses** | | |
| ENGL 404 | Approaches to Grammar | 3 |
| ENGL 406 | Writing 3: Advanced Composition [1] | 3 |
| Select one of the following English or world literature courses: | | 3 |
| ENGL 222 | English Literature to 1789 [2] | |
| ENGL 224 | World Literature to the Renaissance [2] | |
| ENGL 232 | English Literature Since 1789 [2] | |
| ENGL 234 | World Literature Since the Renaissance [2] | |
| ENGL 377 | Shakespeare | |
| ENGL 386 | Contemporary Global Writers | |
| ENGL 466 | British Novel | |
| Select one of the following American literature courses: | | 3 |
| ENGL 244 | American Literature to 1865 (Select one of the following American literature courses:) [2] | |
| ENGL 254 | American Literature Since 1865 [2] | |
| ENGL 364 | American Ethnic Literature [3] | |
| ENGL 374 | African American Literature | |
| ENGL 410 | American Novel | |
| **Total Units** | | **12** |

[1] Meets the General Education Writing 3 requirement.
[2] Meets the General Education Humanities: Literature requirement.
[3] Meets the General Education Intercultural Competence requirement.

## Human Development: School Psychology Concentration

PSYC 290 and MATH 130 are prerequisite courses for the upper-division courses in this concentration.

| Code | Title | Units |
|------|-------|-------|
| **Required Courses** | | |
| MATH 130 | Introduction to Statistics [1] | 3 |
| PSYC 345 | Psychology of Child and Adolescent Development [2] | 3 |
| PSYC 360 | Abnormal Psychology | 3 |
| Select one of the following: | | 3 |
| PSYC 292 | Introduction to Brain and Behavior | |
| PSYC 305 | Educational Psychology | |
| PSYC 390 | Cognition | |
| PSYC 405 | Psychology of Learning | |
| PSYC 410 | Psychology of Exceptional Children | |
| PSYC 472 | Neurological and Behavioral Disorders | |
| **Total Units** | | **12** |

[1] Meets the General Education Quantitative Literacy requirement.
[2] Meets the General Education Social Sciences requirement.

## Human Development: Special Education Concentration

| Code | Title | Units |
|------|-------|-------|
| **Required Courses** | | |
| EDLS 303 | Introduction to Special Populations | 3 |
| EDLS 304 | Introduction to Teaching Special Populations | 3 |
| PSYC 410 | Psychology of Exceptional Children | 3 |
| PSYC 430 | Intervention Strategies with Children | 3 |
| **Total Units** | | **12** |

## Math Concentration

See the Department of Computer Science, Engineering, Mathematics, Physics, and Statistics (p. 70) for updated schedules.

Note: Students must begin their mathematics coursework at the level for which they qualify as determined by their SAT/ACT score, previous university coursework, or the APU mathematics placement assessment. Some students require one or more courses prior to calculus.

| Code | Title | Units |
|------|-------|-------|
| **Required Courses** | | |
| MATH 165 | Calculus I | 3 |
| MATH 280 | Discrete Mathematics and Proof | 3 |
| MATH 340 | Geometry | 3 |
| Select one of the following: | | 3 |
| MATH 130 | Introduction to Statistics [1] | |
| MATH 361 | Introduction to Modeling with Probability | |
| **Total Units** | | **12** |

[1]     Meets the General Education Quantitative Literacy requirement.

## Music Concentration

| Code | Title | Units |
|------|-------|-------|
| **Required Courses** | | |
| MUS 101 | Beginning Voice Class | 1 |
| MUS 103 | Beginning Piano Class [1] | 1 |
| MUS 121 | Music Theory I [2] | 3 |
| MUS 133 | Practical Musicianship I | 1 |
| MUS 201 | Introduction to World Music [3] | 3 |
| Select one of the following: | | 3 |
| MUS 350 | History and Literature of Commercial Music | |
| MUS 351 | Ancient, Renaissance, and World Music Literature | |
| MUS 352 | Writing 3: Baroque, Classical, and Early Romantic Music Literature [4] | |
| MUS 455 | Late Romantic and 20th-Century Music Literature [5] | |
| **Total Units** | | **12** |

[1]     Or 1 unit for each Applied Piano (permission by audition only).
[2]     Meets the General Education Humanities: Fine Arts requirement.
[3]     Meets the General Education Intercultural Competence requirement.
[4]     Meets the General Education Writing 3 requirement.
[5]     Meets the General Education Humanities: History requirement.

## Science Concentration

| Code | Title | Units |
|------|-------|-------|
| **Required Courses** | | |
| BIOL 151 | General Biology I [1] | 4 |
| BIOL 152 | General Biology II | 4 |

| Code | Title | Units |
|---|---|---|
| CHEM 123 | General, Organic, and Biological Chemistry for the Health Sciences [1] | 4 |
| **Optional Elective** | | |
| PHYC 155 | Physics for Life Sciences I [1] | |
| **Total Units** | | **12** |

[1] Meets the General Education Natural Sciences requirement.

## Social Science Concentration

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| POLI 150 | American Government [1,2] | 3 |
| HIST 210 | World Geography | 3 |
| Select one of the following non-Western courses: | | 3 |
| HIST 320 | Modern Africa | |
| HIST 360 | History of the Middle East I: Early and Medieval Islam | |
| HIST 361 | History of the Middle East II: Modern Middle East | |
| HIST 392 | Colonial Latin America | |
| HIST 393 | Ritual and Re-enactment in Modern Latin America | |
| POLI 390 | History and Politics of the Non-Western World | |
| Select one of the following social science courses: | | 3 |
| ECON 250 | Principles of Macroeconomics [3] | |
| ECON 251 | Principles of Microeconomics | |
| POLI 220 | State and Local Government | |
| POLI 320 | Comparative Politics | |
| SOC 225 | Contemporary Social Problems | |
| SOC 361 | Education and Society | |
| **Total Units** | | **12** |

[1] Meets the General Education Civic Knowledge and Engagement requirement.

[2] California Education Code Section 44335 requires all candidates for a Teaching Credential to demonstrate knowledge of the United States Constitution by completing a college-level course or a college-level examination in the subject; successful completion of either with a grade of *C* or higher meets this California Education Code requirement.

[3] Meets the General Education Social Sciences requirement.

## Spanish Concentration

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| SPAN 201 | Intermediate Spanish I | 3 |
| SPAN 202 | Intermediate Spanish II | 3 |
| SPAN 301 | Spanish Conversation and Community [1,2] | 3 |
| Select one of the following: | | 3 |
| SPAN 332 | Literary Masters [3] | |
| SPAN 421 | Survey of Spanish Literature | |
| SPAN 422 | Survey of Latin American Literature | |
| SPAN 431 | Spanish Language Poetry and Short Story | |
| SPAN 460 | Writing 3: Survey of the Literature of the Spanish-Speaking World [4] | |
| **Total Units** | | **12** |

[1] SPAN 101, SPAN 102, SPAN 201, and SPAN 202 are prerequisites for 300-level SPAN courses.

[2] Meets the General Education Intercultural Competence requirement.

[3] Meets the General Education Humanities: Literature requirement.

[4] Meets the General Education Writing 3 requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze and demonstrate proficiency in subject matter required of K--8 teachers by the State of California.
2. Integrate K--8 curriculum concepts and disciplines.
3. Define teaching methods of instruction using best practices with a Christian perspective.
4. Understand aspects of cultural diversity within the context of the classroom.
5. Identify a distinctive Christian perspective compared to a secular perspective as it pertains to current education issues.

# MA in Education: Learning and Technology and Multiple Subject Teaching Credential

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential program (https://www.apu.edu/education/programs/masters-in-learning-technology-multiple-subject/) prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded California Multiple Subject Preliminary Teaching Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the multiple subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into TK-8 teaching and learning environments. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

Azusa Pacific University's Multiple Subject Teaching Credential program is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov) and the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org), and includes specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion of the requirements listed below and all of the requirements detailed in the Steps to a Credential (p. 555), the candidate will have earned a Preliminary Multiple Subject Teaching Credential and a Master of Arts in Education: Learning and Technology degree.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code | Title | Units |
|---|---|---|
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| TEP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TEP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TEP 521 | Methods of Teaching Reading and Writing (K-8) | 3 |
| TEP 522 | Methods of Teaching Mathematics (K-8) | 3 |
| TEP 523 | Methods of Teaching Science (K-8) | 2 |
| TEP 524 | Methods of Integrating the Humanities (K-8) | 2 |
| TEP 551 | Clinical Practice I: Multiple Subject Credential | 2 |
| TEP 552 | Clinical Practice II: Multiple Subject Credential | 2 |
| **Emphasis Courses** | | |
| EDUC 560 | Action Research in Education | 1 |
| EDUC 546 | Digital Communications | 3 |
| EDUC 547 | Special Topics in Educational Technology [2] | 3 |

| EDUC 548 | Emerging Trends in Technology | 3 |
| EDUC 569 | Capstone Seminar | 2 |
| **Elective Courses** [3] | | |
| EDUC 538 | Current Issues in Education | 3 |
| **Total Units** [4] | | **44-47** |

[1]   These courses must be completed prior to beginning clinical practice.

[2]   May be taken for credit up to three times as an additional elective as long as topics are not repeated.

[3]   Elective courses can be used toward the master's degree only for individuals needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

[4]   This program is designed to be completed with 44 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive some coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. A G (http://www.apu.edu/graduateprofessionalcenter/registrar/forms/)raduation Application (https://www.apu.edu/student-services/registration/#gradproforms) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in a candidate support and supervision course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials/) upon completion of a credential program to receive his/her California educator credential.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# MA in Education: Learning and Technology and Single Subject Teaching Credential

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential program (https://www.apu.edu/education/programs/masters-in-learning-technology-single-subject/) prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded California Single Subject Preliminary Teaching Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the single subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into 7-12 grade teaching and learning environments. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, blended and online courses, and clinical experiences.

Azusa Pacific University's Single Subject Teaching Credential program is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov) and the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org), and includes specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion of the requirements listed below and all of the requirements detailed in the Steps to a Credential (p. 555), the candidate will have earned a Preliminary Single Subject Teaching Credential and a Master of Arts in Education: Learning and Technology degree.

Note: The preparation for a Preliminary Single Subject Teaching Credential is available in the following subject areas: art, business, English language arts, mathematics, music, physical education, science, social science, and world languages.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code | Title | Units |
|---|---|---|
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| TEP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TEP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TEP 531 | Methods of Teaching Reading and Writing (7-12) | 3 |
| TEP 532 | Secondary Pedagogy I: Teaching in Secondary Schools (7-12) | 2 |
| TEP 533 | The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12) | 3 |
| TEP 534 | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12) | 2 |
| TEP 561 | Clinical Practice I: Single Subject Credential | 2 |
| TEP 562 | Clinical Practice II: Single Subject Credential | 2 |
| **Emphasis Courses** | | |
| EDUC 560 | Action Research in Education | 1 |
| EDUC 546 | Digital Communications | 3 |
| EDUC 547 | Special Topics in Educational Technology [2] | 3 |
| EDUC 548 | Emerging Trends in Technology | 3 |
| EDUC 569 | Capstone Seminar | 2 |
| **Elective Courses [3]** | | |
| EDUC 538 | Current Issues in Education | 3 |
| **Total Units [4]** | | **44-47** |

[1]  These courses must be completed prior to beginning clinical practice.
[2]  May be taken for credit up to three times as an additional elective as long as topics are not repeated.
[3]  Elective courses can be used toward the master's degree only for individuals needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.
[4]  This program is designed to be completed with 44 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive some coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. A Graduation Application (https://www.apu.edu/student-services/registration/#gradproforms) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in a candidate support and supervision course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials/) upon completion of a credential program to receive his/her California educator credential.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# MA in Education: Teaching and Multiple Subject Teaching Credential

Azusa Pacific University's Master of Arts in Education: Teaching and Multiple Subject Teaching Credential program (https://www.apu.edu/education/programs/masters-in-teaching-multiple-subject/) prepares candidates to earn a Master of Arts in Education: Teaching degree along with an embedded California Multiple Subject Preliminary Teaching Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the multiple subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of teaching provides the context for evaluation, analysis, and continuous improvement of teaching practices and programs, providing breadth to a rich and robust program. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

Azusa Pacific University's Multiple Subject Credential program is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov) and the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org), and includes specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion of the requirements listed below and all of the requirements detailed in the Steps to a Credential (p. 555), the candidate will have earned a California Multiple Subject Preliminary Teaching Credential and a Master of Arts in Education: Teaching.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| TEP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TEP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TEP 521 | Methods of Teaching Reading and Writing (K-8) | 3 |
| TEP 522 | Methods of Teaching Mathematics (K-8) | 3 |
| TEP 523 | Methods of Teaching Science (K-8) | 2 |
| TEP 524 | Methods of Integrating the Humanities (K-8) | 2 |

| TEP 551 | Clinical Practice I: Multiple Subject Credential | 2 |
|---|---|---|
| TEP 552 | Clinical Practice II: Multiple Subject Credential | 2 |
| **Emphasis Courses** | | |
| EDUC 560 | Action Research in Education | 1 |
| EDUC 536 | Family, Community, and School Connections | 3 |
| EDUC 537 | Curriculum Development, Revision, and Evaluation Process | 3 |
| EDUC 538 | Current Issues in Education | 3 |
| EDUC 569 | Capstone Seminar | 2 |
| **Elective Courses** [2] | | |
| EDUC 547 | Special Topics in Educational Technology [3] | 3 |
| **Total Units** [4] | | **44-47** |

[1]   These courses must be completed prior to beginning clinical practice.

[2]   Elective courses can be used toward the master's degree only for individuals needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

[3]   May be taken for credit up to three times as an additional elective as long as topics are not repeated.

[4]   This program is designed to be completed with 44 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive some coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. A Graduation Application (https://www.apu.edu/student-services/registration/#gradproforms) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in a candidate support and supervision course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials/) upon completion of a credential program to receive his/her California educator credential.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes
### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# MA in Education: Teaching and Single Subject Teaching Credential

Azusa Pacific University's Master of Arts in Education: Teaching and Single Subject Teaching Credential program (https://www.apu.edu/education/programs/masters-in-teaching-single-subject/) prepares candidates to earn a Master of Arts in Education: Teaching degree along with an embedded California Single Subject Preliminary Teaching Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the single subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of teaching

provides the context for evaluation, analysis, and continuous improvement of teaching practices and programs, providing breadth to a rich and robust program. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, blended and online courses, and clinical experiences.

Azusa Pacific University's Single Subject Credential program is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov) and the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org), and includes specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion of the requirements listed below and all of the requirements detailed in the Steps to a Credential (p. 555), the candidate will have earned a California Single Subject Preliminary Teaching Credential and a Master of Arts in Education: Teaching.

Note: The preparation for a Single Subject Preliminary Teaching Credential is available in the following subject areas: art, business, English language arts, mathematics, music, physical education, science, social science, and world languages.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code | Title | Units |
|---|---|---|
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| TEP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TEP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TEP 531 | Methods of Teaching Reading and Writing (7-12) | 3 |
| TEP 532 | Secondary Pedagogy I: Teaching in Secondary Schools (7-12) | 2 |
| TEP 533 | The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12) | 3 |
| TEP 534 | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12) | 2 |
| TEP 561 | Clinical Practice I: Single Subject Credential | 2 |
| TEP 562 | Clinical Practice II: Single Subject Credential | 2 |
| **Emphasis Courses** | | |
| EDUC 560 | Action Research in Education | 1 |
| EDUC 536 | Family, Community, and School Connections | 3 |
| EDUC 537 | Curriculum Development, Revision, and Evaluation Process | 3 |
| EDUC 538 | Current Issues in Education | 3 |
| EDUC 569 | Capstone Seminar | 2 |
| **Elective Courses [2]** | | |
| EDUC 547 | Special Topics in Educational Technology [3] | 3 |
| **Total Units [4]** | | **44-47** |

[1]   These courses must be completed prior to beginning clinical practice.
[2]   Electives can be used towards the master's degree only for individuals needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.
[3]   May be taken for credit up to three times as an additional elective as long as topics are not repeated.
[4]   This program is designed to be completed with 44 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive some coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. A Graduation Application (https://www.apu.edu/student-services/registration/#gradproforms) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in a candidate support and supervision course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials/) upon completion of a credential program to receive his/her California educator credential.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# Minor in Liberal Studies

22-23 units

The liberal studies minor is a multidisciplinary program that adds foundational elements of K-8 subject matter preparation and practical field experience to any student's major course of study. The program provides students with the opportunity to develop a teaching philosophy and acquire basic subject-matter knowledge in five to seven content areas with an understanding of diversity and culture in a classroom setting; this may provide some preparation for substitute teaching and lesson planning. Students work closely with an advisor in major and minor fields in order to create an organized on-campus study.

*NOTE: The minor does not fulfill the* California Subject Matter Requirement *(*https://www.ctc.ca.gov/educator-prep/subject-matter-requirements/*). Liberal studies minors must maintain a **C** or higher in all courses credited toward the minor.*

## Requirements

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| EDLS 200 | Introduction to Teaching as a Profession K-12 [1] | 4 |
| or EDLS 202 | Introduction to Teaching as a Profession (7-12) | |
| EDLS 405 | Diversity in the Classroom [2] | 3 |
| **Subject-matter Electives** | | |
| Select five of the following: | | 15-16 |
| ART 310 | Fundamental Art Experiences [3] | |
| BIOL 400 | Science and Children | |
| ENGL 434 | Children's Literature | |
| MATH 201 | Mathematics Concepts for Elementary Teachers | |
| or MATH 301 | Mathematics for Secondary Teachers | |
| MUS 432 | Music in the Elementary Schools | |
| PE 450 | Physical Education in Elementary Schools, K-6 | |
| EDLS 303 | Introduction to Special Populations | |
| or EDLS 304 | Introduction to Teaching Special Populations | |

| EDLS 495 | Foundations of Education Capstone [4] | |
|---|---|---|
| **Total Units** | | **22-23** |

[1] Meets the General Education Civic Knowledge and Engagement requirement.
[2] Meets the General Education Intercultural Competence requirement.
[3] Meets the General Education Humanities: Fine Arts requirement.
[4] Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze and demonstrate proficiency in subject matter required of K6 teachers by the State of California

2. Integrate K8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects in Children's Literature, Mathematical Concepts for Elementary Teachers, Science and Children, Fundamental Art Experiences, Music in the Elementary Schools, Physical Education in the Elementary Schools

3. Define teaching methods of instruction using best practices with a Christian perspective while integrating K8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects

4. Understand cultural diversity issues within the context of the classroom through service-learning experiences and in class discussion

5. Identify a distinctive Christian perspective compared to a secular perspective as it pertains to different education issues

# Multiple Subject Teaching Credential

Azusa Pacific University's Multiple Subject Teaching Credential (https://www.apu.edu/education/programs/multiple-subject-teaching-credential/) program prepares candidates to earn a California Multiple Subject Preliminary Teaching Credential. This rigorous program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the multiple subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Available modes of delivery include face-to-face instruction, campus-based classes, distance learning, and clinical experiences.

Approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/) and Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org/), Azusa Pacific University's Multiple Subject Teaching Credential program includes specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion of the requirements listed below and all of the requirements detailed in the Steps to a Credential (p. 555), the credential candidate will have earned a California Multiple Subject Preliminary Teaching Credential.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code | Title | Units |
|---|---|---|
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| TEP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TEP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TEP 521 | Methods of Teaching Reading and Writing (K-8) | 3 |
| TEP 522 | Methods of Teaching Mathematics (K-8) | 3 |
| TEP 523 | Methods of Teaching Science (K-8) | 2 |
| TEP 524 | Methods of Integrating the Humanities (K-8) | 2 |
| TEP 551 | Clinical Practice I: Multiple Subject Credential | 2 |

| TEP 552 | Clinical Practice II: Multiple Subject Credential | 2 |
| --- | --- | --- |
| **Total Units** | | **32** |

1 Must be completed prior to beginning clinical practice.

**NOTE:** A maximum of 9 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a teaching credential. Candidates should meet with their credential analyst (https://www.apu.edu/education/resources/credentials/) for information regarding the credential application process.

**NOTE:** Candidates who hold an intern credential must enroll in a candidate support and supervision course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials/) upon completion of a credential program to receive their California educator credential.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# Single Subject Teaching Credential

Azusa Pacific University's Single Subject Teaching Credential (https://www.apu.edu/education/programs/single-subject-teaching-credential/) program prepares candidates to earn a California Single Subject Preliminary Teaching Credential. This rigorous program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the single subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Available modes of delivery include face-to-face instruction, campus-based classes, distance learning, blended learning, and clinical experiences.

Approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/) and Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org/), Azusa Pacific University's Single Subject Teaching Credential program includes specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion of the requirements listed below and all of the requirements detailed in the Steps to a Credential (p. 555), the credential candidate will have earned a California Single Subject Preliminary Teaching Credential.

Note: The preparation for a Single Subject Preliminary Credential is available in the following subject areas: art, business, English language arts, mathematics, music, physical education, science, social science, and world languages.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code | Title | Units |
|------|-------|-------|
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| TEP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TEP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TEP 531 | Methods of Teaching Reading and Writing (7-12) | 3 |
| TEP 532 | Secondary Pedagogy I: Teaching in Secondary Schools (7-12) | 2 |
| TEP 533 | The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12) | 3 |
| TEP 534 | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12) | 2 |
| TEP 561 | Clinical Practice I: Single Subject Credential | 2 |
| TEP 562 | Clinical Practice II: Single Subject Credential | 2 |
| **Total Units** | | **32** |

[1] Must be completed prior to beginning clinical practice.

**NOTE:** A maximum of 9 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a teaching credential. Candidates should meet with their credential analyst (https://www.apu.edu/education/resources/credentials/) for information regarding the credential application process.

**NOTE:** Candidates who hold an intern credential must enroll in a candidate support and supervision course (TEP 590) each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials/) upon completion of a credential program to receive his/her California educator credential.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# Special Education

The Special Education area of the Division of Teacher Education offers master's degree and credential programs for candidates seeking a California Preliminary Education Specialist Credential with either a mild to moderate support needs or extensive support needs specialization authorizing them to teach in the public TK-12 environment. All Preliminary Education Specialist Credential programs are approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/).

APU candidates are prepared to work in schools as education specialists. Candidates must demonstrate the content knowledge, pedagogical and professional knowledge, writing skills, and dispositions necessary to help all children learn. APU candidates are highly regarded in fulfilling these high professional standards. The department assesses all candidates from admission, throughout their program, and up to the recommendation of credentials. Assessments are used to evaluate and inform candidate learning and include the following assessment areas: CTC teacher performance expectations, APU program learning outcomes, and teacher candidate dispositions.

# Programs

## Master's

## Credentials

# Courses

## EDUC 546, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform, and effective strategies for implementation within teaching/learning environments.
**Prerequisite:** EDUC 560

## EDUC 547, Special Topics in Educational Technology, 3 Units

Students in this course explore the current technologies, trends, and a variety of special topics in educational technology. Course material covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics are offered at different times, so the course may be repeated for credit.
**Prerequisite:** EDUC 560

## EDUC 548, Emerging Trends in Technology, 3 Units

This course covers the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline, and emerging innovative uses of educational technology.
**Prerequisite:** EDUC 560

## EDUC 556, Historical and Philosophical Perspectives of Disability Studies, 3 Units

This course explores and analyzes the historically key definitions of disability in light of the major theories, methodological approaches, and proposed public policy uses that have shaped them. It also considers how civil rights, human rights, self-determination, social policy, and participative action research have influenced disability studies. A diverse set of current and historical research articles on disability studies is analyzed to model the ways in which different research topics have been addressed and introduce how current research can stimulate future studies. Emphasis is given to the formulation of important research questions and the development of testable hypotheses based on previous theory, literature, and experience, as master's candidates begin to develop initial sections of their capstone research project.
**Prerequisite:** EDUC 560

## EDUC 557, Current Trends in Curriculum and Disability Studies, 3 Units

This course equips candidates with practical and theoretical understanding of curriculum in schooling, with an emphasis on the role performed by the special education teacher or differentiation expert. Course material covers the various approaches to curriculum construction and organization in schools by examining the principles of curriculum improvement, change, and evaluation. Focus is on the theories, research, and best practices related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.
**Prerequisite:** EDUC 560

## EDUC 558, Research and Collaboration for Special Education, 3 Units

This course provides educational specialists the communication and problem-solving skills to successfully collaborate with families, other educators, related service providers, and individuals with exceptionalities within the K-12 education environment. Additionally, this advanced course enables master's degree candidates in special education to build upon earlier courses and examine educational research within the special education framework, with an emphasis on data collection for action research.
**Prerequisite:** EDUC 560

## EDUC 560, Action Research in Education, 1 Unit

This course introduces students to basic qualitative and quantitative research methods, designs, and reporting strategies. Master's degree candidates are enabled to develop an understanding of the research process by introducing the basic principles of research and academic writing. Through activities integrating theory with practice, candidates learn how to identify problems to study, develop research questions, specify data collection methods and design their action research projects which are continued in a subsequent course.

## EDUC 569, Capstone Seminar, 2 Units

Culminating the MA emphasis courses, the capstone seminar helps students build on the coursework representing their repertoire of academic preparation from the credential and master's programs. Master's candidates complete their action research projects, and create an ePorfolio for compiling assignments that profile their professional identities (personal philosophy, identity and dispositions narrative), their scholarly work (ethnography, curriculum assessment, literature review), and their practical applications (lesson and unit plans, classroom management) in the classroom. In this way, students refine and contribute further to a body of work representing their accomplishments and professional identity. Finally, through this course, candidates enhance their understanding and experience of a community's connection to the school environment.
**Prerequisite:** EDUC 536, EDUC 537, and EDUC 538; or EDUC 546, EDUC 547, and EDUC 548; or EDUC 556, EDUC 557, and EDUC 558

## SPED 500, Candidate Support and Supervision, 1-3 Units

Teacher candidates explore current educational practices and a variety of special topics in the field of education, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. Interns may be required to take this course during their program in an effort to meet program requirements while receiving mandated supervision and support. This course may be repeated four (4) times for credit for a total of 4-12 units.

## SPED 517, Art of Teaching II: Pedagogy and Instructional Design for Education Specialists, 3 Units

This course explores pedagogy as the combination of teachers' professional knowledge, skills, and abilities, which are directed to create effective learning opportunities and outcomes for all students in a range of contexts. Building on broad themes in Art of Teaching I, teacher candidates explore pedagogical methods and specific models for meeting individual student needs, utilizing universal and individualized strategies. Attention is given to culturally responsive teaching practices for learners with diverse cultural and ethnic identities, as well as differentiation practices for students with various learning needs. Candidates further analyze the relationship between curriculum, pedagogy, and assessment, and, finally, examine and reflect on the Christian worldview in relation to student diversity and developing a climate of equity and collaboration within classrooms. Course includes embedded field experience requirements for a total of 15 hours.
**Prerequisite:** TESP 501

## SPED 518, Science of Teaching II: Effective Assessment Strategies for Learners with Special Needs, 3 Units

This course explores strategies for designing standards and data-driven curricular plans and units to serve diverse student populations (e.g., culturally, linguistically, and/or ability-diverse learners). Teacher candidates engage in the administration and analysis of formative, summative, diagnostic assessment to inform the ongoing development of differentiated instruction that serves the unique academic needs of students from diverse, intersecting backgrounds and identities. In view of the academic achievement gap that exists in California K-12 schools, candidates utilize assessment results, alongside state frameworks and current standards specific to their specialization, in development of further curriculum/planning, instruction, and assessment cycles, which demonstrate the use of instructional strategies, materials, technologies, and other resources to make content connected, contextualized, and accessible to all students. Candidates consider how a Christian worldview catalyzes their commitment to engage fully in the work of creating classrooms that meet the needs of all their students. This course includes 15 hours of required field experience in a K-12 school.
**Prerequisite:** TESP 502

## SPED 525, Methods of Teaching Reading and Writing, 3 Units

This course prepares teacher candidates to implement a comprehensive literacy program of systematic instruction in reading, writing, listening, speaking, and language aligned with the California Common Core State Standards for English Language Arts and the English Language Arts/English Language Development Framework. Through application of research-based instructional practices, candidates learn specific ways to address the diverse needs of all students.

## SPED 526, Specialized Academic Instruction: Reading, Writing, and Math, 3 Units

This course introduces candidates to multifaceted and multitiered methodologies and strategies necessary for teaching and engaging diverse students with disabilities in mathematics and language arts. Candidates become proficient in making explicit connections between ongoing assessment, student characteristics and strengths, instruction, and curriculum. They learn to analyze data to plan effective and differentiated instruction and interventions, and also how to collaboratively design effective IEP goals while considering the role of technology in those goals.

## SPED 527, Teaching Students with Extensive Support Needs, 3 Units

This course provides teacher candidates with a systems perspective for understanding and supporting individuals with extensive support needs and their families who come from culturally and linguistically diverse backgrounds. Using a person-centered planning approach, candidates examine effective collaborative strategies for team building, Individual Education Program (IEP) development, joint problem solving, and transition planning. Course material covers evidence-based strategies, adaptations, modifications, and technologies that provide access to Common Core standards, functional academics, and life skills. Various models are reviewed, including co-teaching, inclusion, community-based instruction, and vocational training.

## SPED 528, Assessment and IEP Development: Mild to Extensive Support Needs, 3 Units

Teacher candidates in this course examine current assessment mandates for students with mild to extensive support needs, studying test development and learning to evaluate assessment tools based on current research-based policies and mandates. Candidates also learn to administer and interpret norm-criterion reference assessment instruments as well as informal surveys or assessment instruments, and gain an understanding of the influence of cultural and linguistic factors in the development of Individual Education Program (IEP) goals and Individual Transition Plans (ITPs).
**Corequisite:** SPED 550 or SPED 551 or SPED 570 or SPED 571

## SPED 529, Positive Behavior Supports for Students with Exceptional Needs, 3 Units

This course equips teacher candidates with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with disabilities. Candidates examine foundations of behavior disorders, appropriate communication, and behavioral support strategies that align with best practices. The foundations of functional analysis of behavior that leads to the development of positive behavior intervention plans are examined. Models of collaborative practices that lead to positive relationships and critical partnerships with students, families, educators, and agencies are investigated through skill development and self-analysis.
**Corequisite:** SPED 552 or SPED 553 or SPED 572 or SPED 573

## SPED 550, Clinical Practice I: Mild to Moderate Support Needs, 2 Units

Students with mild to moderate support needs require specialized support to address unique learning needs resulting from a range of specific learning disabilities, intellectual disabilities, autism, other health impairments, emotional disturbance, multiple disabilities, traumatic brain injury, orthopedic impairment, or other identified disabilities for which placement in a classroom for students with mild to moderate support needs is deemed appropriate. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate physical classroom environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for students' grade and instructional levels, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Corequisite:** SPED 528

## SPED 553, Clinical Practice II: Mild to Moderate Support Needs, 2 Units

Students with mild to moderate support needs require specialized support to address unique learning needs resulting from a range of specific learning disabilities, intellectual disabilities, autism, other health impairments, emotional disturbance, multiple disabilities, traumatic brain injury, orthopedic impairment, or other identified disabilities for which placement in a classroom for students with mild to moderate support needs was deemed appropriate. During their clinical practice experience, teacher candidates are provided with on-site experiences that provide the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild to moderate support needs, conducting formal and informal assessments in order to determine the students' current levels of performance, planning for their grade and instructional level, and capturing data to support progress on annual goals and short-term objectives aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English learners and ethnically diverse students.
**Prerequisite:** SPED 550;
**Corequisite:** SPED 529

## SPED 570, Clinical Practice I: Extensive Support Needs, 2 Units

Students with extensive support needs require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with extensive support needs, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English learners and ethnically diverse students.
**Corequisite:** SPED 528

## SPED 573, Clinical Practice II: Extensive Support Needs, 2 Units

Students with extensive support needs require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with extensive support needs, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English learners and ethnically diverse students.
**Prerequisite:** SPED 570;
**Corequisite:** SPED 529

## TESP 501, Art of Teaching I: Foundations of Teaching, 3 Units

This course provides an introduction to basic pedagogy, including classroom management, lesson planning and teaching, standards-based instruction, teaching strategies for students with diverse identities and needs, and the application of technology to support teaching and learning. Teacher candidates consider strategies, models, and processes for meeting the needs of a broad range of K-12 students, including special needs students, gifted students, English language learners, speakers of nondominant varieties of English, and students of all cultural or ethnic identities. This course is designed for direct application of classroom learning by candidates in a collaborative context that implements inclusion. Candidates examine Christian character and develop an understanding of grace in the Christian worldview as applied in classroom contexts, in consideration of meeting the needs of students and building community within the classroom. This course includes 15 hours of required field experience in a K-12 school.

## TESP 502, Science of Teaching I: How Students Learn, 3 Units

This course comprises a basic overview of human growth and development for all students in the K-12 environment. Teacher candidates identify how research on the neuroscience of learning, theories of learning, and student motivation affect current understanding of student development through the K-12 education experience. They then creatively and collaboratively investigate how this knowledge can enable them to meet the needs of all students, including underserved populations, English language learners, and individuals with diverse learning needs (from gifted learners to individuals with mild to severe disabilities). Candidates also examine their own cultural beliefs, attitudes toward diversity, and related assumptions, identifying how these might affect student learning and achievement in their classrooms. Candidates demonstrate applied knowledge of communication styles and strategies for fostering positive cross-cultural interactions among students who are diverse in terms of culture, language, and ability. Finally, candidates reflect on the need to support the development of all students from a Christian worldview. This course includes 15 hours of required field experience in a K-12 school. *Meets the General Education Requirement: Social Science.*

## TESP 503, The Soul of Teaching: Tapestry of American Education, 3 Units

This course introduces teacher candidates to the history of American education and a sampling of modern philosophies of education, examined through the lens of a Christian worldview. Specific consideration is given to the ways in which historical trends have contributed to today's education system, including how social and philosophical movements, as well as policy changes, have shaped the growth and inclusiveness of education in the U.S. Candidates reflect on the continued need for education equity for all students in U.S. schools, and explore inclusive practices for diverse populations, professional dispositions, teacher resiliency, and their role in perpetuating social justice in education. They engage culturally appropriate response strategies that enhance learning opportunities in a cross-cultural context, and identify how a Christian worldview enables and directs a commitment to principles of equity and justice in their practice. *Meets the General Education Requirement: Intercultural Competence.*

## TESP 504, Schools and Educational Systems, 3 Units

This course explores the legal, ethical, and organizational systems (federal, state, district, and school) within which teachers conduct their work. Teacher candidates engage in an examination of school and community cultures and their impact on learning, by focusing on the ways teachers communicate and collaborate with external and internal stakeholders to provide equitable access to all students. Additionally, contractual responsibilities and professional expectations are addressed. Candidates also consider the ways in which educators, from a Christian worldview, can advocate to transform social problems impacting school culture. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

# Extensive Support Needs Education Specialist Credential

Azusa Pacific University's Extensive Support Needs Education Specialist Credential (https://www.apu.edu/education/programs/special-education-moderate-severe-credential/) program prepares candidates to earn a California Extensive Support Needs Education Specialist Preliminary Credential. This rigorous program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses that provide content required for the education specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, and clinical experiences.

Azusa Pacific University's Extensive Support Needs Education Specialist Credential program is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov) and the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org), and includes specific methods courses that are accompanied by practical classroom applications and clinical experiences in public school assignments.

Upon completion of the requirements listed below and all of the requirements detailed in the Steps to a Credential (p. 555), the candidate will have earned an Extensive Support Needs Education Specialist Preliminary Credential.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code | Title | Units |
|---|---|---|
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| SPED 517 | Art of Teaching II: Pedagogy and Instructional Design for Education Specialists | 3 |
| SPED 518 | Science of Teaching II: Effective Assessment Strategies for Learners with Special Needs | 3 |
| SPED 525 | Methods of Teaching Reading and Writing | 3 |
| SPED 527 | Teaching Students with Extensive Support Needs | 3 |
| SPED 528 | Assessment and IEP Development: Mild to Extensive Support Needs | 3 |
| SPED 529 | Positive Behavior Supports for Students with Exceptional Needs | 3 |
| SPED 570 | Clinical Practice I: Extensive Support Needs | 2 |
| SPED 573 | Clinical Practice II: Extensive Support Needs | 2 |
| **Total Units** | | **34** |

[1]     These courses must be completed prior to beginning clinical practice.

**NOTE:** A maximum of 9 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a credential. Candidates should meet with their credential analyst (https://www.apu.edu/education/resources/credentials/) for information regarding the credential application process.

**NOTE:** Candidates who hold an intern credential must enroll in a candidate support and supervision course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials/) upon completion of a credential program to receive his/her California educator credential.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.

5. Assess student learning.
6. Develop as a professional educator.

# MA in Education: Learning and Technology and Extensive Support Needs Education Specialist Credential

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Extensive Support Needs Education Specialist Credential program (https://www.apu.edu/education/programs/masters-in-learning-technology-moderate-severe/) prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded Extensive Support Needs Education Specialist Preliminary Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the education specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into TK-12 teaching and learning environments. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and field experiences.

Azusa Pacific University's Extensive Support Needs Education Specialist Credential program is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov) and the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org), and includes specific methods courses that are accompanied by practical classroom applications and clinical experiences in public school assignments.

Upon completion of the requirements listed below and all of the requirements detailed in the Steps to a Credential (p. 555), the candidate will have earned an Extensive Support Needs Education Specialist Preliminary Credential and a Master of Arts in Education: Learning and Technology degree.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code | Title | Units |
|---|---|---|
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| SPED 517 | Art of Teaching II: Pedagogy and Instructional Design for Education Specialists | 3 |
| SPED 518 | Science of Teaching II: Effective Assessment Strategies for Learners with Special Needs | 3 |
| SPED 525 | Methods of Teaching Reading and Writing | 3 |
| SPED 527 | Teaching Students with Extensive Support Needs | 3 |
| SPED 528 | Assessment and IEP Development: Mild to Extensive Support Needs | 3 |
| SPED 529 | Positive Behavior Supports for Students with Exceptional Needs | 3 |
| SPED 570 | Clinical Practice I: Extensive Support Needs | 2 |
| SPED 573 | Clinical Practice II: Extensive Support Needs | 2 |
| **Emphasis Courses** | | |
| EDUC 560 | Action Research in Education | 1 |
| EDUC 546 | Digital Communications | 3 |
| EDUC 547 | Special Topics in Educational Technology [2] | 3 |
| EDUC 548 | Emerging Trends in Technology | 3 |
| EDUC 569 | Capstone Seminar | 2 |
| **Elective Courses [3]** | | |
| EDUC 538 | Current Issues in Education | 3 |
| **Total Units [4]** | | **46-49** |

1     These courses must be completed prior to beginning clinical practice.
2     May be taken for credit up to three times as an additional elective as long as topics are not repeated.
3     Elective courses can be used toward the master's degree only for the individual needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.
4     The program is designed to be completed with 46 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive some coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. A Graduation Application (https://www.apu.edu/student-services/registration/#gradproforms) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in a candidate support and supervision course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials/) upon completion of a credential program to receive his/her California educator credential.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# MA in Education: Learning and Technology and Mild to Moderate Support Needs Education Specialist Credential

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Mild to Moderate Support Needs Education Specialist Credential program (https://www.apu.edu/education/programs/masters-in-learning-technology-mild-moderate/) prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded Mild to Moderate Support Needs Education Specialist Preliminary Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the education specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into TK-12 teaching and learning environments. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

Azusa Pacific University's Mild to Moderate Support Needs Education Specialist Credential program is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov) and the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org), and comprises specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion of the requirements listed below and all of the requirements detailed in the Steps to a Credential (p. 555), the candidate will have earned a Mild to Moderate Support Needs Education Specialist Preliminary Credential and a Master of Arts in Education: Learning and Technology degree.

# Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

# Course Requirements

| Code | Title | Units |
|------|-------|-------|
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| SPED 517 | Art of Teaching II: Pedagogy and Instructional Design for Education Specialists | 3 |
| SPED 518 | Science of Teaching II: Effective Assessment Strategies for Learners with Special Needs | 3 |
| SPED 525 | Methods of Teaching Reading and Writing | 3 |
| SPED 526 | Specialized Academic Instruction: Reading, Writing, and Math | 3 |
| SPED 528 | Assessment and IEP Development: Mild to Extensive Support Needs | 3 |
| SPED 529 | Positive Behavior Supports for Students with Exceptional Needs | 3 |
| SPED 550 | Clinical Practice I: Mild to Moderate Support Needs | 2 |
| SPED 553 | Clinical Practice II: Mild to Moderate Support Needs | 2 |
| **Emphasis Courses** | | |
| EDUC 560 | Action Research in Education | 1 |
| EDUC 546 | Digital Communications | 3 |
| EDUC 547 | Special Topics in Educational Technology [2] | 3 |
| EDUC 548 | Emerging Trends in Technology | 3 |
| EDUC 569 | Capstone Seminar | 2 |
| **Elective Courses [3]** | | |
| EDUC 538 | Current Issues in Education | 3 |
| **Total Units [4]** | | **46-49** |

[1]   These courses must be completed prior to beginning clinical practice.

[2]   May be taken for credit up to three times as an additional elective as long as topics are not repeated.

[3]   Elective courses can be used toward the master's degree only for the individual needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

[4]   The program is designed to be completed with 46 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive some coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. A Graduation Application (https://www.apu.edu/student-services/registration/#gradproforms) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in a candidate support and supervision course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials/) upon completion of a credential program to receive his/her California educator credential.

# Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

**Program Learning Outcomes**

**Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# MA in Education: Special Education and Extensive Support Needs Education Specialist Credential

Azusa Pacific University's Master of Arts in Education: Special Education and Extensive Support Needs Education Specialist Credential program (https://www.apu.edu/education/programs/masters-in-special-education-moderate-severe/) prepares candidates to earn a Master of Arts in Education: Special Education degree along with an embedded Extensive Support Needs Education Specialist Preliminary Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the education specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of special education provides candidates with knowledge needed to serve students with disabilities in TK-12 public schools. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

Azusa Pacific University's Extensive Support Needs Education Specialist Credential program is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov) and the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org), and includes specific methods courses that are accompanied by practical classroom applications and clinical experiences in public school assignments.

Upon completion of the requirements listed below and all of the requirements detailed in the Steps to a Credential (p. 555), the candidate will have earned an Extensive Support Needs Education Specialist Preliminary Credential and a Master of Arts in Education: Special Education degree.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code | Title | Units |
|---|---|---|
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| SPED 517 | Art of Teaching II: Pedagogy and Instructional Design for Education Specialists | 3 |
| SPED 518 | Science of Teaching II: Effective Assessment Strategies for Learners with Special Needs | 3 |
| SPED 525 | Methods of Teaching Reading and Writing | 3 |
| SPED 527 | Teaching Students with Extensive Support Needs | 3 |
| SPED 528 | Assessment and IEP Development: Mild to Extensive Support Needs | 3 |
| SPED 529 | Positive Behavior Supports for Students with Exceptional Needs | 3 |
| SPED 570 | Clinical Practice I: Extensive Support Needs | 2 |
| SPED 573 | Clinical Practice II: Extensive Support Needs | 2 |
| **Emphasis Courses** | | |

| | | |
|---|---|---|
| EDUC 560 | Action Research in Education | 1 |
| EDUC 556 | Historical and Philosophical Perspectives of Disability Studies | 3 |
| EDUC 557 | Current Trends in Curriculum and Disability Studies | 3 |
| EDUC 558 | Research and Collaboration for Special Education | 3 |
| EDUC 569 | Capstone Seminar | 2 |
| **Elective Courses** [2] | | |
| EDUC 547 | Special Topics in Educational Technology [3] | 3 |
| **Total Units** [4] | | **46-49** |

[1] These courses must be completed prior to beginning clinical practice.

[2] Elective courses can be used toward the master's degree only for the individual needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

[3] May be taken for credit up to three times as an additional elective as long as topics are not repeated.

[4] The program is designed to be completed with 46 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive some coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. A Graduation Application (https://www.apu.edu/student-services/registration/#gradproforms) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in a candidate support and supervision course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials/) upon completion of a credential program to receive his/her California educator credential.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes
### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# MA in Education: Special Education and Mild to Moderate Support Needs Education Specialist Credential

Azusa Pacific University's Master of Arts in Education: Special Education and Mild to Moderate Support Needs Education Specialist Credential program (https://www.apu.edu/education/programs/masters-in-special-education-mild-moderate/) prepares candidates to earn a Master of Arts in Education: Special Education degree along with an embedded Mild to Moderate Support Needs Education Specialist Preliminary Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the education specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of special education provides candidates with knowledge needed to serve students with disabilities

in TK-12 public schools. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

Azusa Pacific University's Mild to Moderate Support Needs Education Specialist Credential program is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov) and the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org), and includes specific methods courses that are accompanied by practical classroom applications and clinical experiences in public school assignments.

Upon completion of the requirements listed below and all of the requirements detailed in the Steps to a Credential (p. 555), the candidate will have earned both a Mild to Moderate Support Needs Education Specialist Preliminary Credential and a Master of Arts in Education: Special Education degree.

# Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

# Course Requirements

| Code | Title | Units |
|---|---|---|
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| SPED 517 | Art of Teaching II: Pedagogy and Instructional Design for Education Specialists | 3 |
| SPED 518 | Science of Teaching II: Effective Assessment Strategies for Learners with Special Needs | 3 |
| SPED 525 | Methods of Teaching Reading and Writing | 3 |
| SPED 526 | Specialized Academic Instruction: Reading, Writing, and Math | 3 |
| SPED 528 | Assessment and IEP Development: Mild to Extensive Support Needs | 3 |
| SPED 529 | Positive Behavior Supports for Students with Exceptional Needs | 3 |
| SPED 550 | Clinical Practice I: Mild to Moderate Support Needs | 2 |
| SPED 553 | Clinical Practice II: Mild to Moderate Support Needs | 2 |
| **Emphasis Courses** | | |
| EDUC 560 | Action Research in Education | 1 |
| EDUC 556 | Historical and Philosophical Perspectives of Disability Studies | 3 |
| EDUC 557 | Current Trends in Curriculum and Disability Studies | 3 |
| EDUC 558 | Research and Collaboration for Special Education | 3 |
| EDUC 569 | Capstone Seminar | 2 |
| **Elective Courses [2]** | | |
| EDUC 547 | Special Topics in Educational Technology [3] | 3 |
| **Total Units [4]** | | **46-49** |

[1]   These courses must be completed prior to beginning clinical practice.

[2]   Elective courses can be used toward the master's degree only for the individual needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

[3]   May be taken for credit up to three times as an additional elective as long as topics are not repeated.

[4]   The program is designed to be completed with 46 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive some coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. A Graduation Application (https://www.apu.edu/student-services/registration/#gradproforms) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in a candidate support and supervision course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials/) upon completion of a credential program to receive his/her California educator credential.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# Mild to Moderate Support Needs Education Specialist Credential

Azusa Pacific University's Mild to Moderate Support Needs Education Specialist Credential (https://www.apu.edu/education/programs/special-education-mild-moderate-credential/) program prepares candidates to earn a California Mild to Moderate Support Needs Education Specialist Preliminary Credential. This rigorous program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the education specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, and clinical experiences.

Azusa Pacific University's Mild to Moderate Support Needs Education Specialist Credential program is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov) and the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org), and includes specific methods courses that are accompanied by practical classroom applications and clinical experiences in public school assignments.

Upon completion of the requirements listed below and all of the requirements detailed in the Steps to a Credential (p. 555), the candidate will have earned a Mild to Moderate Support Needs Education Specialist Preliminary Credential.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| SPED 517 | Art of Teaching II: Pedagogy and Instructional Design for Education Specialists | 3 |
| SPED 518 | Science of Teaching II: Effective Assessment Strategies for Learners with Special Needs | 3 |
| SPED 525 | Methods of Teaching Reading and Writing | 3 |
| SPED 526 | Specialized Academic Instruction: Reading, Writing, and Math | 3 |

| SPED 528 | Assessment and IEP Development: Mild to Extensive Support Needs | 3 |
|---|---|---|
| SPED 529 | Positive Behavior Supports for Students with Exceptional Needs | 3 |
| SPED 550 | Clinical Practice I: Mild to Moderate Support Needs | 2 |
| SPED 553 | Clinical Practice II: Mild to Moderate Support Needs | 2 |
| **Total Units** | | **34** |

[1]     These courses must be completed prior to beginning clinical practice.

**NOTE:** A maximum of 9 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a credential. Candidates should meet with their credential analyst (https://www.apu.edu/education/resources/credentials/) for information regarding the credential application process.

**NOTE:**  Candidates who hold an intern credential must enroll in a candidate support and supervision course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials/) upon completion of a credential program to receive his/her California educator credential.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# Integrated Bachelor's/Credential Program

The Integrated Bachelor's/Credential (APU IBC) program provides an accelerated, rigorous education leading to a bachelor's degree and a preliminary California teaching credential. As part of this unique 3+1 model, students complete credential courses as undergraduates and work in the field alongside mentor-teachers throughout the credential portion of the program. The credential portion of the program is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/) and accredited by the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org/).

The programs available are:

1. Bachelor of Science in Allied Health with Single Subject (Science) Teaching Credential (p. 55)
2. Bachelor of Arts in Liberal Studies with Mild to Moderate Support Needs Education Specialist Credential (p. 549)
3. Bachelor of Arts in Liberal Studies with Extensive Support Needs Education Specialist Credential (p. 549)
4. Bachelor of Arts in Mathematics with Single Subject (Math) Teaching Credential (p. 90)

## Program Details

During the first three years, students complete most of the requirements for their major and participate in undergraduate field experiences in public school classrooms. Students formally apply for admission to the School of Education prior to or during their junior year. In the summer between their junior and senior years, students begin taking graduate-level courses offered through the School of Education. Throughout the program, students participate in service-learning projects, field experiences, and clinical practice (student teaching) in area TK-12 public schools. The clinical practice

component requires 16 weeks of full-time student teaching. All field experiences and clinical practice experiences must take place in a TK-12 public school located within 50 miles of Azusa or an APU regional campus. Students must have access to reliable transportation.

# Application to the Integrated Bachelor's/Credential Program

Admission to the School of Education is required for all students before they begin credential courses offered through the School of Education. Applications are available in the Office of Credentials (https://www.apu.edu/education/resources/credentials/) in Building One on West Campus. Students may apply to the APU IBC program once they have completed at least 32 semester hours of undergraduate credit and before they complete at 96 hours of undergraduate credit. Students who wish to enroll in the APU IBC program and want to begin School of Education credential courses in the summer must submit the application and accompanying requirements (see list below) to the Office of Credentials by April 1; students who wish to begin credential courses in the fall must submit the application and accompanying requirements by July 1; students who wish to begin credential courses in the spring must submit the application and accompanying requirements by November 1.

In addition to completing the application form for admission to the School of Education, a student must submit the following items to the School of Education:

- A one- to two-page personal statement addressing the following topics: experiences from the applicant's background that enhance the teaching experience; the most rewarding and challenging aspects of working with youth; why the applicant wants to teach; preferred grade level and content areas and why; and how the applicant envisions supporting the success of all students and contributing to the profession.
- Proof of Certificate of Clearance (COC) (review instructions on Obtaining a Certificate of Clearance (https://apu.edu/apply/pdfs/ed_certificate_clearance.pdf)). Applicants are encouraged to begin this step early in their second year to allow time for processing by the California Commission on Teacher Credentialing.
- Proof that the California Basic Skills Requirement (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667/) has been satisfied.
- Proof that the applicant is on track to satisfy the California Subject Matter Requirement (https://www.ctc.ca.gov/educator-prep/subject-matter-requirements/). For liberal studies majors and math majors, this means being a student in good academic standing within the major and making appropriate progress to degree completion. For allied health majors, this means submitting an official score report reflecting a passing score on an appropriate California Subject Examinations for Teachers (CSET) subtest or submitting proof of paid registration for the next appropriate CSET administration.
- Two letters of recommendation from a supervisor, former professor, or other professional. A third letter of recommendation from a current professor is encouraged.
- Current résumé.
- Current transcript indicating GPA of 3.0 or above*.

All applicants will also be required to interview with the credential program director or a designee from the IBC program.

*Admission to the APU IBC program is selective; among those accepted, the mean undergraduate GPA at time of application is 3.0+ with an SAT score of 993+ (2016 or earlier version) or 1490+ (2017 version), a composite ACT score of 20+, or a CBEST Reading subtest score of 50+ and Math subtest score of 52+.

International students must meet the following additional requirements:

- The admission requirement for international students with English as a second language (ESL) is a minimum TOEFL iBT score of 90 (22 on Reading, 22 on Listening, 22 on Speaking, and 24 on Writing) or IELTS score of 7.

During the first three years of the program, APU undergraduate students planning to participate in the APU IBC program are completing General Education requirements and degree major requirements for liberal studies, allied health, or math. Advising is coordinated by the degree major department. Once undergraduate students are admitted to the APU IBC program, the Office of Credentials and APU IBC program director advise them in regard to the California preliminary teaching credential and credential requirements.

# Credential Tracks

Program graduates earn a Preliminary California Teaching credential in one of the following:

## Special Education Track

This track prepares students to effectively teach individuals with special needs. Preliminary Education Specialist credentials are offered in the areas of:

- Mild to Moderate Support Needs, which includes specific learning disabilities, mild to moderate intellectual disabilities, autism, other health impairment, and emotional disturbance
- Extensive Support Needs, which includes autism, deaf-blindness, moderate to severe intellectual disabilities, multiple disabilities, and emotional disturbance

## Single Subject Track

This track prepares students to teach at the middle/high school level (6-12). Preliminary Single Subject credentials that can currently be completed via the APU IBC program are Math and Science. The School of Education offers the graduate Single Subject Credential program in additional subject areas. Visit the Division of Teacher Education section (p. 503) of the Academic Catalog for more information.

## Clinical Practice Clearance

The following requirements must be met before undergraduate students may progress to clinical practice (student teaching).

Applications for clinical practice must be submitted to the Office of Student Placements by April 10 for the fall semester and September 10 for the spring semester. Students must also submit the following to the Office of Student Placements by April 30 for fall semester and September 30 for spring semester:

- Transcript(s) demonstrating successful completion of at least 110 undergraduate units and an undergraduate GPA of 3.0 or higher.
- Proof that student is on track to graduate at the conclusion of the clinical practice semester, which could include a recommendation letter from the undergraduate major advisor, a current advisement form, or current transcripts.
- Proof that the California Basic Skills Requirement (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667/) has been satisfied.
- Proof that the California Subject Matter Requirement (https://www.ctc.ca.gov/educator-prep/subject-matter-requirements/) has been met. For liberal studies and math majors, this means proof that the student is on track to graduate at the conclusion of the clinical practice semester with a degree major in liberal studies or math.
- Tuberculosis (TB) clearance, which must be valid for a two-year time period that runs through the end date of the assigned clinical practice term.
- Certificate of Clearance or other appropriate CTC-issued document that will be valid throughout the clinical practice semester.
- Proof of U.S. Constitution coursework or exam.

Clinical practice courses are taken as Credit (*CR*)/No Credit (*NC*). Students who earn an *NC* grade are required to meet with their program director to identify knowledge, skills, and/or dispositions that may need strengthening and develop a performance improvement plan. Students will not receive another placement for clinical practice until after they have met with their program director and received their performance improvement plan. Students who earn an *NC* grade will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the improvement plan. Students who do not meet the standards for satisfactory progress after a probation period may be dismissed from the credential program.

Students are expected to successfully complete their culminating clinical practice courses at first attempt. On rare occasions, students with unsuccessful first attempts will be eligible to petition the Division of Teacher Education to repeat the course, but a successful petition is required for a student to repeat. A culminating clinical practice course can be repeated only once.

Students who earn an *NC* grade in a culminating clinical practice or during fieldwork as a result of a lapse in professional responsibility, integrity, or ethical conduct may not be eligible to petition to repeat the course for which they received the nonpassing grade.

## Credential Application

To be eligible for a credential, students must demonstrate the following:

- Conferral of a bachelor's degree from APU in allied health, liberal studies, or math.
- Successful completion of credential coursework (i.e., competency on each student learning outcome and a course grade of *B-* or better).
- Evaluation of required assignments in the Division of Teacher Education's assessment tool, Watermark's™ Student Learning & Licensure.
- Proficiency in the Teaching Performance Expectations (TPEs).
- Passage of all state-required examinations:

    - RICA or the CTC-required literacy assessment is required for students who wish to become certified for teaching special education.

    - Passage of CalTPA (Instructional Cycle 1 and Instructional Cycle 2) is required for candidates who wish to become credentialed for teaching a single subject (math or science).

    - Passage of Education Specialist CalTPA (Instructional Cycle 1 and Instructional Cycle 2) for candidates who wish to become credentialed for teaching students with mild to moderate support needs and extensive support needs.

- Successful completion of CPR for infants, children, and adults.
- Successful completion of an Induction Individual Development Plan approved by the program director.
- Completion of all other credential requirements.

It is the student's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials/) upon completion of a credential program to receive their California preliminary teaching credential.

## Program Expectations

- Students in the APU IBC program prepare to work in schools as educators. They must demonstrate the content, pedagogy, and writing skills and dispositions required for the profession. Therefore, the School of Education assesses students, in academic and dispositional standards, from the time of admission to the program through recommendation of credential.
- Students are expected to maintain a high level of professional and ethical behavior throughout the program; failure to do so may result in discipline up to and including dismissal from the program.
- Students must be covered by professional liability insurance during the semesters in which they are participating in field experience and clinical practice.
- Students participating in field experience and clinical practice who are driving onto TK-12 school sites must have proof of auto insurance.
- Students are required to have and maintain a valid Certificate of Clearance (COC) from their time of admission to the program through recommendation of credential. Students who allow their COC to expire will be prevented from enrolling in future terms until they once again have a valid COC.
- Students are required to ensure successful submission of Watermark™ Student Learning and Licensure items as outlined in syllabi from credential-related coursework for recommendation for a credential to the California Commission on Teacher Credentialing (CTC).
- Students must earn a *B-* or better in all credential coursework. Students who earn a *C+* or below must retake the course for the course to be used toward credential requirements, and must meet with their academic advisor for a revised course sequence plan before progressing in the program.
- All standards and requirements for the credential portion of the program are subject to CTC, CAEP, and federal policy changes, and these supersede catalog descriptions of prior programs and requirements.

An integrated bachelor's/credential is granted based on the completion of all credential and degree requirements. If a student does not complete all credential and degree requirements, as indicated in the Graduation Clearance Pending letter, within two years of filing their graduation application, but has completed degree requirements for the undergraduate degree major without the integrated bachelor's/credential, he or she will be subject to automatically having their stand-alone degree posted. If the remaining requirements for the stand-alone degree are not completed by the deadline, the student will be subject to policies governing reentering students, and a new catalog year will apply.

# BA in Liberal Studies with Integrated Credential

118 units

In this program, students earn a Bachelor of Arts in Liberal Studies and a mild to moderate support needs or extensive support needs education specialist credential in a total of four years. **The only concentration offered with the Liberal Studies Integrated Bachelor's/Credential Program is Special Education**. Full program details and requirements are available on the Integrated Bachelor's/Credential Program (p. 546) page of this catalog.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Education and Human Development** | | |
| Select one of the following: | | 4 |
| EDLS 200 | Introduction to Teaching as a Profession K-12 [1, 2] | |
| EDLS 202 | Introduction to Teaching as a Profession (7-12) [1, 2] | |
| PSYC 290 | Human Growth and Development [1, 3] | 3 |
| EDLS 405 | Diversity in the Classroom [1, 4] | 3 |
| EDLS 495 | Foundations of Education Capstone [1, 5] | 3 |
| EDLS 496 | Writing 3: Education and Professional Ethics [1, 6] | 3 |
| **English/Language Arts** | | |
| COMM 111 | Public Communication [7] | 3 |
| ENGL 111 | Studies in Literature [8] | 3 |
| THTR 115 | Introduction to Theater [9] | 3 |
| ENGL 402 | Principles of Language | 3 |
| ENGL 434 | Children's Literature [1] | 3 |
| **Mathematics** | | |
| Select one of the following: | | 3 |
| MATH 110 | College Algebra [10] | |
| MATH 130 | Introduction to Statistics [10] | |

| | | |
|---|---|---|
| MATH 201 | Mathematics Concepts for Elementary Teachers [1] | 3 |
| **Science** | | |
| Select one of the following: | | 4 |
| BIOL 101 | Biology and Society [11] | |
| BIOL 151 | General Biology I [11] | |
| PHYC 115 | Physical Science for Teachers | 3 |
| PHYC 125 | Earth Science Concepts and Applications | 3 |
| BIOL 400 | Science and Children [1] | 4 |
| **Social Science** | | |
| HIST 121 | World Civilizations Since 1648 [12] | 3 |
| HIST 201 | World Civilizations and Geography to 1648 | 3 |
| HIST 202 | United States History to 1930 [1, 13] | 3 |
| HIST 338 | History of California | 3 |
| **Physical Education** | | |
| PE 450 | Physical Education in Elementary Schools, K-6 [1] | 3 |
| **Visual and Performing Arts** | | |
| ART 310 | Fundamental Art Experiences [1, 9] | 3 |
| MUS 432 | Music in the Elementary Schools [1] | 3 |
| **Concentrations** | | |
| Select one concentration from the list below. | | 12 |
| **Total Units** | | **84** |

[1]   This is a core liberal studies course. The 38 units of core liberal studies coursework must be completed with a grade of *C* or higher and an overall GPA of 3.0 or higher.

[2]   Meets the General Education Civic Knowledge and Engagement requirement.

[3]   Meets the General Education Social Sciences requirement.

[4]   Meets the General Education Intercultural Competence requirement.

[5]   Meets the General Education Integrative and Applied Learning requirement.

[6]   Meets the General Education Writing 3 requirement.

[7]   Meets the General Education Oral Communication requirement.

[8]   Meets the General Education Humanities: Literature requirement.

[9]   Meets the General Education Humanities: Fine Arts requirement.

[10]  Meets the General Education Quantitative Literacy requirement.

[11]  Meets the General Education Natural Sciences requirement.

[12]  Meets the General Education Humanities: History requirement.

[13]  California Education Code Section 44335 requires all candidates for a teaching credential to demonstrate knowledge of the United States Constitution by completing a college-level course or a college-level examination in the subject; successful completion of either with a grade of *C* or higher meets this California Education Code requirement.

**Students in the liberal studies major are limited to completing only one concentration from those listed below. A concentration course cannot double-count to meet a concentration requirement and a major requirement listed above.**

## Art Concentration

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| ART 145 | Drawing I [1] | 3 |
| ART 146 | Painting I | 3 |
| Select one of the following art history courses: | | 3 |
| ART 354 | History of Ancient Art and Architecture [1] | |
| ART 356 | Writing 3: History of Modern Art and Architecture [2] | |
| ART 357 | History of Contemporary Art and Architecture [1] | |
| ART 361 | History of Early Christian and Medieval Art and Architecture [1] | |
| ART 362 | History of Renaissance to Rococo Art and Architecture [1] | |
| Select one of the following crafts courses: | | 3 |
| ART 105 | Ceramics I [1] | |

| | | |
|---|---|---|
| ART 111 | Printmaking: Serigraph | |
| ART 170 | Sculpture I | |
| ART 403 | Multicultural Art [1] | |
| **Total Units** | | **12** |

[1]	Meets the General Education Humanities: Fine Arts requirement.
[2]	Meets the General Education Writing 3 requirement.

## English Concentration

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| ENGL 404 | Approaches to Grammar | 3 |
| ENGL 406 | Writing 3: Advanced Composition [1] | 3 |
| Select one of the following English or world literature courses: | | 3 |
| ENGL 222 | English Literature to 1789 [2] | |
| ENGL 224 | World Literature to the Renaissance [2] | |
| ENGL 232 | English Literature Since 1789 [2] | |
| ENGL 234 | World Literature Since the Renaissance [2] | |
| ENGL 377 | Shakespeare | |
| ENGL 386 | Contemporary Global Writers | |
| ENGL 466 | British Novel | |
| Select one of the following American literature courses: | | 3 |
| ENGL 244 | American Literature to 1865 (Select one of the following American literature courses:) [2] | |
| ENGL 254 | American Literature Since 1865 [2] | |
| ENGL 364 | American Ethnic Literature [3] | |
| ENGL 374 | African American Literature | |
| ENGL 410 | American Novel | |
| **Total Units** | | **12** |

[1]	Meets the General Education Writing 3 requirement.
[2]	Meets the General Education Humanities: Literature requirement.
[3]	Meets the General Education Intercultural Competence requirement.

## Human Development: School Psychology Concentration

PSYC 290 and MATH 130 are prerequisite courses for the upper-division courses in this concentration.

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| MATH 130 | Introduction to Statistics [1] | 3 |
| PSYC 345 | Psychology of Child and Adolescent Development [2] | 3 |
| PSYC 360 | Abnormal Psychology | 3 |
| Select one of the following: | | 3 |
| PSYC 292 | Introduction to Brain and Behavior | |
| PSYC 305 | Educational Psychology | |
| PSYC 390 | Cognition | |
| PSYC 405 | Psychology of Learning | |
| PSYC 410 | Psychology of Exceptional Children | |
| PSYC 472 | Neurological and Behavioral Disorders | |
| **Total Units** | | **12** |

[1]	Meets the General Education Quantitative Literacy requirement.
[2]	Meets the General Education Social Sciences requirement.

## Human Development: Special Education Concentration

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| EDLS 303 | Introduction to Special Populations | 3 |
| EDLS 304 | Introduction to Teaching Special Populations | 3 |
| PSYC 410 | Psychology of Exceptional Children | 3 |
| PSYC 430 | Intervention Strategies with Children | 3 |
| **Total Units** | | **12** |

## Math Concentration

See the Department of Computer Science, Engineering, Mathematics, Physics, and Statistics (p. 70) for updated schedules.

Note: Students must begin their mathematics coursework at the level for which they qualify as determined by their SAT/ACT score, previous university coursework, or the APU mathematics placement assessment. Some students require one or more courses prior to calculus.

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| MATH 165 | Calculus I | 3 |
| MATH 280 | Discrete Mathematics and Proof | 3 |
| MATH 340 | Geometry | 3 |
| Select one of the following: | | 3 |
| MATH 130 | Introduction to Statistics [1] | |
| MATH 361 | Introduction to Modeling with Probability | |
| **Total Units** | | **12** |

[1]    Meets the General Education Quantitative Literacy requirement.

## Music Concentration

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| MUS 101 | Beginning Voice Class | 1 |
| MUS 103 | Beginning Piano Class [1] | 1 |
| MUS 121 | Music Theory I [2] | 3 |
| MUS 133 | Practical Musicianship I | 1 |
| MUS 201 | Introduction to World Music [3] | 3 |
| Select one of the following: | | 3 |
| MUS 350 | History and Literature of Commercial Music | |
| MUS 351 | Ancient, Renaissance, and World Music Literature | |
| MUS 352 | Writing 3: Baroque, Classical, and Early Romantic Music Literature [4] | |
| MUS 455 | Late Romantic and 20th-Century Music Literature [5] | |
| **Total Units** | | **12** |

[1]    Or 1 unit for each Applied Piano (permission by audition only).
[2]    Meets the General Education Humanities: Fine Arts requirement.
[3]    Meets the General Education Intercultural Competence requirement.
[4]    Meets the General Education Writing 3 requirement.
[5]    Meets the General Education Humanities: History requirement.

## Science Concentration

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| BIOL 151 | General Biology I [1] | 4 |
| BIOL 152 | General Biology II | 4 |

| CHEM 123 | General, Organic, and Biological Chemistry for the Health Sciences [1] | 4 |
|---|---|---|
| **Optional Elective** | | |
| PHYC 155 | Physics for Life Sciences I [1] | |
| **Total Units** | | **12** |

[1]    Meets the General Education Natural Sciences requirement.

## Social Science Concentration

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| POLI 150 | American Government [1, 2] | 3 |
| HIST 210 | World Geography | 3 |
| Select one of the following non-Western courses: | | 3 |
| HIST 320 | Modern Africa | |
| HIST 360 | History of the Middle East I: Early and Medieval Islam | |
| HIST 361 | History of the Middle East II: Modern Middle East | |
| HIST 392 | Colonial Latin America | |
| HIST 393 | Ritual and Re-enactment in Modern Latin America | |
| POLI 390 | History and Politics of the Non-Western World | |
| Select one of the following social science courses: | | 3 |
| ECON 250 | Principles of Macroeconomics [3] | |
| ECON 251 | Principles of Microeconomics | |
| POLI 220 | State and Local Government | |
| POLI 320 | Comparative Politics | |
| SOC 225 | Contemporary Social Problems | |
| SOC 361 | Education and Society | |
| **Total Units** | | **12** |

[1]    Meets the General Education Civic Knowledge and Engagement requirement.
[2]    California Education Code Section 44335 requires all candidates for a Teaching Credential to demonstrate knowledge of the United States Constitution by completing a college-level course or a college-level examination in the subject; successful completion of either with a grade of *C* or higher meets this California Education Code requirement.
[3]    Meets the General Education Social Sciences requirement.

## Spanish Concentration

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| SPAN 201 | Intermediate Spanish I | 3 |
| SPAN 202 | Intermediate Spanish II | 3 |
| SPAN 301 | Spanish Conversation and Community [1, 2] | 3 |
| Select one of the following: | | 3 |
| SPAN 332 | Literary Masters [3] | |
| SPAN 421 | Survey of Spanish Literature | |
| SPAN 422 | Survey of Latin American Literature | |
| SPAN 431 | Spanish Language Poetry and Short Story | |
| SPAN 460 | Writing 3: Survey of the Literature of the Spanish-Speaking World [4] | |
| **Total Units** | | **12** |

[1]    SPAN 101, SPAN 102, SPAN 201, and SPAN 202 are prerequisites for 300-level SPAN courses.
[2]    Meets the General Education Intercultural Competence requirement.
[3]    Meets the General Education Humanities: Literature requirement.
[4]    Meets the General Education Writing 3 requirement.

## Mild to Moderate Support Needs Education Specialist Credential Requirements

| Code | Title | Units |
|---|---|---|
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| SPED 517 | Art of Teaching II: Pedagogy and Instructional Design for Education Specialists | 3 |
| SPED 518 | Science of Teaching II: Effective Assessment Strategies for Learners with Special Needs | 3 |
| SPED 525 | Methods of Teaching Reading and Writing | 3 |
| SPED 526 | Specialized Academic Instruction: Reading, Writing, and Math | 3 |
| SPED 528 | Assessment and IEP Development: Mild to Extensive Support Needs | 3 |
| SPED 529 | Positive Behavior Supports for Students with Exceptional Needs | 3 |
| SPED 550 | Clinical Practice I: Mild to Moderate Support Needs | 2 |
| SPED 553 | Clinical Practice II: Mild to Moderate Support Needs | 2 |
| **Total Units** | | **34** |

[1]    These courses must be completed prior to beginning clinical practice.

## Extensive Support Needs Education Specialist Credential Requirements

| Code | Title | Units |
|---|---|---|
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching [1] | 3 |
| TESP 502 | Science of Teaching I: How Students Learn [1] | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| SPED 517 | Art of Teaching II: Pedagogy and Instructional Design for Education Specialists | 3 |
| SPED 518 | Science of Teaching II: Effective Assessment Strategies for Learners with Special Needs | 3 |
| SPED 525 | Methods of Teaching Reading and Writing | 3 |
| SPED 527 | Teaching Students with Extensive Support Needs | 3 |
| SPED 528 | Assessment and IEP Development: Mild to Extensive Support Needs | 3 |
| SPED 529 | Positive Behavior Supports for Students with Exceptional Needs | 3 |
| SPED 570 | Clinical Practice I: Extensive Support Needs | 2 |
| SPED 573 | Clinical Practice II: Extensive Support Needs | 2 |
| **Total Units** | | **34** |

[1]    These courses must be completed prior to beginning clinical practice.

## Program Learning Outcomes

## Liberal Studies Major

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze and demonstrate proficiency in subject matter required of K--8 teachers by the State of California.
2. Integrate K--8 curriculum concepts and disciplines.
3. Define teaching methods of instruction using best practices with a Christian perspective.
4. Understand aspects of cultural diversity within the context of the classroom.
5. Identify a distinctive Christian perspective compared to a secular perspective as it pertains to current education issues.

## Integrated Credential

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# Steps to a Credential

The three major steps to completing a Preliminary Teaching Credential through APU's Division of Teacher Education (DTE) are described as follows. Credential candidates should refer to the DTE Teacher Candidate Handbook for further details.

- Step 1: Admission (p. 556)
- Step 2: Clinical Practice Clearance (p. 556)
- Step 3: Credential Application (p. 557)

## Credential Requirements

All candidates must meet the following requirements to be considered for a Multiple Subject or Single Subject Preliminary Teaching Credential or a Mild to Moderate Support Needs or Extensive Support Needs Education Specialist Preliminary Credential:

1. Successful completion of all coursework (note: all candidates must earn a *B*- or better in all coursework. Candidates who earn below a *B*- must retake the course and meet with their academic advisor for a revised course sequence plan before progressing in the program. All admitted candidates must maintain a cumulative GPA of 3.0. Candidates who do not meet the above requirements will be reviewed for dismissal from the program).
2. Completion of each of the following program requirements:
   - U.S. Constitution requirement (course or exam)
   - Verification of the basic skills requirement
   - Verification of subject matter requirement (note: passing CSET examination or subtest scores must be used for certification purposes within 10 years of the individual test date)
   - Verification of tuberculosis clearance
   - Continuing verification from instructors of positive dispositions characteristic of the teaching profession (emotional stability, strong interpersonal relations, good mental and physical health, and other character standards listed on the application)
   - Receipt of favorable results of Certificate of Clearance **(note: candidates must report any changes in character standings, including unresolved issues with the law and/or the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov), to their credential analyst; failure to do so may result in expulsion from the program)**
3. Successful completion of fieldwork and clinical practice. Traditionally, clinical practice is met through student teaching with a cooperating teacher, but candidates who hold a contracted teaching position may request approval to complete clinical practice in their own classrooms.
4. Prior to applying for a preliminary credential, candidates must:
   - Verify successful completion of CPR for infants, children, and adults.
   - Verify successful completion of all assessments and forms required in the Division of Teacher Education's assessment system (Watermark's™ Student Learning & Licensure).
   - Multiple Subject and Single Subject Credential candidates must submit and pass Instructional Cycle 1 and Instructional Cycle 2 of the California Teaching Performance Assessment (CalTPA) as required by CTC.
   - Mild to Moderate Support Needs and Extensive Support Needs Credential candidates must submit and pass Instructional Cycle 1 and Instructional Cycle 2 of the Education Specialist California Teaching Performance Assessment (CalTPA) as required by the CTC.
   - Multiple Subject and Special Education Credential candidates must show proof of passage of the Reading Instruction Competence Assessment (RICA) or the CTC-required literacy assessment.
   - All candidates must complete an Individual Development Plan (IDP) that is approved by the program director.

Contact a credential analyst (https://www.apu.edu/education/resources/credentials/) for information on applying for a preliminary credential after the above requirements have been completed. Your credential analyst will provide information needed to complete your credential application. Preliminary

credentials are valid for five years and are nonrenewable. A Clear Credential is obtained through a CTC-approved induction program with either a California local education agency (e.g., public school district, county office of education) or California institution of higher education.

# Step 1: Admission

## General Requirements

All educator preparation programs within the Division of Teacher Education require the following:

- A completed graduate or integrated bachelor's/credential application for admission
- A $45 nonrefundable application fee (not required for students previously admitted to a graduate program at Azusa Pacific University or students applying to the integrated bachelor's/credential program)
- Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree from a regionally accredited college or university and all postbaccalaureate study
- A minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale. Provisional admittance may be granted to individuals with a grade-point average between 2.5 and 2.9.
- Two letters of recommendation
- A personal statement or essay
- A valid California Certificate of Clearance (COC) or other appropriate and valid document from CTC
- Proof the California Basic Skills Requirement (https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667/) has been satisfied
- Proof the California Subject Matter Requirement (https://www.ctc.ca.gov/educator-prep/subject-matter-requirements/) has been satisfied. Candidates seeking admission to a graduate degree program with a teaching credential embedded may submit proof of paid registration for the next appropriate California Subject Examinations for Teachers (CSET) administration.
- A percentage of candidates will also be required to interview with the program director or his/her designee prior to an admission decision.

Note: University graduate or integrated bachelor's/credential admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 958)) (http://catalog.apu.edu/graduateprofessional/admission-policies/graduate-admission-university/). Program-specific application requirements are available online (https://www.apu.edu/programs/?search=&level=Master%27s+Degree&level=Doctoral+Degree&level=Certificates+and+Credentials).

Departments reserve the right to change the admission process and requirements. Students who are in continuous enrollment status are subject to the requirements in effect at the time of their initial enrollment.

Questions about successful completion of the Basic Skills Requirement or Subject Matter Requirement should be directed to the Office of Credentials (https://www.apu.edu/education/resources/credentials/). Candidates are advised by their assigned credential analyst prior to enrollment in the program to support a successful start in the credential program.

## International Students

International students have a separate application procedure. Contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Step 2: Clinical Practice Clearance

The following requirements must be met before any clinical practice experiences can take place:

- Applications for clinical practice must be submitted to the Office of Student Placements (https://www.apu.edu/education/teacher/placements/) by April 10 for fall term and September 10 for spring term. A candidate's Academic Plan indicates the term for clinical practice.
- In addition to the application for clinical practice, candidates must submit the following to the Office of Student Placements by April 30 for fall term and September 30 for spring term to clear for clinical practice for the advised term:
  - Candidates in the graduate programs must have a posted bachelor's degree from a regionally accredited college or university. For candidates in the Single Subject program, the degree major must be in an area other than professional education. Candidates in the integrated bachelor's/credential program must submit transcripts demonstrating successful completion of at least 110 undergraduate units and an undergraduate GPA of 3.0 or higher.
  - Verification of successful completion of the Basic Skills Requirement.
  - Successful completion (*B*- or better) of all coursework from Modules 1 through 5 of the Academic Plan, in accordance with program advising.
  - Tuberculosis (TB) clearance, which must be valid for a two-year time period that runs through the end date of the assigned clinical practice term. Negative TB test requirements must be provided to the Office of Student Placements.
  - Valid Certificate of Clearance or other appropriate CTC-issued document throughout clinical practice.

- Proof of successful completion of U.S. Constitution coursework or exam.
- Original, passing scores of CSET exams, official verification of completion of a CTC-approved subject-matter program signed by the credential analyst at the California institution of higher education at which the courses were successfully completed, **or** meet one of the CTC-approved options (https://www.ctc.ca.gov/educator-prep/subject-matter-requirements/). Note: CSET subtest exams must be used for credential purposes within 10 years of the individual passing date of each subtest or they expire. Candidates in the integrated bachelor's/credential program may submit official verification of completion of four-fifths of a CTC-approved subject-matter program confirmed by a credential analyst.
- Graduate candidates seeking to use a contracted teaching position, either intern or nonintern, for clinical practice must submit all required documents by December 15 for spring term and August 15 for fall term, including but not limited to a copy of their teaching contract for the appropriate school year and a principal's letter on school letterhead. Templates with the requirements for the principal letter can be obtained from the Office of Student Placements. **All contracted teaching positions must be approved as part of the clinical practice clearance process prior to placement to ensure they meet all placement requirements.** Candidates should contact the Office of Student Placements prior to accepting a contracted teaching position if they intend to use the position for completion of clinical practice. **All candidates seeking intern positions must work with their credential analyst regarding any proposed teaching position.**

# Step 3: Credential Application

To be eligible for a credential, candidates must demonstrate the following:

- Successful completion of coursework (competency on each student learning outcome, a grade of *B*- or better on each credential course, earned credit in clinical practice coursework).
- Evaluation of required assignments in the division's assessment tool (Watermark's™ Student Learning & Licensure).
- Proficiency in the Teaching Performance Expectations (TPEs).
- Passage of all state-required examinations, as follows:
    - Passage of the RICA examination or the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov)-required literacy assessment is required for candidates who wish to become credentialed for teaching multiple subjects or special education.
    - Passage of CalTPA (Instructional Cycle 1 and Instructional Cycle 2) is required for candidates who wish to become credentialed for teaching multiple subjects or a single subject.
    - Passage of Education Specialist CalTPA (Instructional Cycle 1 and Instructional Cycle 2) for candidates who wish to become credentialed for teaching students with mild to moderate support needs or extensive support needs.
- Completion of all other credential requirements.
- For integrated bachelor's/credential candidates, the bachelor's degree from Azusa Pacific University must be conferred.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials/) upon completion of a credential program to receive their California educator credential. This request may be submitted to the credentials office up to one month before completion of all credential requirements.

# Program Expectations

- APU School of Education candidates prepare to work in schools as educators, including teachers, school and district leaders, school counselors and psychologists, and other specialty personnel. They must demonstrate the content, pedagogy, and writing skills and dispositions required of the profession. Therefore, the School of Education assesses candidates from admission through recommendation of credentials in both academic and dispositional standards.
- Candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in discipline up to and including program dismissal.
- All candidates must have access to technology (i.e., computer and internet connectivity). Additional technology requirements are necessary for some programs. Check the program descriptions in this catalog for more information.
- Candidates who live in, work at, or relocate to a location more than 50 miles from the nearest Azusa campus (including regional campuses) must request approval from the department to participate in fieldwork and/or clinical experience at a distance following the process outlined in the Clinical Experience Locations section below. If the location is approved, the candidate may be assessed charges to cover the costs (e.g., travel, lodging, etc.) for fieldwork and/or clinical experience supervision.
- All credential standards and requirements for educator preparation programs are subject to CTC, CAEP, and federal policy changes, as well as university academic policy, and these supersede catalog descriptions of prior programs and requirements.
- Candidates participating in credential programs or bachelor's, master's or education specialist degree programs with credential embedded must be covered by professional liability insurance in their capacity as credential candidates.
- Candidates participating in fieldwork and/or clinical experience who are driving to school or agency sites must have proof of auto insurance.

## Clinical Experience Locations

Candidates are required to complete fieldwork and/or clinical experience at sites where the School of Education has an executed Memorandum of Understanding (MOU), at sites that engage in ongoing partnership and collaboration with the School of Education, and at sites that are located within 50 miles of the nearest Azusa Pacific University campus where School of Education programs are offered (including regional locations). In rare instances, a candidate may be approved to participate in fieldwork and/or clinical experience at a location more than 50 miles from the nearest Azusa Pacific University campus; for a candidate to request consideration for such a placement, they must submit an Academic General Petition (https://www.apu.edu/student-services/registration/#gradproforms) providing a clear rationale as to why it is not possible to complete fieldwork and/or clinical experience at a site within 50 miles of the nearest Azusa Pacific University campus. If an MOU covering the fieldwork and/or clinical experience is not already in place with the requested site, the Academic General Petition must be submitted at least 4 months prior to the semester in which the fieldwork and/or clinical experience is scheduled to occur. When the Academic General Petition is approved, the School of Education will attempt to secure an executed MOU with the requested site, but there is no guarantee that the School of Education will be able to secure an executed MOU. If an MOU covering the fieldwork and/or clinical experience is in place with the requested site and valid throughout the time frame of the fieldwork and/or clinical experience, the Academic General Petition must be submitted at least 8 weeks prior to the semester in which the fieldwork and/or clinical experience is scheduled to occur. An Academic General Petition approved by the department and the School of Education dean's office, along with an executed MOU, is required before a candidate may begin any fieldwork and/or clinical experience more than 50 miles from the nearest Azusa Pacific University campus.

## Certificate of Clearance

Azusa Pacific University requires candidates who are admitted to any program within the School of Education, or to credential programs housed within other schools in the university, to have and maintain a Certificate of Clearance or a valid and current credential for teaching, administration, counseling, school psychology, or nursing from the California Commission on Teacher Credentialing. Candidates who allow their Certificate of Clearance or other clearance document from the California Commission on Teacher Credentialing to expire will be prevented from enrolling in future terms. For more information, contact the Office of Credentials (https://www.apu.edu/education/resources/credentials/) at soecredentials@apu.edu.

## Assessment System (Watermark's™ Student Learning & Licensure)

The School of Education uses Watermark's™ Student Learning & Licensure assessment system to support the collection and analysis of student outcomes in all degree and credential programs. All School of Education candidates enrolled in a program leading to an educator credential are required to submit particular assignments and other forms in Watermark's™ Student Learning & Licensure (often via Canvas submission) by the deadline specified in the course syllabus. Successful evaluation of necessary submissions is required for degree completion and/or recommendation for a credential to the California Commission on Teacher Credentialing (CTC). It is the responsibility of the candidate to ensure that assignments and forms are submitted as indicated in the assessment system. All assessment-system-related inquiries may be sent to soewatermark@apu.edu.

## Office of Credentials

The Office of Credentials (https://www.apu.edu/education/resources/credentials/) provides a centralized location in which prospective and current School of Education candidates, faculty, staff, and the community can receive accurate, comprehensive, and complete information and advisement regarding the requirements involved in obtaining California credentials and certificates authorizing service in California schools. It is the candidate's responsibility to submit a credential application through the Office of Credentials upon completion of a credential program in order to receive their California educator's credential. The Office of Credentials also provides credential-related services to subject-matter preparation programs and credential programs offered through the School of the Arts (p. 177), School of Behavioral Sciences (p. 340), School of Health Sciences (p. 558), School of Humanities and Sciences (p. 33), and the School of Nursing (p. 598). For more information, email soecredentials@apu.edu.

# College of Nursing and Health Sciences

The College of Nursing and Health Sciences is composed of the following schools:

- School of Nursing (p. 598)
- School of Health Sciences (p. 558)

# School of Health Sciences

The School of Health Sciences comprises a wide range of undergraduate and graduate programs in the fields of child life, kinesiology, physical therapy, and public health. All programs within the school carry a distinctly Christian perspective that challenges students intellectually and spiritually while remaining flexible and student-oriented. For working professionals engaged in evolving careers, APU's creative scheduling offers courses on APU's Azusa campus and at regional locations throughout Southern California.

## Accreditation

All Azusa Pacific programs are accredited by the WASC Senior College and University Commission (https://www.wscuc.org/), and professional programs in the School of Behavioral and Applied Sciences have earned the following specialized accreditations:

- The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) (https://www.capteonline.org/home.aspx).
- The Master of Arts in Physical Education and Single Subject Teaching Credential is accredited by the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org/).
- The Master of Arts in Physical Education and Single Subject Teaching Credential, Master of Arts in Physical Education and Adapted Physical Education Added Authorization, and Adapted Physical Education Added Authorization programs are accredited by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/)

## Departments

# Department of Child Life

The Department of Child Life consists of the MS in Child Life (p. 561) and the MS in Child Life (Advanced Standing) (p. 562).

## Programs

## Courses

### PCLS 501, Advanced Child Development, 3 Units

This course is an in-depth examination of physical, cognitive, emotional, moral, and social development from infancy through adolescence. Content includes developmental theory and practice of early childhood education, as well as assessment of child development and impairments in developmental functioning.

### PCLS 502, Applied Child Development and Medical Terminology, 3 Units

This course reviews psychosocial and clinical aspects of disease and injury for the hospitalized and medically fragile child. Course content includes medical terminology, charting, complementary medicine, and physiological, cognitive, social, and emotional impacts of disease and injury on the patient and family.

### PCLS 511, Family Systems Theory and Applications, 3 Units

This course explores family systems and therapeutic models with a focus on family psychology. Emphasis is on family-centered care and the effects that terminal illnesses have on the family system. Course content covers parenting medically fragile children, parenting and family relationships with a seriously ill or terminal parent, diversity issues and children with special needs, therapeutic models in family psychology, and integration of Christian faith and theology with family psychology.

### PCLS 512, Theories and Practices of Grief and Loss, 3 Units

Students in this course develop understanding of the family-centered care model and explore therapeutic interventions and techniques aimed at benefitting patients and families affected by death and serious illness. Course content focuses on death, grief, and bereavement and their effects on the family system. Each student learns hands-on interventions to guide patients and families through death, grief, loss, and healing.

### PCLS 512L, From Grief to Healing: Strategies and Application Lab, 1 Unit

In this lab course, students apply understanding of grief theories and explore practical therapeutic interventions and approaches aimed at benefitting children and families effected by death or serious illness. Focus is on historical and current views on death, grief, bereavement, and the effects on family system. Each student learns hands-on interventions to guide children and families from grief to healing process.
**Prerequisite:** PCLS 521;
**Corequisite:** PCLS 512

### PCLS 520, Infants and Toddlers: Development and Interventions, 3 Units

This course offers an in-depth exploration of the growth and development of infants and toddlers. Content includes developmental theories and developmentally appropriate interventions, as well as assessment of development and impairments in developmental functioning.

## PCLS 521, Introduction to Child Life, 3 Units

This course gives students a broad understanding of the field of child life, including the history and trends of the child life profession, as required by the Association of Child Life Professionals (ACLP). Course content includes: 1) scope of practice in child life, 2) child life documents, 3) impact of Illness/injury and health care on patients and families, 4) family-centered care, 5) therapeutic play, and 6) preparation. Additional topics include, but are not limited to, the history of child life, clinical assessment, child life theoretical foundations, development and hospital stressors, and introduction to exceptional and medically challenged children.

## PCLS 522, Therapeutic Interventions and Play-Based Techniques, 3 Units

This course is designed for students to develop an understanding of the history and theories of play and play-based therapies. Students gain knowledge of therapeutic play techniques, and explore research and theories on the importance of psychosocial preparation for medical procedures. Post- and preprocedural coping techniques and therapeutic interventions are taught as well. Students create hands-on interventions to prepare patients of all developmental levels for a variety of procedures.

## PCLS 523, Coping Strategies for Children Experiencing Stress and Trauma, 3 Units

This course is designed for students to explore the best evidence-based practices in play therapy, with an emphasis on psychosocial and therapeutic interventions for children with special needs (cognitive intellectual and/or pervasive developmental disabilities). This course focuses on the effects traumatic situations have on the patient/client and their family. Students explore a variety of play therapy techniques and therapeutic interventions to help patients and families work through trauma and PTSD.

## PCLS 524, Adolescent Development and Interventions, 3 Units

This course is an in-depth examination of the physical, cognitive, emotional, moral, and social development of adolescents. Content includes developmental theory and interventions, as well as assessment of development and impairments in developmental functioning.

## PCLS 525, Assessment, Preparation, and Documentation, 3 Units

This course reviews historical and current perspectives on techniques and outcomes of preparing children for healthcare encounters and life-changing events. The emphasis is on students developing proficiency in setting goals during child life assessments to plan developmentally appropriate preparation interventions and gain competencies with documentation. This course also addresses coping strategies for pain management. Achievement of course objectives is addressed through experiential learning, lectures, readings, discussion, and reflection.

## PCLS 527, Supporting Children with Special Needs in the Healthcare System, 3 Units

In this course, students explore a variety of developmental conditions and diagnoses, including physical, intellectual, and learning disabilities, psychiatric diagnoses, and behavioral conditions. Child life services with intensive care and rehabilitation populations are a particular focus, alongside supporting the educational needs of hospitalized children. Students become familiar with adaptive technologies, tools, toys, and equipment designed for children with special needs, as well as with legal rights, protections, and accommodations for individuals with disabilities, and gain insight into adapting child life services to the needs of unique populations.

## PCLS 531, Ethics, Diversity and Professional Issues, 3 Units

This course covers legal, ethical, moral, cultural, religious and gender issues within a family-centered context. Theories and concepts of culture and cultural diversity are explored. This course also examines issues related to parenting medically fragile children, including legal and ethical considerations. An integration of faith is implemented in the course in regards to professional ethics and multicultural competence.

## PCLS 532, Child Life Administration and Leadership, 3 Units

Students gain understanding of child life program development and acquire the leadership skills to manage a child life program. Course content includes outreach and technology in the field of child life; child life administration, supervision, and mentoring; group facilitation skills; leadership skills; and program evaluation.

## PCLS 541, Pre Practicum in Child Life, 3 Units

This course is designed to further develop the therapeutic tools of students prior to child life practicum placement. Students focus on developing proficiency in the core goals during crisis assessment and interventions, gain competencies in therapeutic dynamics, gain competencies in communication and listening to be applied when working with a diverse population of patients, families, and members of the multidisciplinary team. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of working with hospitalized and medically fragile children. Students are also encouraged to address issues regarding the integration of their faith with the practice of child life. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection.

## PCLS 542, Practicum in Child Life, 3 Units

This field experience course is taught by a certified child life specialist and is designed and evaluated according to the specific clinical and academic standards set forth by the Association of Child Life Professionals (ACLP). According to the ACLP, "The Child Life Practicum is designed as an introductory experience for individuals interested in pursuing a career in child life. Through experiential learning and observation of Certified Child Life Specialists, child life practicum students begin to increase their knowledge of basic child life skills related to play, developmental assessment, and integration of child life theory into interventions with infants, children, youth and families." All students are required to participate in weekly mentor meetings with the instructor throughout the semester.

## PCLS 543, Internship in Child Life, 6 Units

This course and its clinical experiences are facilitated by a certified child life specialist and are designed and evaluated according to the specific clinical and academic standards set forth by the Association of Child Life Professionals (ACLP). According to the ACLP, "The Certified Child Life Specialist (CCLS) credential is the exclusive certification issued by the Association of Child Life Professionals. The CCLS credentialing program is a rigorous, examination-based professional certification credential to increase the proficiency of child life professionals by identifying a body of knowledge; establishing a level of comprehension and performance necessary for certification; and increasing the value of practitioners to their employers." All students are required to participate in mentor/supervision meetings with the instructor throughout the semester. This course is a blend of didactic and experiential learning, combining coursework and required internship hours to integrate theory and application of child life principles and practices.
**Prerequisite:** Only for those students with a clinical child life internship.

## PCLS 545, Internship in Child Life II, 1 Unit

This course and clinical experiences are facilitated by a certified child life specialist and are designed and evaluated according to the specific clinical and academic standards set forth by the Association of Child Life Professionals (ACLP). According to the ACLP, "The Certified Child Life Specialist (CCLS) credential is the exclusive certification issued by the Association of Child Life Professionals. The CCLS credentialing program is a rigorous, examination-based professional certification credential to increase the proficiency of child life professionals by identifying a body of knowledge; establishing a level of comprehension and performance necessary for certification; and increasing the value of practitioners to their employers." All students are required to participate in biweekly mentor meetings with the instructor throughout the semester.
**Prerequisite:** By permission only and for non-matriculating graduate students of APU's MS Child Life program.

## PCLS 551, Research Methods and Statistical Analysis, 3 Units

This course surveys the major social science research methods, preparing students to read, understand, and evaluate psychological research. This course will provide students with the basic knowledge and experience of developing research proposals. Students will also learn to understand survey methods, data collection, and research analysis. This course is designed for students to identify his or her thesis topic and/or project and prepare students for PCLS 552.

## PCLS 552, Thesis/Project Seminar, 3 Units

This master's thesis seminar is intended to provide students with a theoretical and methodological foundation necessary for completing their MS thesis/project in Child Life Science within the Psychology Department. The main objective of this seminar course is to help students develop and implement the theoretical foundation and methodological procedures needed to complete a MS graduate thesis or clinical project. CR/NC grading.

## PCLS 599, Readings in Child Life Psychology, 1-3 Units

Students may enroll in an independent study for unit credit to investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. Such requests must be developed in consultation with a sponsoring faculty member and be approved by the graduate program chair and dean. Unit credit varies depending on the scope of the study plan.

# MS in Child Life

The master's degree in child life (https://www.apu.edu/bas/programs/masters-in-child-life/) is designed to prepare graduates to successfully complete credentialing as child life specialists, who are allied health care professionals with expertise in helping children and their families navigate traumatic and challenging experiences, particularly health crises.

In addition to rigorous coursework, this is an applied/clinical program, with students required to complete a 120-hour practicum in child life followed by a 600-hour hospital internship. The program comprises 42 units and can be completed in 18 months, with available start times in spring and fall. Courses take place primarily in the evenings. There is also online synchronous learning for our master's degree in child life and the Advanced Standing (p. 562) option.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| PCLS 501 | Advanced Child Development | 3 |
| PCLS 502 | Applied Child Development and Medical Terminology | 3 |
| PCLS 511 | Family Systems Theory and Applications | 3 |
| PCLS 512 | Theories and Practices of Grief and Loss | 3 |
| PCLS 521 | Introduction to Child Life | 3 |
| PCLS 522 | Therapeutic Interventions and Play-Based Techniques | 3 |
| PCLS 523 | Coping Strategies for Children Experiencing Stress and Trauma | 3 |
| PCLS 524 | Adolescent Development and Interventions | 3 |
| PCLS 525 | Assessment, Preparation, and Documentation | 3 |
| PCLS 527 | Supporting Children with Special Needs in the Healthcare System | 3 |
| PCLS 531 | Ethics, Diversity and Professional Issues | 3 |

| PCLS 542 | Practicum in Child Life | 3 |
| PCLS 551 | Research Methods and Statistical Analysis | 3 |
| PCLS 552 | Thesis/Project Seminar | 3 |
| **Optional Electives [1]** | | |
| PCLS 520 | Infants and Toddlers: Development and Interventions | |
| PCLS 532 | Child Life Administration and Leadership | |
| PCLS 543 | Internship in Child Life | |
| PCLS 545 | Internship in Child Life II | |
| **Total Units** | | **42** |

[1]    These courses may serve as electives for the MS in Child Life program, or be used as substitutes for required courses by students who enter the program with previous completed coursework that meets the student learning outcomes for required courses. Departmental permission is required for such a substitution.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Disciplinary Knowledge – Demonstrates theoretical and conceptual knowledge to apply Child Life practices.
2. Critical Thinking, Scientific Inquiry, and Effective Communication – Able to examine and engage in scholarly inquiry and critical thinking, including evaluation and application of evidence based research relevant to child life practices and healthcare delivery system, as a basis to develop, implement and communicate effective interventions.
3. Values and Ethics – Apply knowledge of child life operating principles, code of ethical responsibilities, standards of practice, respect and value for diversity, and factors impacting infants, children, youth and families.
4. Application to Vocation – Develop professional identity demonstrating the ability to integrate and apply Child Life competencies learned in professional settings of practicum and internship.
5. Faith integration – Articulate the intersection of Christian traditions with the Child Life profession using a Christian worldview to integrate faith, beliefs, values, ethics, and service in personal and professional life.

# MS in Child Life (Advanced Standing)

The Advanced Standing option for the Master of Science in Child Life (https://www.apu.edu/bas/programs/masters-in-child-life/) program is available for Certified Child Life Specialists who have a BA or BS degree, as well as individuals who have successfully completed the 600 required child life internship hours. To pursue the Advanced Standing option, you must provide proof of a Child Life Certificate from the Child Life Certification Commission (part of the Association of Child Life Professionals), or complete the Child Life Clinical Experience Verification Form (PDF) (https://www.apu.edu/live_data/files/210/clinicalexperienceverificationform.pdf).

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| PCLS 511 | Family Systems Theory and Applications | 3 |
| PCLS 520 | Infants and Toddlers: Development and Interventions | 3 |
| PCLS 512 | Theories and Practices of Grief and Loss | 3 |
| PCLS 523 | Coping Strategies for Children Experiencing Stress and Trauma | 3 |
| PCLS 524 | Adolescent Development and Interventions | 3 |
| PCLS 527 | Supporting Children with Special Needs in the Healthcare System | 3 |
| PCLS 531 | Ethics, Diversity and Professional Issues | 3 |
| PCLS 532 | Child Life Administration and Leadership | 3 |

| | | |
|---|---|---|
| PCLS 551 | Research Methods and Statistical Analysis | 3 |
| PCLS 552 | Thesis/Project Seminar | 3 |
| **Optional Electives** [1] | | |
| **Total Units** | | **30** |

[1]    These courses may serve as electives for the MS in Child Life program, or be used as substitutes for required courses by students who enter the program with previous completed coursework that meets the student learning outcomes for required courses. Departmental permission is required for such a substitution.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Disciplinary Knowledge – Demonstrate theoretical and conceptual knowledge to apply Child Life practices.
2. Critical thinking, scientific inquiry and effective communication – Able to examine and engage in scholarly inquiry and critical thinking, including evaluation and application of evidence based research relevant to child life practices and healthcare delivery system, as a basis to develop, implement and communicate effective interventions.
3. Values and Ethics – Apply knowledge of child life operating principles, code of ethical responsibilities, standards of practice, respect and value for diversity, and factors impacting infants, children, youth and families.
4. Application to Vocation – Develop professional identity demonstrating the ability to integrate and apply Child Life competencies learned in professional settings of practicum and internship.
5. Faith integration – Articulate the intersection of Christian traditions with the Child Life profession using a Christian worldview to integrate faith, beliefs, values, ethics, and service in personal and professional life.

# Department of Kinesiology

The Department of Kinesiology (https://www.apu.edu/bas/kinesiology/) equips undergraduate and graduate students who are academically engaged, relationally centered, vocationally aware, and wellness oriented, using approaches that are discipline based and grounded in a Christian worldview.

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (https://www.wscuc.org/)
- The Master of Arts in Physical Education and Single Subject Teaching Credential program, the Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education program, and the Adapted Physical Education Added Authorization program are accredited by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/). Additionally, the Master of Arts in Physical Education and Single Subject Teaching Credential program is accredited by the Council for the Accreditation of Educator Preparation (CAEP (https://caepnet.org/)).

## Programs

### Major

- Kinesiology (BS) (p. 570)

### Minor

- Adapted Physical Activity (p. 579)

## Master's

- Master of Science in Physical Education (Online) (p. 579)
- Master of Arts in Physical Education and Single Subject Teaching Credential (p. 575)
- Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education (p. 577)

## Authorization

- Adapted Physical Education Added Authorization (p. 570)

## Courses

### FFL 108, Fitness for Life: Walking/Jogging, 1 Unit

This course teaches the "fitness for life" concept through walking and jogging. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### FFL 115, Fitness for Life: Recreational Games, 1 Unit

This course teaches the fitness-for-life concept through recreational games such as cornhole, spikeball, bocce, etc., emphasizing the development of skills specifically for various recreational games. The rules, tactics, and offensive and defensive strategies of the games are also covered. Specific conditioning drills are incorporated into each class to develop muscular endurance and strength, and the recruitment of fast-twitch muscle fibers needed to play recreational games. This course may be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### FFL 116, Fitness for Life: Weight Training, 1 Unit

This course teaches the "fitness for life" concept through weight training, with different sections offered for athletes and nonathletes. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### FFL 121, Fitness for Life: Dance for the Theater, 2 Units

This course teaches the skill of movement and dance as it relates to actors, including proficiency in various styles of dance that are most common in musical theater; learning dance terminology necessary for a working actor; gaining flexibility and dexterity to enhance stage performance; understanding what is required at a professional theater audition; and moral issues pertaining to presenting theater dance to an audience. It also teaches "fitness for life" concepts through various dance and aerobic conditioning exercises. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### FFL 122, Fitness for Life: Hiking, 1 Unit

This course teaches the "fitness for life" concept through hiking local trails, and includes instruction in trail first aid and emergency preparedness. Students provide their own transportation to local hiking trails. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/ Varsity Sport.*

### FFL 125, Fitness for Life: Yoga, 1 Unit

This course teaches the "fitness for life" concept through yoga, and includes instruction in mind-body awareness, body-weight-bearing exercises, torso stability, and intermediate balance. Students learn strength, flexibility, and relaxation through a series of postures and breathing techniques. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### FFL 131, Fitness for Life: Kinesiology, 1 Unit

This course gives kinesiology students the opportunity to experience structured exercise programming and develop the tools essential for adopting and maintaining healthy exercise behavior (e.g., goal setting, action planning, self-monitoring). Emphasis is on developing students' confidence in the performance of fundamental exercises that promote physical fitness, including flexibility, muscular endurance/strength/power, and cardiorespiratory endurance. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### ATHL 301, Varsity Baseball: Men, 1-2 Units

Students receive advanced preparation in baseball strategy, fundamentals, and techniques for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### ATHL 302, Varsity Basketball: Men, 1-2 Units

Students receive advanced instruction and intensive training in the fundamentals of basketball. Individual and team play, strategy, and offensive and defensive formations are utilized in men's intercollegiate basketball (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/ Varsity Sport.*

### ATHL 303, Varsity Track and Field: Men and Women, 1-2 Units

Students train and work out two hours daily in various track and field events and compete in intercollegiate track and field meets (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## ATHL 304, Varsity Cross Country: Men and Women, 1-2 Units

Students receive instruction, practice, and training in distance running for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## ATHL 305, Varsity Tennis: Men and Women, 1-2 Units

Students are instructed in the mechanics of the game to suit the individual. Supervised practice, lectures, and intercollegiate competition are included (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## ATHL 308, Varsity Basketball: Women, 1-2 Units

Advanced instruction and intensive training in the fundamentals of basketball are offered. Individual and team play, strategy, and offensive and defensive formations are utilized in intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## ATHL 309, Varsity Volleyball: Women, 1-2 Units

Students participate in intercollegiate competition with intense instruction in fundamentals, theory, and practice of the strategies of offensive and defensive play (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## ATHL 310, Varsity Soccer: Men, 1-2 Units

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## ATHL 311, Varsity Soccer: Women, 1-2 Units

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## ATHL 312, Varsity Softball: Women, 1-2 Units

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## ATHL 313, Varsity Swimming and Diving: Women, 1-2 Units

Students receive instruction, practice, and training in swimming and diving for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## ATHL 314, Varsity Water Polo: Women, 1-2 Units

Advanced instruction and intensive training in the fundamentals of water polo are offered, including individual and team play, strategy, and offensive and defensive formations in preparation for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## ATHL 315, Varsity Acrobatics and Tumbling, 1-2 Units

Students receive advanced instruction and training in tumbling, stunting, and dance, including preparing for intercollegiate competition; may be repeated for credit (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## ATHL 316, Varsity Cheer, 1 Unit

Students participate in intercollegiate activities with intense instruction in fundamentals, theory, and practice of the strategies for collegiate cheer. Varsity athletes only. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

# KIN 102, Foundations of Kinesiology, 2 Units

This course introduces the student to the professions of kinesiology by reviewing the historical foundations of the profession and defining the roles and responsibilities of the exercise scientist. Students learn about relevant professional associations and career opportunities in the field of kinesiology. A discussion of the Azusa Pacific University kinesiology curriculum is included with the goals, objectives, and requirements of the program as well as the expectations of kinesiology students.

# KIN 242, Fundamental Principles of Fitness, 3 Units

This foundation course will investigate fitness principles for improving cardio-respiratory endurance, strength, flexibility, body composition and overall physical wellness. The course will prepare students with the knowledge, skills and abilities necessary to develop, implement and manage basic fitness programs for physical education students and health fitness clients.
Special Fee Applies
**Corequisite:** BIOL 231 or BIOL 251

# KIN 270, Human Motor Control, Learning, and Development, 3 Units

This course focuses on the physiological and psychological mechanisms underlying the control and learning of human movement throughout the life span. Students apply theoretical concepts of learning to develop age-appropriate movement programs, and measure outcomes through performance examinations.
**Corequisite:** BIOL 230, BIOL 250, or FFL 131. Department consent required for majors outside of the Department of Kinesiology.

## KIN 275, Biomechanics of Human Movement, 3 Units

This course examines biomechanical principles applied to physical activity, sport, and rehabilitative settings. Students utilize quantitative and qualitative techniques using kinematic and kinetic methodologies to apply the physics of motion to the human body.
Special Fee Applies
**Prerequisite:** C- or higher in BIOL 230 or BIOL 250

## KIN 306, Sociological and Psychological Aspects of Physical Activity and Sport, 3 Units

Students explore the sociological and the psychological issues related to physical activity and sport. Special emphasis is on the study of sport in North America and its implications within American society. Topics of study include motivation, goal setting, burnout, anxiety and arousal, aggression and ethics as related to physical activity and sport.
**Prerequisite:** C- or higher in PSYC 110 or PSYC 290

## KIN 360, Nutrition for Exercise and Sport Science, 3 Units

This course focuses on optimal nutrition for exercise and athletics, with an emphasis on the energy, nutrient, mineral, and fluid needs of the physically active. Course material covers promoting health in all types of athletes through whole-food recommendations and eating strategies, and emphasizes practical applications and immediate strategies for coaching (self and others). Students explore clinical signs associated with nutrition deficiencies, as well as issues related to disorders among the physically active, and become proficient at using current nutrition education tools and evaluating intake and physical activity output using a computerized diet analysis program. Special topics include motivational interviewing and assessing client readiness for change, practicality of eating during training and events, strategies for sport-specific body composition, and creating client educational tools.
**Prerequisite:** C- or higher in BIOL 231 or BIOL 251

## KIN 363, Physiology of Exercise, 4 Units

This course focuses on the effects of exercise on human physiology and bioenergetics. The physiological changes and adaptations that exercise causes in the cardiovascular, pulmonary, neuromuscular, and endocrine systems are investigated in detail, as is the relationship between nutrition, body composition, and exercise. The laboratory component explores the assessment of resting metabolic rate, energy expenditure, body composition, cardio-respiratory function, maximum oxygen uptake, lactate threshold, strength and flexibility, and other physiological responses to exercise.
Special Fee Applies
**Prerequisite:** C- or higher in BIOL 231 or BIOL 251; C- or higher in KIN 290 (or KIN 270 and KIN 275). Department consent required for majors outside of the Department of Kinesiology.

## KIN 364, Kinesiology, 4 Units

This course examines the structural and functional mechanics of human movement through an in-depth study of kinesiological principles. Techniques of posture and gait evaluation, as well as fundamentals of body mechanics, are covered, along with how to detect and correct basic musculoskeletal anomalies. A laboratory component is included.
**Prerequisite:** C- or higher in BIOL 231 or BIOL 251; C- or higher in KIN 290 (or KIN 270 and KIN 275). Department consent required for majors outside of the Department of Kinesiology.

## KIN 366, Care and Prevention of Athletic Injuries, 3 Units

This course presents the methods used in the recognition, evaluation, and care of athletic injuries. Techniques in taping, prevention, and rehabilitation of injuries are studied.
**Prerequisite:** C- or higher in BIOL 231 or BIOL 251

## KIN 372, Corrective Exercise Strategies, 3 Units

This course provides corrective exercise strategies to prevent or reduce injury and afford optimal tissue recovery in the physically active. Principles of tissue inhibition, lengthening, activation, and human movement integration are explored. Strategies in advanced kinetic chain assessment, flexibility, neuromuscular retraining, and balance and stability exercises are incorporated. In addition, scientific evidence supporting injury prevention programs are discussed. This course provides information to prepare students for professional certifications through the National Academy of Sports Medicine (NASM).
**Prerequisite:** C- or higher in KIN 363 and KIN 364

## KIN 380, Concepts of Performance Enhancement, 3 Units

This course will examine advanced methods for enhancing human performance. Students will gain a theoretical understanding of the acute and chronic adaptations that occur in response to various anaerobic and aerobic training techniques. Students will also be given the opportunity to gain practical experience developing, implementing, and supervising strength and condition programs for both teams and individual athletes. Areas of emphasis include periodization, movement-based programming, and experience with non-traditional implements. This course is designed to enhance students' current level of knowledge in preparation for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) Exam.
**Prerequisite:** C- or higher in KIN 363 and KIN 364

## KIN 395, Fitness Management, 3 Units

This course addresses the organizational and administrative aspects of fitness instruction to the physically active. Students study issues such as record keeping, facility design and maintenance, public relations and marketing, and legal and ethical issues related to health care.
**Prerequisite:** C- or higher in BIOL 231 or BIOL 251, and KIN 242.

## KIN 424, Disability, Movement, and Inclusive Engagement, 3 Units

Students in this course explore the phenomenon of disability from a Christian perspective for the purposes of civic engagement and church-based ministry. Contrasting models of disability are examined for alignment with Biblical teachings. Inclusive physical activity is studied and applied as a means of social inclusion and civic engagement. A service-learning component is included. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## KIN 473, Fitness and Exercise Prescription, 4 Units

This course covers the basic knowledge, skills, and abilities that fitness professionals must possess to work with medical and special populations. The course will focus on evaluating health behaviors and risk factors, conducting fitness assessments, constructing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion.
**Prerequisite:** C- or higher in KIN 363 and KIN 364

## KIN 478, Senior Preparation in Kinesiology, 2 Units

This course is a culminating seminar for graduating seniors in kinesiology. Strategies for professional growth and development are examined, as well as current issues and future trends related to the variety of professional opportunities in the field of kinesiology.
**Corequisites:** KIN 490 and senior standing.

## KIN 490, Writing 3: Research Methods in Kinesiology, 3 Units

The focus of the course is on the critical reading of kinesiology literature, the interpretation of research, and the analysis of research methodology appropriate in the field. This course is designed to enhance students' abilities to be consumers of research information, participants in the research process, and communicators of research results. Students are required to conduct a research project and write a comprehensive research report, including introduction, literature review, methods, results, discussion, and conclusions. Discussions also focus on current knowledge and future trends in kinesiology, as seen in the literature. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** C- or higher in KIN 363, KIN 364, Writing 2

## KIN 495, Internship in Exercise Science, 1-4 Units

This course helps students to apply their knowledge, skills, and abilities in a practical setting. Students use an integrated approach to the assessment, development, implementation, and management of exercise and fitness programs under the direction of an approved exercise science professional. Each unit requires 50 clock hours of internship experience. This course may be repeated for credit (2 units are required for the major). *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** C- or higher in KIN 363 and KIN 364

## KIN 497, Readings, 1-3 Units

This course is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time faculty member. An independent study fee is assessed for each enrollment in this course.
**Prerequisite:** Instructor consent

## KIN 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. Each 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill the preparatory readings requirement. An independent study fee is assessed for each enrollment in this course.
**Prerequisite:** Junior or senior standing and instructor consent.

## KIN 499, Thesis/Project, 1-4 Units

This is a senior-level capstone type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. Each 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in a formal thesis, a published article, or electronic media. No more than 1 unit may be used to fulfill the preparatory readings requirement. An independent study fee is assessed for each enrollment in this course.
**Prerequisite:** Junior or senior standing, Writing 3, and instructor consent.

## PE 450, Physical Education in Elementary Schools, K-6, 3 Units

This course prepares students to teach physical education to children in grades K-6. It uses a development approach and stresses exploratory methods of teaching young children a variety of games, dance, self-testing, movement exploration, lifetime fitness, and health-related fitness activities. The course emphasizes lesson plan development, writing clear objectives, and developing effective classroom management skills.
**Prerequisite:** EDLS 200 or EDLS 202, and JR/SR Standing

## PE 551, Curriculum Theory and Design in Physical Education, 3 Units

This course offers a practical study of physical education and athletic programs in the K-12 and collegiate setting including the following: a) philosophy, principles, policies, and procedures, and; b) design, management, and implementation in relation to the State Frameworks and Standards. Special emphasis of the course is on the application of a variety of research and instructional strategies in designing a physical education/athletic curriculum at a chosen educational level.

## PE 555, Sociological and Ethical Issues in Sport, 3 Units

This course pursues a study of the evolution of sports and its role in American culture. Course topics include sports as a social phenomenon in American culture and ethical issues within the sporting context, including moral reasoning, moral obligation, and fair play in sport. Class topics assist students in evaluating and reinforcing their personal morals, values, and principles as they relate to their professional field.

## PE 556, Facility and Event Management, 3 Units

This course will present students with an overview of the design, operations and management of sports facilities and associated special events (both traditional and non-traditional). This course will also provide students with an understanding of managing sports facilities for the community, high school, collegiate, Olympic, and professional levels. Traditional events, non-traditional events, and extreme sports events will be viewed and analyzed.

## PE 557A, Field Studies/Internships in Sport Management, 2 Units

The sport industry involves hands-on application, and this fieldwork course enables students to apply their knowledge, skills, and abilities in a practical sport management setting, under the direction and supervision of an approved sport management professional. Each unit requires 33.3 clock hours of internship experience, so students taking PE 557A and 557B (3 units total) must complete 100 internship hours in a managed sport setting.

## PE 557B, Field Studies/Internships in Sport Management, 1 Unit

This fieldwork course enables students to apply their knowledge, skills, and abilities in a practical setting. The sport industry is one that is a hands-on, applied industry. As such, one of the most crucial dimensions of any successful sport management degree program is its associated practical/experiential learning opportunities.The goal of the APU Sport Management internship course is to provide students with pre-professional, practical experience within a sport management setting. Students will learn under the direction and supervision of an approved sport management professional. Each units requires 33.3 clock hours of internship experience. This course requires students to complete 100 internship hours in a managed sport setting.

## PE 558, Sport Finance, 3 Units

This course is a survey examination of principles of economics, budgeting, and finance as it applies to the sport industry.

## PE 560, Sports Medicine, 3 Units

This course is designed for physical educators and coaches to examine sports injuries and accidents and become competent in prevention, assessment, treatment, and basic rehabilitation techniques.

## PE 565, Athletics and the Law, 3 Units

This course includes current legal issues confronting the sport industry and enables coaches, athletic directors, fitness experts, and physical educators to develop risk-management strategies that will assist them in setting guidelines, policies, plans, and procedures.

## PE 570, Leadership and Administration of Physical Education and Athletic Programs, 3 Units

This course includes a discussion of management theories, philosophy, program development, operations, budgeting, fundraising, personnel, and staff development for the administration of physical education and athletic programs. Students identify and analyze problems unique to the physical education and athletic professions and implement realistic, objective, and workable action plans.

## PE 572, Foundations of Sport Management, 3 Units

This course is an overview of multiple areas relating to sport management. This includes: 1) careers and professional perspective; 2) history of sport management; 3) concepts of communication, leadership and management; 4) athletic governance in the K-12, Jr College/ College and University setting; 5) community, youth and professional sport management; and, 6) marketing and sport tourism.

## PE 575, Advanced Principles of Physical Conditioning, 3 Units

This course is designed for physical educators, coaches, athletic trainers, and fitness experts to understand and apply the concepts of cardiovascular exercise, muscular strength, flexibility, nutrition, and body weight as it relates to physical education and athletics.

## PE 578, Sport Psychology, 3 Units

This course allows the student to examine psychological theories and research related to sport and exercise behavior. The student is introduced to a broad overview of the major topics in the area with opportunity for research, writing, application, and reflection.

## PE 580, Wellness and Fitness for Life, 3 Units

This course is designed for the candidate to understand, practice, and teach the physical, emotional, intellectual, occupational, environmental, social, and spiritual components of health and wellness.

## PE 582, Seminar in Professional Literature in Physical Education and Sport, 3 Units

This course pursues a study of literature in physical education and sport and includes various topics and current issues related to the changing profession. The student learns to access APU's online library to retrieve reputable sources in physical education and sport and to research and write using APA standards. The student also engages in critical thinking and reflection exercises with application to physical education and sport.

## PE 585, Capstone in Physical Education and Sport, 3 Units

This advanced course enables physical educators and exercise science practitioners to become more informed consumers and analyzers of educational research. Through integrated research activities, educators, coaches, and exercise science professionals locate, value, select, and appropriately apply educational research on a selected topic. Numerous data sources, including academic peer-reviewed literature and other reputable sources of applied information, are analyzed, resulting in an extensive culminating project where a selected topic is thoroughly examined.

## PE 596, Inclusive Physical Education, 3 Units

Students in this course engage in advanced study of physical education, including a thorough examination of state and national standards, standards-based curriculum design, and evidence-based pedagogical practices. Throughout the course, the focus is on designing physical education experiences that are equitable and enjoyable for all students, regardless of abilities, to promote lifelong physical activity and health.

## PE 597, Structural Kinesiology, 3 Units

This course introduces students to structural kinesiology through an explanation of human movement and human anatomy. Fundamentals of body mechanics are coupled with kinesiological principles for the detection and correction of basic neuromusculoskeletal anomalies.

## PE 598, Motor Learning, Development, and Control, 3 Units

This course includes discussion of the relationship between motor development and motor learning and provides a framework for establishing programs that facilitate skill acquisition for learners of all ages. It includes an examination of the development of movement skill in humans from infancy to older adulthood and how differing motor, cognitive, and social abilities affect the learning process of motor skills.

## PE 599, Readings in Physical Education, 1-3 Units

This course is an independent study, arranged with a faculty member of the physical education staff.

## PE 600, Physical Education Teaching Methods for Individuals with Mild to Moderate Disabilities, 3 Units

Students in this course learn techniques for the development and implementation of physical education programs for individuals with mild to moderate disabilities, which include minor to moderate health impairments, intellectual disabilities, and emotional disturbances. Observation of one mild/moderate adapted physical education class is included.

**Prerequisite:** PE 452

## PE 602, Physical Education Teaching Methods for Individuals with Severe to Profound Disabilities, 3 Units

Students in this course learn techniques for the development and implementation of physical education programs for individuals with severe to profound disabilities, which include severe to profound health impairments, intellectual disabilities, and emotional disturbances. Observation of one severe/profound adapted physical education class is included.

**Prerequisite:** PE 452

## PE 604, Motor Assessment for Students Living with Disabilities, 3 Units

Students in this course learn techniques for the evaluation and diagnosis of current motor ability levels of individuals with disabilities. Topics include assessment methods and the development and implementation of Individual Education Plans (IEPs) in accordance with state physical education standards.

**Prerequisite:** PE 600, PE 602, and anatomy and physiology

## PE 605, Management of Adapted Physical Education Programs, 3 Units

This course prepares adapted physical education specialists to manage adapted PE programs. Topics include modifying traditional PE curricula, performing in-services with the use of technology, understanding service delivery models, understanding the Individuals with Disabilities Education Act, and collaborating with other direct service providers.

**Prerequisite:** PE 452

## PE 606A, Field Experience in Adapted Physical Education, 1 Unit

This is the first fieldwork course for adapted physical education authorization candidates, and is for students who hold a current teaching credential. The course includes 35 hours of supervised practice in teaching individuals with disabilities in small to large groups in public or private agencies or schools.

**Prerequisite:** PE 600, PE 602, PE 604, and PE 605

## PE 606B, Field Experience in Adapted Physical Education, 2 Units

This is the second field experience course for adapted physical education authorization candidates, and is for students who hold a current teaching credential. The course includes 35 hours of supervised practice in teaching individuals with disabilities in small to large groups in public or private agencies or schools.

**Prerequisite:** PE 600, PE 602, PE 604, and PE 605

# Adapted Physical Education Added Authorization

**For more information: (626) 815-6176**

The Adapted Physical Education Added Authorization (https://www.apu.edu/bas/programs/adapted-physical-education-authorization/) authorizes teachers to provide adapted physical education services to students ranging in age from 3 through 21 years who have a developmental delay and/or any disability within the 13 eligibility categories named in the Individuals with Disabilities Education Act. The program equips teachers to conduct comprehensive assessments of students, prepare legally defensible assessment reports, write specific and measurable individualized education program (IEP) goals, and propose services, from the wide range of service delivery options, in order to meet the individual needs of students in their least restrictive environment. This 15-unit program includes 12 units of core coursework and 3 units of fieldwork in adapted physical education.

Per the California Commission on Teacher Credentialing, the Adapted Physical Education Added Authorization (APEAA) may be added to a Single Subject Credential in Physical Education, a Multiple Subject Credential, or an Education Specialist Credential. Individuals holding a Multiple Subject Credential or an Education Specialist Credential may meet this physical education subject-matter competence requirement in one of two ways:

- (Acceptable Option) Providing evidence of passing all sections of the CTC-approved California Subject Examinations for Teachers (CSET) in Physical Education *prior to admission to the APEAA program*; or

- (Recommended Option) Completing 12 units of upper-division and/or graduate coursework in motor development, kinesiology, and other relevant physical education topics, as determined and approved by the APEAA program coordinator or director. This coursework must be completed as a prerequisite to admission to the APEAA program. All coursework is subject to approval by the program coordinator or director. Courses must be passed with a grade of *B* or better.

The following courses are available to meet this prerequisite:

| Code | Title | Units |
|---|---|---|
| PE 551 | Curriculum Theory and Design in Physical Education | 3 |
| PE 596 | Inclusive Physical Education | 3 |
| PE 597 | Structural Kinesiology | 3 |
| PE 598 | Motor Learning, Development, and Control | 3 |

## Required Courses for the Adapted Physical Education Added Authorization

Adapted physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.7 (*B-*) in any PE core or content course. Students who earn below a 2.7 (*B-*) in a PE core or content course must retake the course and achieve the minimum GPA requirement.

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| PE 600 | Physical Education Teaching Methods for Individuals with Mild to Moderate Disabilities | 3 |
| PE 602 | Physical Education Teaching Methods for Individuals with Severe to Profound Disabilities | 3 |
| PE 604 | Motor Assessment for Students Living with Disabilities | 3 |
| PE 605 | Management of Adapted Physical Education Programs | 3 |
| **Fieldwork (all courses required)** [1] | | |
| PE 606A | Field Experience in Adapted Physical Education | 1 |
| PE 606B | Field Experience in Adapted Physical Education | 2 |
| **Total Units** | | **15** |

[1]    PE 606A and PE 606B must be completed consecutively after all other adapted physical education coursework is fulfilled.

# BS in Kinesiology

51-77 units

# Mission

In the Department of Kinesiology, we believe that exercise, movement, and sport help people thrive by improving health, fitness, and quality of life across the lifespan.

Our mission in the BS in Kinesiology program (https://www.apu.edu/bas/programs/kinesiology-major/) is to shape difference makers who care for the whole person—body, mind, and spirit—through the promotion of scholarship and professional practice in the disciplines of kinesiology. To achieve our mission, we equip lifelong learners who are academically engaged, relationally focused, vocationally aware, and wellness-oriented using approaches that are discipline-based and grounded within a Christian worldview.

The BS in Kinesiology program provides strong foundational knowledge and skills related to the science and practical applications of human movement. The program provides excellent preparation for a variety of careers related to exercise, sports, rehabilitation, and health care. To help students achieve their academic and professional goals, the program offers three concentrations:

## Health Professions

The health professions concentration is for students interested in pursuing graduate education and/or careers in physical therapy, occupational therapy, athletic training, chiropractic, physician's assistance, exercise physiology, biomechanics, and other specialties related to kinesiology and allied health. This concentration provides students with a strong theoretical foundation in the sciences, which may fulfill graduate school prerequisites. Students gain practical, hands-on training in kinesiology, including 100 hours of supervised internships at one of our 80 preapproved sites.

*Note: Many graduate school programs require the completion of prerequisite science courses for acceptance. While the health professions concentration is designed to help students complete their graduate school prerequisites, not all graduate school prerequisites may be met by the concentration. Students are responsible for researching the requirements of graduate programs and professions in which they are interested.*

See the coursework requirements for the health professions concentration below.

## Applied Exercise Science

The applied exercise science (AES) concentration prepares students for careers in fitness centers, strength and conditioning programs, coaching, corporate wellness centers, and several allied health professions. Compared with the health professions concentration, AES has fewer science requirements and offers more elective opportunities for pursuing courses related to student areas of interest or for pursuing a minor. Through applied, hands-on coursework, students learn to assess, design, and implement evidence-based fitness programs for clients to achieve optimal health, fitness, and sports performance. Students participate in 100 hours of internship experience at one of our 80 preapproved sites. Because this concentration provides more elective options, students planning to pursue graduate school are also able to take prerequisite coursework to meet entrance requirements.

*Note: Many graduate school programs require the completion of prerequisite courses for acceptance. While the AES concentration allows elective coursework, which can be used to complete graduate school prerequisites, not all graduate school prerequisites may be met by the concentration. Students are responsible for researching the requirements of graduate programs and professions in which they are interested.*

See the coursework requirements for the applied exercise science concentration below.

## BS in Kinesiology/Doctor of Physical Therapy Accelerated Concentration

The BS in Kinesiology/DPT accelerated concentration provides an opportunity for students pursuing a career in physical therapy to meet the requirements for entry into APU's Doctor of Physical Therapy (DPT) program after 3.5 years of undergraduate coursework. Undergraduate students accepted into the DPT program begin DPT coursework in the spring semester of the fourth year of the accelerated concentration. During this spring semester, students take 18 units of required DPT courses, which also count toward the BS in Kinesiology and APU undergraduate graduation requirements. Upon completion of the spring-semester DPT courses, students are awarded the BS in Kinesiology degree and continue in the DPT program.

*Note: Participating in this accelerated concentration does not guarantee admission to APU's DPT program. Students must meet the* DPT program's admission requirements *(**) prior to beginning DPT coursework in the spring semester of the fourth year of the accelerated concentration.*

See the course requirements for the BS in Kinesiology/DPT accelerated concentration below.

# Requirements

In addition to meeting the coursework and graduation requirements of the BS in Kinesiology program, all undergraduate students are required to meet Azusa Pacific University's General Education requirements. Students should visit the General Education section of this catalog to become familiar with the requirements.

All students must earn a minimum cumulative grade-point average (GPA) of 2.0 in all university coursework attempted, including all required BS in Kinesiology courses.

For students to progress through the BS in Kinesiology curriculum, they must earn a grade of *C-* or higher in each required course in the major.

Students are allowed two opportunities to repeat a required course in the major. Students who do not earn a *C-* or higher in a required course in the major after three attempts will be removed from the major (this policy includes late withdrawals).

Only two required courses within the major can be repeated. Students who earn below a *C-* in any three required courses in the major will be removed from the major (this policy includes late withdrawals).

## Health Professions Concentration

| Code | Title | Units |
|------|-------|-------|
| **Kinesiology** | | |
| FFL 131 | Fitness for Life: Kinesiology [1] | 1 |
| WRIT 241 | Writing 2: Physical Activity and Health Promotion [2] | 3 |
| KIN 270 | Human Motor Control, Learning, and Development | 3 |
| KIN 275 | Biomechanics of Human Movement | 3 |
| KIN 360 | Nutrition for Exercise and Sport Science | 3 |
| KIN 363 | Physiology of Exercise | 4 |
| KIN 364 | Kinesiology | 4 |
| KIN 473 | Fitness and Exercise Prescription | 4 |
| KIN 478 | Senior Preparation in Kinesiology | 2 |
| KIN 490 | Writing 3: Research Methods in Kinesiology [3] | 3 |
| KIN 495 | Internship in Exercise Science [4] | 2 |
| **Kinesiology Electives** | | |
| Select one of the following: | | 3 |
| KIN 366 | Care and Prevention of Athletic Injuries | |
| KIN 372 | Corrective Exercise Strategies | |
| KIN 380 | Concepts of Performance Enhancement | |
| KIN 424 | Disability, Movement, and Inclusive Engagement [5] | |
| **Anatomy and Physiology** | | |
| Select one of the following: | | 8 |
| BIOL 230 & BIOL 231 | Human Anatomy and Physiology I and Human Anatomy and Physiology II [6, 7] | |
| BIOL 250 & BIOL 251 | Human Anatomy and Human Physiology [7] | |
| **Biology** | | |
| BIOL 151 | General Biology I [6, 8] | 4 |
| **Chemistry** | | |
| CHEM 151 | General Chemistry I [6, 9] | 4 |
| **Elective Sciences** | | |
| Select two of the following: | | 6-8 |
| BIOL 152 | General Biology II | |
| BIOL 220 | General Microbiology | |
| BIOL 240 | Biology of Microorganisms | |
| CHEM 152 | General Chemistry II | |
| CHEM 123 | General, Organic, and Biological Chemistry for the Health Sciences [6] | |
| PHYC 155 & PHYC 145 | Physics for Life Sciences I and Physics Laboratory I [6, 10] | |
| PHYC 156 & PHYC 146 | Physics for Life Sciences II and Physics Laboratory II | |
| **Math** | | |
| MATH 130 | Introduction to Statistics [11] | 3 |
| **Psychology** | | |
| PSYC 110 or PSYC 290 | General Psychology [12] Human Growth and Development | 3 |

| Code | Title | Units |
|------|-------|-------|
| KIN 306 | Sociological and Psychological Aspects of Physical Activity and Sport | 3 |
| or PSYC 320 | Social Psychology | |
| or PSYC 330 | Sports Psychology | |
| or PSYC 360 | Abnormal Psychology | |
| or PSYC 385 | Health Psychology | |
| **Total Units** | | **66-68** |

| | |
|---|---|
| 1 | Meets the General Education Fitness for Life requirement. |
| 2 | Meets the General Education Writing 2 requirement. |
| 3 | Meets the General Education Writing 3 requirement. |
| 4 | Meets the General Education Integrative and Applied Learning requirement. |
| 5 | Meets the General Education Civic Knowledge and Engagement requirement. |
| 6 | BIOL 231, BIOL 151, CHEM 151, CHEM 123, and PHYC 155 meet the General Education Natural Sciences requirement. |
| 7 | Either BIOL 230 and BIOL 231 OR BIOL 250 and BIOL 251 must be taken to complete the major's anatomy and physiology requirement. |
| 8 | MATH 95, ALEKS 45, or equivalent is the math prerequisite for BIOL 151. |
| 9 | MATH 110 (*B-* or higher), ALEKS 65, or equivalent is the math prerequisite for CHEM 151. |
| 10 | MATH 110 or an equivalent score on the APU mathematics placement assessment is the math prerequisite for PHYC 155. |
| 11 | Meets the General Education Quantitative Literacy requirement. |
| 12 | Meets the General Education Social Sciences requirement. |

## Applied Exercise Science Concentration

| Code | Title | Units |
|------|-------|-------|
| FFL 131 | Fitness for Life: Kinesiology [1] | 1 |
| WRIT 241 | Writing 2: Physical Activity and Health Promotion [2] | 3 |
| KIN 242 | Fundamental Principles of Fitness | 3 |
| KIN 270 | Human Motor Control, Learning, and Development | 3 |
| KIN 275 | Biomechanics of Human Movement | 3 |
| KIN 360 | Nutrition for Exercise and Sport Science | 3 |
| KIN 363 | Physiology of Exercise | 4 |
| KIN 364 | Kinesiology | 4 |
| KIN 395 | Fitness Management | 3 |
| KIN 478 | Senior Preparation in Kinesiology | 2 |
| KIN 490 | Writing 3: Research Methods in Kinesiology [3] | 3 |
| KIN 495 | Internship in Exercise Science [4] | 2 |
| **Kinesiology Electives** | | |
| Select one of the following: | | 3-4 |
| KIN 366 | Care and Prevention of Athletic Injuries | |
| KIN 372 | Corrective Exercise Strategies | |
| KIN 380 | Concepts of Performance Enhancement | |
| KIN 424 | Disability, Movement, and Inclusive Engagement | |
| KIN 473 | Fitness and Exercise Prescription | |
| **Anatomy and Physiology** | | |
| Select one of the following: | | 8 |
| BIOL 230 & BIOL 231 | Human Anatomy and Physiology I and Human Anatomy and Physiology II [5,6] | |
| BIOL 250 & BIOL 251 | Human Anatomy and Human Physiology [6] | |
| **Psychology** | | |
| PSYC 110 | General Psychology [7] | 3 |
| or PSYC 290 | Human Growth and Development | |
| KIN 306 | Sociological and Psychological Aspects of Physical Activity and Sport | 3 |
| or PSYC 330 | Sports Psychology | |
| **Total Units** | | **51-52** |

1    Meets the General Education Fitness for Life requirement.
2    Meets the General Education Writing 2 requirement.
3    Meets the General Education Writing 3 requirement.
4    Meets the General Education Integrative and Applied Learning requirement.
5    BIOL 231 meets the General Education Natural Sciences requirement.
6    Either BIOL 230 and BIOL 231 OR BIOL 250 and BIOL 251 must be taken to complete the major's anatomy and physiology requirement.
7    Meets the General Education Social Sciences requirement.

## BS in Kinesiology/Doctor of Physical Therapy Accelerated Concentration

While in the accelerated concentration, students must earn a minimum cumulative grade-point average (GPA) of 3.0 in all university coursework attempted, including all required BS in Kinesiology courses.

For students to progress through the accelerated concentration, they must earn a grade of *B-* or higher in each required course in the concentration.

Students are allowed one opportunity to repeat a required course in the concentration. Students who do not earn a *B-* or higher in a required course after two attempts will be removed from the accelerated concentration (this policy includes late withdrawals).

Only two required courses within the concentration can be repeated. Students who earn below a *B-* in any three required courses in the concentration will be removed from the accelerated concentration (this policy includes late withdrawals).

Once students begin taking 700-level PT courses in the spring semester of the fourth year of the accelerated concentration, they must earn a *B-* or higher in all courses and maintain a minimum GPA of 3.0 in all coursework. Students are allowed to repeat only one 700-level DPT course. Students who earn below a *B-* in two or more courses will be removed from the Doctor of Physical Therapy program and the accelerated concentration.

Students removed from the accelerated concentration will be placed in the Health Professions or Applied Exercise Science concentration to finish out all APU and BS in Kinesiology undergraduate degree requirements (or students can choose another major).

| Code | Title | Units |
| --- | --- | --- |
| **Kinesiology** | | |
| FFL 131 | Fitness for Life: Kinesiology [1] | 1 |
| WRIT 241 | Writing 2: Physical Activity and Health Promotion [2] | 3 |
| KIN 275 | Biomechanics of Human Movement | 3 |
| KIN 363 | Physiology of Exercise | 4 |
| KIN 364 | Kinesiology | 4 |
| KIN 490 | Writing 3: Research Methods in Kinesiology [3] | 3 |
| **Anatomy and Physiology** | | |
| Select one of the following: | | 8 |
| BIOL 230 & BIOL 231 | Human Anatomy and Physiology I and Human Anatomy and Physiology II [4,5] | |
| BIOL 250 & BIOL 251 | Human Anatomy and Human Physiology [5] | |
| **Biology** | | |
| BIOL 151 | General Biology I [4,6] | 4 |
| BIOL 152 | General Biology II | 4 |
| or BIOL 220 | General Microbiology | |
| or BIOL 240 | Biology of Microorganisms | |
| **Chemistry** | | |
| CHEM 151 & CHEM 152 | General Chemistry I and General Chemistry II [4,7] | 8 |
| **Physics** | | |
| PHYC 155 & PHYC 145 | Physics for Life Sciences I and Physics Laboratory I [4,8] | 4 |
| PHYC 156 & PHYC 146 | Physics for Life Sciences II and Physics Laboratory II | 4 |
| **Math** | | |
| MATH 130 | Introduction to Statistics [9] | 3 |
| **Psychology** | | |

| PSYC 110 | General Psychology [10] | 3 |
|---|---|---|
| or PSYC 290 | Human Growth and Development | |
| Select one of the following: | | 3 |
| PSYC 320 | Social Psychology | |
| PSYC 330 | Sports Psychology | |
| PSYC 360 | Abnormal Psychology | |
| PSYC 385 | Health Psychology | |
| **Doctor of Physical Therapy Courses (meet BS in Kinesiology requirements)** | | |
| PT 701 | Human Anatomy | 8 |
| PT 702 | Clinical Skills I | 6 |
| PT 706 | Seminar I | 2 |
| PT 707 | Professional Relationships | 2 |
| **Total Units** | | **77** |

[1]     Meets the General Education Fitness for Life requirement.
[2]     Meets the General Education Writing 2 requirement.
[3]     Meets the General Education Writing 3 requirement.
[4]     BIOL 231, BIOL 151, CHEM 151, and PHYC 155 meet the General Education Natural Sciences requirement.
[5]     Either BIOL 230 (https://catalog.apu.edu/search/?P=BIOL%20230) and BIOL 231 (https://catalog.apu.edu/search/?P=BIOL%20231) OR BIOL 250 (https://catalog.apu.edu/search/?P=BIOL%20250) and BIOL 251 (https://catalog.apu.edu/search/?P=BIOL%20251) must be taken to complete the major's anatomy and physiology requirement.
[6]     MATH 95 (https://catalog.apu.edu/search/?P=MATH%2095), ALEKS 45, or equivalent is the math prerequisite for BIOL 151.
[7]     MATH 110 (https://catalog.apu.edu/search/?P=MATH%20110) (*B*- or higher), ALEKS 65, or equivalent is the math prerequisite for CHEM 151.
[8]     MATH 110 (https://catalog.apu.edu/search/?P=MATH%20110) or an equivalent score on the APU mathematics placement assessment is the math prerequisite for PHYC 155.
[9]     Meets the General Education Quantitative Literacy requirement.
[10]    Meets the General Education Social Sciences requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop an understanding of our Biblical responsibility regarding the care of the human body.
2. Demonstrate proficiency in principles of kinesiology.
3. Design and implement exercise programs for a variety of populations and settings.
4. Evaluate movement patterns and physical fitness using effective assessment techniques.
5. Analyze issues in exercise science using an evidence-based approach.
6. Explain how psycho-social factors influence personal health, wellness, and performance.
7. Interact professionally with a variety of constituents, such as students, clients, patients and colleagues.

# MA in Physical Education and Single Subject Teaching Credential

**For more information: (626) 815-5473**

The Master of Arts in Physical Education and Single Subject Teaching Credential program (https://www.apu.edu/bas/programs/masters-in-physical-education-single-subject/) equips students with the skills and knowledge needed to teach physical education and coach at the K-12, junior college, and four-year university levels. The Single Subject Teaching Credential may be completed in the subject area of physical education. It includes comprehensive foundations courses emphasizing methods alongside specialization courses providing content required for the California Single Subject Preliminary Teaching Credential, as well as practical classroom and fieldwork experiences and advanced coursework in the emphasis area of physical education. The mode of delivery includes campus-based classes, field experiences, and online courses, but predominantly includes face-to-face courses.

The Master of Arts in Physical Education and Single Subject Teaching Credential is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/) and the Council for the Accreditation of Educator Preparation (CAEP) (https://caepnet.org/). All single-subject teachers

receive certification to teach in a specific content area through their subject-matter competence, which is achieved either through completion of a CTC-approved subject-matter program in physical education or passage of appropriate California Subject Examination for Teachers (CSET) physical education subtests. Upon completion, the credential candidate will have earned a California Single Subject Preliminary Teaching Credential in Physical Education and a Master of Arts in Physical Education.

## Requirements

Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.7 (*B-*). Students who earn below a 2.7 (*B-*) in a course must retake the course and achieve the minimum GPA requirement.

| Code | Title | Units |
|---|---|---|
| **Foundation Courses** | | |
| TESP 501 | Art of Teaching I: Foundations of Teaching | 3 |
| TESP 502 | Science of Teaching I: How Students Learn | 3 |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | 3 |
| TESP 504 | Schools and Educational Systems | 3 |
| **Specialization Courses** | | |
| TEP 511 | Art of Teaching II: Pedagogy and Instructional Design | 3 |
| TEP 512 | Science of Teaching II: Effective Assessment Strategies for All Learners | 3 |
| TEP 531 | Methods of Teaching Reading and Writing (7-12) | 3 |
| TEP 532 | Secondary Pedagogy I: Teaching in Secondary Schools (7-12) | 2 |
| TEP 533 | The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12) | 3 |
| TEP 534 | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12) | 2 |
| TEP 561 | Clinical Practice I: Single Subject Credential [1] | 2 |
| TEP 562 | Clinical Practice II: Single Subject Credential [1] | 2 |
| **Emphasis Core Courses** | | |
| PE 551 | Curriculum Theory and Design in Physical Education | 3 |
| PE 582 | Seminar in Professional Literature in Physical Education and Sport | 3 |
| **Emphasis Teaching/Coaching Courses** | | **3** |
| Select one of the following: | | |
| PE 555 | Sociological and Ethical Issues in Sport | |
| PE 565 | Athletics and the Law | |
| PE 570 | Leadership and Administration of Physical Education and Athletic Programs | |
| PE 578 | Sport Psychology | |
| **Emphasis Health Science Courses** | | **3** |
| Select one of the following: | | |
| PE 560 | Sports Medicine | |
| PE 575 | Advanced Principles of Physical Conditioning | |
| PE 580 | Wellness and Fitness for Life | |
| **Final Capstone Course** | | |
| PE 585 | Capstone in Physical Education and Sport [2] | 3 |
| **Total Units** | | **47** |

[1] Please refer to the Clinical Practice Clearance (p. 556) Requirements.
[2] PE 585 is completed in the final terms of the master's program, after credential coursework is fulfilled.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Synthesize the history and philosophy of Physical Education and how it interacts with the current discipline.
2. Integrate Christian perspectives and biblical truths to Physical Education and Sport.
3. Apply the concepts of administration, organization, programming, evaluation, and leadership in Physical Education, Athletic administration, and Sport management.
4. Apply psychology, sociology, and ethical theories and practices in Physical Education, Athletic Administration, and Sport manangement.
5. Demonstrate the ability to critically analyze research, develop a research proposal, and write according to APA standards.
6. Demonstrate proficiency in the development and evaluation of curriculum in physical education and sport.
7. Engage and support all students in learning.
8. Create and maintain effective environments for student learning.
9. Understand and organize subject matter for student learning.
10. Plan instruction and design learning experiences for all students.
11. Assess student learning.
12. Develop as a professional educator.

# MA in Physical Education with an Added Authorization in Adapted Physical Education

**For more information: (626) 815-6176**

The Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education program (https://www.apu.edu/bas/programs/masters-in-physical-education-adapted-pe-authorization/) is designed for teachers who wish to teach adapted physical education at the pre-K-12 and/or community college levels. The program combines the curricula of the adapted physical education added authorization program and the master's degree program to deliver a unique, comprehensive education package. Upon completion, the graduate will earn an Added Authorization in Adapted Physical Education (p. 570) and a Master of Arts in Physical Education.

Per the California Commission on Teacher Credentialing, the Adapted Physical Education Added Authorization (APEAA) may be added to a Single Subject Credential in Physical Education, a Multiple Subject Credential, or an Education Specialist Credential. Individuals holding a Multiple Subject Credential or an Education Specialist Credential may meet this physical education subject-matter competence requirement in one of two ways:

- (Acceptable Option) Providing evidence of passing all sections of the CTC-approved California Subject Examinations for Teachers (CSET) in Physical Education prior to admission to the APEAA program; or

- (Recommended Option) Completing 12 units of upper-division and/or graduate coursework in motor development, kinesiology, and other relevant physical education topics, as determined and approved by the APEAA program coordinator or director. This coursework must be completed as a prerequisite to admission to the APEAA program. All coursework is subject to approval by the program coordinator or director. Courses must be passed with a grade of *B* or better.

The following 3-unit classes are available to meet this prerequisite: PE 551, PE 596, PE 597, and PE 598.

## Requirements

The 15-unit added authorization portion of the program includes 12 units of core coursework and 3 units of fieldwork in adapted physical education. The Master of Arts in Physical Education includes 6 units of core coursework, 6 units of physical education, coaching, administration, and health science coursework, and 3 units of capstone coursework. Students may concurrently complete adapted physical education and MA in physical education coursework. Students may not enroll in more than 7 units per 8-week term. PE 585 is completed after all other adapted physical education and MA in Physical Education coursework is fulfilled.

Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.7 (*B-*) in any PE core or content course. Students who earn below a 2.7 (*B-*) in a PE core or content course must retake the course and achieve the minimum GPA requirement.

| Code | Title | Units |
|------|-------|-------|
| **Adapted Physical Education Core Courses** | | |
| PE 600 | Physical Education Teaching Methods for Individuals with Mild to Moderate Disabilities | 3 |
| PE 602 | Physical Education Teaching Methods for Individuals with Severe to Profound Disabilities | 3 |
| PE 604 | Motor Assessment for Students Living with Disabilities | 3 |
| PE 605 | Management of Adapted Physical Education Programs | 3 |
| **Fieldwork Courses** [1] | | |
| PE 606A | Field Experience in Adapted Physical Education | 1 |
| PE 606B | Field Experience in Adapted Physical Education | 2 |
| **Master of Arts in Physical Education Core Courses** | | |
| PE 551 | Curriculum Theory and Design in Physical Education | 3 |
| PE 582 | Seminar in Professional Literature in Physical Education and Sport | 3 |
| **Physical Education, Coaching, and Administration Content Courses** | | |
| Select one of the following: | | 3 |
| PE 555 | Sociological and Ethical Issues in Sport | |
| PE 565 | Athletics and the Law | |
| PE 570 | Leadership and Administration of Physical Education and Athletic Programs | |
| PE 578 | Sport Psychology | |
| **Health Science Content Courses** | | |
| Select one of the following: | | 3 |
| PE 560 | Sports Medicine | |
| PE 575 | Advanced Principles of Physical Conditioning | |
| PE 580 | Wellness and Fitness for Life | |
| **Capstone Course** | | |
| PE 585 | Capstone in Physical Education and Sport [2] | 3 |
| **Total Units** | | **30** |

[1]    PE 606A and PE 606B must be completed consecutively after all other adapted physical education coursework is fulfilled. May be completed concurrently with PE 585.

[2]    PE 585 is completed in the final terms of the master's program.

# Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Identify students with disabilities who may qualify for APE services.
2. Demonstrate knowledge and application of kinesiology and motor development as it pertains to individuals with disabilities.
3. Identify the disability categories, as identified in IDEA or under section 504 plan, and apply these to the characteristics present by the student.
4. Demonstrate the knowledge and application of scientific principles of exercise and movement. This includes an understanding of the impact of disease, medication, and musculoskeletal and neurological conditions on the physiological and biomechanical performance of individuals with disabilities.
5. Demonstrate instructional strategies and adaptations for attaining individualized measurable goals for individuals with disabilities throughout the lifespan, using sage and developmentally appropriate physical education in a variety of settings.
6. Understand and apply Christian perspectives and Biblical truths to Physical Education and Sport.
7. History and Philosophy of Physical Education: Synthesize the history and philosophy of Physical Education and how it interacts with the current discipline.

8. Physical Education Fieldwork/Curriculum Assessment: Demonstrate proficiency in the development and evaluation of curriculum in Physical Education and Sport.
9. Leadership and Administration in Physical Education and Sport: Apply the concepts and theories of administration, organization, programming, evaluation and leadership in Physical Education and Athletic Administration and sport management.
10. Psychology, Sociology, and Ethics in Physical Education, Administration and Sport: Apply psychology, sociology, and ethical theories and practices in Physical Education, Athletic Administration, and Sport management.
11. Demonstrate the ability to critically analyze research, develop a research project, and write following APA standards.

# Minor in Adapted Physical Activity

18 units

The adapted physical activity minor provides undergraduate students with education and experience working with individuals with disabilities. Students learn how to modify and adapt skills and activities to promote a lifetime of physical activity and wellness, and gain valuable experiences while preparing for a career in occupational therapy, physical therapy, physical education, special education, or adapted physical education. This program also serves as excellent preparation for APU's teaching credential and Adapted Physical Education Added Authorization (p. 570) to gain a competitive advantage in the job market.

## Requirements

| Code | Title | Units |
|---|---|---|
| PE 325 | Motor Development and Learning | 3 |
| PE 451 | Methods in Physical Education: 7-12 [1] | 3 |
| PE 452 | Adapted Physical Education | 3 |
| PE 600 | Physical Education Teaching Methods for Individuals with Mild to Moderate Disabilities | 3 |
| PE 602 | Physical Education Teaching Methods for Individuals with Severe to Profound Disabilities | 3 |
| PE 605 | Management of Adapted Physical Education Programs | 3 |
| **Total Units** | | **18** |

[1] Meets the General Education Integrative and Applied Learning requirement.

## Completing Graduate-Level Courses as an Undergraduate Student

Coursework for the minor in adapted physical activity includes three graduate-level courses. In order for undergraduate students to enroll in these courses, the following conditions must be met:

- Must be a senior with a cumulative GPA of 3.0 or higher.
- Must obtain approval from the graduate program director or graduate department chair.
- Must obtain approval from the department chair of his/her undergraduate major.
- Must submit the Graduate/Professional Courses Taken by Undergraduate Students form provided by the Student Services Center (https://www.apu.edu/student-services/registration/#ugforms).
- No more than 9 units earned as an undergraduate may be counted toward an APU graduate degree.
- Must complete a Certificate of Clearance (COC) before enrolling in the graduate courses.

# MS in Physical Education

**For more information: (626) 815-5473**

The Master of Science in Physical Education (https://www.apu.edu/bas/programs/masters-in-physical-education/) program equips candidates with the knowledge and skills needed to instruct physical education, administrate athletic programs, and coach at the K-12, junior college, and four-year university levels. This program develops candidates' awareness of the process involved in effecting change in the lives of people they serve. This is achieved through the mastery of professional skills and knowledge and the integration of teaching, coaching, and administrative techniques and strategies. **This program is offered in a fully online, asynchronous format.**

The Master of Science in Physical Education program with an emphasis in sport management (https://www.apu.edu/bas/kinesiology/programs/sport-management-degrees/) is for those seeking entry or advancement in the growing field of sport administration, including teaching and management roles. The emphasis focuses on a range of topics relevant to the industry, including athletic compliance and finance in sports, marketing and public relations,

ethics and legal aspects in sports, and facility and event management. Additionally, students have the opportunity to gain comprehensive experience through internships in sport management settings. **This program and emphasis are offered in a fully online, asynchronous format.**

## Mission Statement

The Master of Science in Physical Education program at Azusa Pacific University comprises a Christian community of scholarly believers who seek to advance the work of God in schools of all levels by effectively training physical educators, coaches, athletic administrators, and exercise science professionals in knowledge and skills through academic excellence and a Christian perspective of truth and life.

## Requirements for the Master of Science in Physical Education

Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.7 (*B-*) in any PE core or content course. Students who earn below a 2.7 (*B-*) in a PE core or content course must retake the course and achieve the minimum GPA requirement.

| Code | Title | Units |
|------|-------|-------|
| **Core Courses** | | |
| PE 551 | Curriculum Theory and Design in Physical Education | 3 |
| PE 582 | Seminar in Professional Literature in Physical Education and Sport | 3 |
| PE 585 | Capstone in Physical Education and Sport [1] | 3 |
| **Content Courses** | | |
| PE 555 | Sociological and Ethical Issues in Sport | 3 |
| PE 560 | Sports Medicine | 3 |
| PE 565 | Athletics and the Law | 3 |
| PE 570 | Leadership and Administration of Physical Education and Athletic Programs | 3 |
| PE 575 | Advanced Principles of Physical Conditioning | 3 |
| PE 578 | Sport Psychology | 3 |
| PE 580 | Wellness and Fitness for Life | 3 |
| Approved transfer units | | 3-6 |
| **Total Units** | | **30** |

[1] PE 585 is completed in the final terms of the program.

## Requirements for the Master of Science in Physical Education with an Emphasis in Sport Management

Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.7 (*B-*) in any PE core or content course. If a student earns below a 2.7 (*B-*) in a PE core or content course must retake the course and achieve the minimum GPA requirement.

| Code | Title | Units |
|------|-------|-------|
| **Core Courses** | | |
| PE 551 | Curriculum Theory and Design in Physical Education | 3 |
| PE 582 | Seminar in Professional Literature in Physical Education and Sport | 3 |
| PE 585 | Capstone in Physical Education and Sport [1] | 3 |
| **Content Courses** | | |
| PE 555 | Sociological and Ethical Issues in Sport | 3 |
| PE 556 | Facility and Event Management | 3 |
| PE 557A | Field Studies/Internships in Sport Management [2] | 2 |
| PE 557B | Field Studies/Internships in Sport Management (Internship requires departmental approval) [2] | 1 |
| PE 558 | Sport Finance | 3 |
| PE 565 | Athletics and the Law | 3 |
| PE 570 | Leadership and Administration of Physical Education and Athletic Programs | 3 |
| PE 572 | Foundations of Sport Management | 3 |
| **Total Units** | | **30** |

[1] PE 585 is completed in the final terms of the program.

[2]    PE 557A and PE 557B must be completed consecutively, after all other sport management content coursework is fulfilled. May be completed concurrently with PE 585.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. History and Philosophy of Physical Education: Synthesize the history and philosophy of Physical Education and how it interacts with the current discipline.
2. Physical Education Fieldwork/Curriculum Assessment: Demonstrate proficiency in the development and evaluation of curriculum in Physical Education and Sport.
3. Leadership and Administration in Physical Education and Sport: Apply the concepts of administration, organization, programming, evaluation, and leadership in Physical Education, Athletic Administration, and Sport management.
4. Psychology, Sociology, and Ethics in Physical Education, Administration, and Sport: Apply psychology, sociology, and ethical theories and practices in Physical Education, Athletic Administration, and Sport management.
5. Research and Writing: Demonstrate the ability to critically analyze research, develop a research proposal, and write according to APA standards.
6. Integration of Faith: Integrate Christian values and biblical perspectives in Physical Education and Sport.

# Department of Physical Therapy

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (https://www.wscuc.org/)
- The Doctor of Physical Therapy program at Azusa Pacific University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) (https://www.capteonline.org/), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; telephone: (800) 999-2782; email: accreditation@apta.org.

**Learn more about the Department of Physical Therapy. (https://www.apu.edu/bas/physicaltherapy/)**

## Programs

## Doctoral Programs

- Doctor of Physical Therapy (DPT) (p. 586)
- Doctor of Philosophy (PhD) in Rehabilitation and Movement Science (p. 590)

## Courses

## PT 701, Human Anatomy, 8 Units

This intensive course in clinically oriented human anatomy from a regional approach. Microscopic and gross human anatomy are explored utilizing lectures, classroom demonstrations, human cadaver dissections, dissection videos, and hands-on functional demonstrations. Biomechanics are studied from functional and clinical approaches. Emphasis is on histology, head, neck, upper extremity, and thorax during the first half of the term; emphasis in the second half is on the spine, pelvis, lower extremity, spinal cord, and internal organs.
**Corequisite:** PT 702

## PT 702, Clinical Skills I, 6 Units

First in a series of courses designed to examine basic evaluation and clinical skills of the physical therapist, this course focuses on objective techniques of assessment for the upper and lower extremity and spine through measurement of range of motion (ROM), muscle testing (MMT), general neurological screening, and palpation. Kinesiology of all joints is studied from functional and clinical approaches, concluding in the assessment of normal gait mechanics. An introduction to body mechanics and documentation is provided to prepare the student for safe clinical practice. Learning takes place through laboratory activities, homework, online videos, and practical examination using a problem-solving approach.

## PT 703, Clinical Neuroscience, 6 Units

This course covers in depth the anatomy and physiology of the central and peripheral nervous systems and neuromuscular function, serving as a foundation for PT 704. It includes correlation of pathology with neurological symptoms and diagnostic tests.

## PT 704, Neurorehabilitation, 8 Units

This course focuses on developing skills used for differential diagnosis, functional evaluation, treatment theory, and management of neurologically impaired adults. Students examine the neurophysiologic rationale for treatment approaches commonly used in physical therapy for neurologically impaired patients. Emphasis is placed on integration and development of hands-on skills in a laboratory setting. Major areas investigated include spinal cord injury, stroke, traumatic brain injury, Parkinson's disease, polyneuropathies, and common degenerative diseases.

## PT 705, Orthopedics I, 6 Units

This course emphasizes the general principles and methodology of rehabilitation of orthopedic patients. Examination of the spine and lower quarter is emphasized. Mobilization, therapeutic exercise programs, and complete evaluation, treatment, and documentation are addressed specifically per diagnosis.

## PT 706, Seminar I, 2 Units

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

## PT 707, Professional Relationships, 2 Units

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 711, Wellness, 3 Units

This course focuses on the promotion of optimal health, and disease and injury prevention, in the general adult and pediatric populations. It addresses screening techniques and risk assessment, as well as tests and measures related to aerobic capacity, balance, flexibility, strength and endurance, and posture. Findings are applied to exercise prescription.

## PT 724, PT Clinical Skills II, 3 Units

(60 contact hours) This is the second in a series of clinical skills courses and discusses the visual and electromagnetic spectrum instrumentation for the treatment of dysfunction. The focus is on physical agents in relation to treatment.

## PT 726, PT Clinical Skills III, 1 Unit

This clinical skills laboratory course involves 45 contact hours and introduces students to assistive devices, bed mobility, and transfer training. Students perform measurement, selection, and adaptation of assistive devices, and implement bed mobility and transfer training based on patient diagnosis and need. Emphasis is on patient safety with handling, as well as body mechanics and safety of the therapist. Information is reiterated with laboratory activities, case studies, and a practical and written examination using a problem-solving approach.

## PT 742, Prosthetics and Orthotics, 2 Units

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

## PT 744, Professional Ethics, 2 Units

Students in this course examine the major ethical issues issues affecting physical therapists and the healthcare profession. It involves an exploration of ethical decision making through examination of moral development, ethical theories and worldviews with specific instruction in ethical problem solving, application of the physical therapy code of ethics, as well as analysis of ethical dilemmas and case studies. Through class and small group discussions the student will examine his/her own moral values, be able to identify ethical problems and dilemmas and effectively evaluate and determine a moral course of action. It will include the ethical obligation for patient and professional advocacy as well as guidelines in spiritual care.

## PT 748, Orthopedics II, 6 Units

This course emphasizes the general principles and methodology of rehabilitation of orthopedic patients. Examination of the shoulder, elbow, wrist, hand, and temporomandibular joint is emphasized. Mobilization, therapeutic exercise programs, complete evaluation, disease processes, and documentation are addressed specifically per diagnosis.

## PT 750, Comprehensive Exams, 1 Unit

This course gives the student an opportunity to demonstrate their qualifications to enter the clinical section of their physical therapy education.

## PT 752, Cardiopulmonary Patient Management, 3 Units

This course presents basic cardiac and pulmonary pathology and theories leading to decision-making skills in cardiopulmonary rehabilitation. Presentation of case studies reinforces management of patients with cardiopulmonary dysfunction. Practical application of theoretical concepts is emphasized.

## PT 754, General Medicine, 3 Units

This course gives students experience in the management of general medicine patients with acute, chronic, and terminal diseases. 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 755, Research Methods in Physical Therapy, 3 Units

This course introduces the student to the concepts of Physical Therapy research. A survey of major research methods is conducted and statistical methods are examined.

## PT 760, Pediatrics, 4 Units

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 allow for observation and assessment of typical development and the opportunity to experience a variety of intervention strategies.

## PT 762, Seminar II, 2 Units

(30 contact hours) The clinical performance instrument is reviewed in this course, and written and oral communication skills specific to the clinic are refined. Expectations of clinical professional behavior are also emphasized. The student presents an in-service on a specific evaluation or treatment approach to be used in the clinic, incorporating lecture and lab into instruction. The student's performance is self assessed, peer assessed, and evaluated by the instructor.

## PT 764, Current Concepts in Chronic Pain, 2 Units

In this course students participate in evidence-based discussions incorporating critical appraisal of the evidence, as well as in critical problem solving discussions with case studies. Students also discuss and apply knowledge of abnormal pain mechanisms to common case scenarios incorporating lecture material with current evidence. Further, students evaluate their problem solving strategies through self reflective assignments, peer interaction and evaluation by the course instructor to facilitate self directed learning.

## PT 768, Administration, 3 Units

(75 contact hours) This course presents the basic components of administration, financial and staff management, marketing strategies, and public relations for clinical directors and/or owners. Administrative and contractual legal issues and reimbursement mechanisms are explored.

## PT 769, Pharmacology, 3 Units

This is an introduction to pharmacology which includes pharmacokinetics and pharmacodynamics. Emphasis is on drugs commonly encountered during rehabilitation. Side effects that alter physical performance and drug effects influenced by exercise are studied.

## PT 771, Clinical Experience I, 8 Units

PT 771, PT 773, and PT 775 are three clinical experiences which provide integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Courses may be taken in any order as offered in the curriculum.

## PT 773, Clinical Experience II, 8 Units

PT 771, PT 773, and PT 775 are three clinical experiences which provide integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Courses may be taken in any order as offered in the curriculum.

## PT 774, Capstone I, 3 Units

In the first of the capstone course series, students choose a clinical question of interest and conduct an extensive literature review.

## PT 775, Clinical Experience III, 8 Units

PT 771, PT 773, and PT 775 are three clinical experiences which provide integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Courses may be taken in any order as offered in the curriculum.

## PT 776, Capstone II, 3 Units

In this, the second course in the capstone series, research of the clinical question continues through faculty-supervised collection and synthesis of data.

## PT 778, Diagnostic Imaging, 3 Units

(45 contact hours) This course familiarizes the Doctor of Physical Therapy student with the indications, instrumentation, and clinical interpretation of orthopedic imaging techniques including plane film X-ray, magnetic resonance, computerized tomography, and radioisotope imaging. Selection protocols for each are discussed to acquaint the student with advantages and disadvantages of each method and what type of information each technique best presents. This course focuses on the clinical interpretation and practical integration of imaging data into rehabilitation treatment regimen design and communication with other medical professionals.

## PT 779, Special and Emerging Topics, 2 Units

Students in this course examine specialized topics and techniques of current interest for physical therapists. Lectures and hands-on lab sessions provide opportunities for students to evaluate, develop, and administer a plan of care in each of the topic areas under faculty supervision.

## PT 781, Integrated Clinical Decision-Making, 1 Unit

In this course, students integrate didactic learning with patient cases from their concurrent clinical education experience under the mentorship of a faculty member.

## PT 783, Integrated Community Service and Milestones, 0 Units

In this course, students apply the knowledge and skills gained throughout the program curriculum in a service-learning experience in the local or global community. Students synthesize faith integration learning and reflect upon their motivation and commitment to integrating service in their future practice as therapists. Students are also introduced to next steps for transitioning into practice, such as the licensure process and continuing education, including residency application.

## PT 785, Advanced Patient Management, 2 Units

This is the last in a series of patient management courses. Within a strong clinical reasoning framework, students evaluate and plan intervention strategies for more complex patient problems, as well as for patient impairments complicated by the involvement of multiple other factors/systems. Students integrate analysis skills, manual skills, motor control and motor learning concepts, therapeutic exercise, physical agents, and patient education into the management of the patient's movement. In addition to refining their existing skills, students are introduced to more advanced examination and intervention techniques. Students also employ clinical reasoning to formulate management plans that require prioritization and collaboration with the patient/client in order to accommodate environmental, financial, cultural, psychosocial, and time-restriction factors typical of current clinical practice. The patient problems encountered and analyzed throughout the course, and the clinical reasoning process applied to all components of these clinical problems, facilitate the development of clinical reasoning and clinical pattern recognition.

## PT 790, Physical Diagnosis Screening, 3 Units

This course prepares students to utilize various methods of physical examination to identify pathologies that are and are not amenable to physical therapy intervention. Students gain experience with visceral referral patterns, psychological screening, abdominal palpation, and dermatological examination.

## PT 798, Integumentary and Lymphedema Management, 3 Units

This course covers basic techniques for integumentary and lymphedema evaluation and management of patient populations. Lecture and hands-on lab sessions provide opportunities for students to evaluate and then develop and administer a plan of care in each of the specialty areas, under faculty supervision.

## PT 799, Independent Study, 1-6 Units

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

## RMS 702, Basic Biostatistics I, 3 Units

This course focuses on introductory and advanced analysis of variance (ANOVA) methods and their relation to rehabilitation and movement science research. Advanced ANOVA methods covered in this course include repeated measure, mixed design, ANCOVA, and MANOVA. Specifically, students learn to implement, analyze, and report ANOVA findings for APA-style journal publications. Use of SPSS is emphasized.

## RMS 703, Teaching, Learning, and Assessment Theory and Methods, 3 Units

This course equips future academicians with knowledge and skills in teaching, learning, and assessment, preparing them to fulfill their roles as instructors in a way that promotes high levels of student engagement and growth. Students in this course develop a coherent personal philosophy of teaching and learning, and create a unit of study reflecting that philosophy that includes meaningful assessments of learning.

## RMS 704, Research for the Rehabilitation and Movement Scientist, 3 Units

This course introduces the concepts of research in rehabilitation and movement science: research design and statistical methods, critical evaluation of published research relevant to rehabilitation science, scientific writing, and preparation for conducting clinical research.

## RMS 705, Instrumentation and Measurement in Rehabilitation and Movement Science, 3 Units

This course covers the basic principles of how to design and utilize assessment measures and instrumentation, and how to scrutinize their psychometric properties. In addition, students gain greater insight regarding how to select the assessments and instrumentation they intend to use in their PhD field of study.

## RMS 706, Leadership Theories Applied to Rehabilitation Education and Administration, 3 Units

In this course students explore leadership theories related to organizational leadership and apply them to the context of higher education. In doing so, students discover and define their individual leadership philosophy and competency model.

## RMS 708, Literature Appraisal: Systematic Reviews and Meta-analysis, 3 Units

This course helps students develop important skills in engaging with the literature in the field. Students systematically extract the relevant literature in an area of interest, develop protocols, then critically appraise and succinctly summarize the main findings and relate them to the focus of their doctoral study.

## RMS 709, Grant Proposal and Scientific Writing, 3 Units

Students in this course develop valuable skills in designing research studies for grant applications. The course includes a step-by-step introduction to identifying gaps in research and potential funders in the area of interest, crafting research aims and objectives, developing protocols, and creating collaborative grant proposals worthy of funder consideration.

## RMS 710, Intermediate Biostatistics II, 3 Units

This course focuses on introductory and advanced regression methods, the latter of which includes hierarchal regression, mediation, moderation, and logistic regression. Students learn to implement, analyze, and report regression findings for APA-style journal publications. Use of SPSS is emphasized.
**Prerequisite:** RMS 702

## RMS 711, Concentration Independent Inquiry, 3 Units

This independent inquiry course is designed by the PhD student and approved by the instructor. The course covers an area of inquiry - via research, reading, study, or learning activity - that contributes a dimension of knowledge or understanding to the student's doctoral focus, in addition to that provided in the general program curriculum.

## RMS 712, Mixed Methods, 3 Units

This course provides an in-depth study of how to plan, conduct, and analyze studies that use mixed-methods research designs, including correlational, survey, and qualitative methods. Students identify core areas of mixed-methods research in behavioral and applied sciences research and begin building a strong research concept about those areas. This course also emphasizes scale development methods used in behavioral and applied sciences.

## RMS 714, Neurophysiology of Motor Control, 3 Units

Students in this course examine recent advances in the neurophysiology of motor control and motor learning, including a cellular basis of neural communication, sensorimotor integration, and control of complex movements. Selected motor disorders are also explored. Course emphasis is on integrating current literature on the neurophysiological mechanisms of motor control with normal and abnormal movements.

## RMS 715, Current Concepts in Pain Science, 3 Units

Students in this interactive course learn how to integrate the physiological and biological mechanisms that cause acute and chronic pain, and evaluate the evidence for the various factors-epigenetic, social, psychological, emotional, and environmental-that contribute to normal and abnormal pain. They also learn about the common tools used for measuring pain, as well as intervention techniques. By applying their understanding of pain manifestation, measurement, and intervention, students acquire the skills needed to manage pain effectively.

## RMS 716, Biomechanical Assessment of Movement, 3 Units

This course focuses on the theoretical concepts and methodologies related to the study of biomechanics, and helps students develop a theoretical biomechanical research question informed by scientific evidence and knowledge gained throughout the course. Students review traditional and current biomechanical research methods, with a focus on interpretation of previous research and its application to future research questions, and also examine biomechanical demands on tendons, joints, and muscles, as well as whole-body movement patterns. Students participate in hands-on application using biomechanical assessment tools such as 3D motion capture, force-plates, EMG, dynamometers, and clinically relevant biomechanical tests. They also discuss and analyze a variety of available methods for biomechanical analysis, and design appropriate procedures to assess kinematic and kinetic outcomes.
**Prerequisite:** RMS 705

## RMS 717, Frontiers in Rehabilitation and Movement Science, 3 Units

This course explores new frontiers in research, education, and healthcare in the field of rehabilitation and movement science. Topics may include justice, equity, diversity, and inclusion, social determinants of health, health equity, health literacy, movement biomarkers, technology, COVID-19, mental health, and wellness among diverse populations. Active discussion of new research literature and developing trends in additional areas of interest will provide students with an opportunity to improve their research agenda.

## RMS 719, Dissertation Qualifying Examination and Research Prospectus, 1 Unit

Students in this course prepare for and complete a qualifying exam and write a research prospectus for a future study. The qualifying exam is composed of an oral presentation of the written research prospectus and a comprehensive written exam.
**Prerequisite:** RMS 702, RMS 703, RMS 704, RMS 705, RMS 706, RMS 708, RMS 709, RMS 710, RMS 711, RMS 712, RMS 714, RMS 716, and RMS 724

## RMS 720, Dissertation I: Introduction and Literature Review, 3 Units

This course, the first in a series addressing the dissertation, supports students' development of the dissertation proposal, focusing on the preparation and critique of chapter one (the introduction) and chapter two (the literature review).

## RMS 721, Dissertation II: Methods and Research Proposal, 3 Units

This course, the second in a series addressing the dissertation, assists students with the continuing development of the first three dissertation chapters and with obtaining Institutional Review Board (IRB) approval, culminating in the proposal defense.
**Prerequisite:** RMS 720

## RMS 722, Dissertation III: Data Collection, Results, and Analysis, 3 Units

This course, the third in a series addressing the dissertation, supports students' continued writing of the first four chapters of the dissertation, including data collection, data entry, and analysis.
**Prerequisite:** RMS 720, RMS 721, and successful proposal defense.

## RMS 723, Dissertation IV: Discussion and Research Defense, 3 Units

This course, the fourth in a series addressing the dissertation, supports students' completion of the dissertation process, including discussion of the main findings in comparison to published literature, final conclusions, and preparation for the dissertation defense.
**Prerequisite:** RMS 720, RMS 721 and RMS 722

## RMS 724, Qualitative Analysis, 3 Units

This course focuses on the design and application of qualitative methods and analysis to address research issues in Rehabilitation and Movement Science. Lectures emphasize the knowledge and skills required to apply qualitative analysis to clinical research. Computer applications of statistical software packages for qualitative data analyses are emphasized in an experiential laboratory component.

## RMS 749, Dissertation Continuation, 1 Unit

This course is a self-directed continuation of the student's dissertation work. The course may be repeated until the work is complete.

## RMS 798, Doctoral Study Continuation, 1 Unit

This course is a self-directed continuation of the student's doctoral study work. Course may be repeated until the work is complete.

## RMS 799, Readings in Rehabilitation and Movement Science, 1-3 Units

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

# Doctor of Physical Therapy

**For more information: (626) 815-5020**

The Doctor of Physical Therapy (DPT) program (https://www.apu.edu/bas/programs/dpt/) is a 3-year (including summers), entry-level professional program emphasizing the scientific basis of human structure and human movement, the spiritual basis of human worth, and the integration of these foundational elements into a comprehensive, problem-solving, evidence- and consensus-based approach to artful evaluation and skillful treatment.

## Mission Statement

Grounded in Christian values, the Doctor of Physical Therapy program prepares graduates to integrate an ethical and service-driven perspective into excellence in physical therapy practice.

## Pathways

There are two pathways for entrance into the DPT program:

### A. The traditional 4+3 (7-year) pathway

This option is characterized by a 4-year undergraduate degree and completion of prerequisite requirements for the DPT program, followed by a 3-year professional DPT degree.

### B. The accelerated pathway

In this pathway, qualified students may begin DPT studies following sufficient prerequisite coursework in the fourth year of undergraduate studies. The first term of DPT courses (up to 18 units) may be counted toward the 120 units required to graduate with an undergraduate degree at Azusa Pacific University. Upon completion of all undergraduate requirements and the first term of the DPT program, students will be awarded a bachelor's degree consistent with their chosen major—allied health or kinesiology. Upon subsequent completion of the DPT curriculum, students will be awarded the Doctor of Physical Therapy degree.

Transfer students who have completed coursework at another institution may apply for admission to the allied health major or kinesiology major at Azusa Pacific University and declare their interest in the accelerated pathway.

# Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Admission Requirements

University graduate and program admission requirements must be met before an application is complete (see Graduate Admissions (p. 957)):

### A. The traditional 4+3 (7-year) pathway

1. Applicants must have an officially posted bachelor's degree from a regionally accredited college or university by the time they matriculate to APU.
2. Prerequisite courses must be similar in value to courses offered by an accredited four-year college or university. Grades of *C* or better are required. Science courses must have laboratories. No prerequisite work may be taken on a pass/no-pass basis. Hybrid online science courses that combine online lectures and in-person labs may be acceptable. Courses can be taken at any regionally accredited college or university. *All science prerequisite coursework more than seven years old is not accepted.*
3. A cumulative baccalaureate or master's degree GPA of at least 3.0.
4. A cumulative science GPA of at least 3.0 (a science GPA below 3.0 will not be considered for admission).

### B. The accelerated pathway

1. Completion of undergraduate major requirements for the pathway (including a minimum of 12 units of upper-division courses).
2. Fulfillment of benchmarks (GPA level, technical standards, volunteer hours, prerequisite courses) for DPT admission (https://www.apu.edu/bas/programs/dpt/#admissions).
3. Undergraduate students who have completed the prerequisite coursework and satisfied the academic and program requirements will qualify for an admissions interview to the DPT program. If coursework is still in process, an acceptance to the DPT program will be conditional upon completion and maintenance of the required GPA standards. There is no guarantee of admission to the DPT program for students in this pathway.
4. If an undergraduate student begins the DPT program but chooses to withdraw, fails a course, or sustains an academic dismissal, any DPT-level course that was completed with a passing grade will be accepted toward completion of the undergraduate degree program in which they are enrolled. In order to graduate with a bachelor's degree, students must then complete any remaining undergraduate course requirements for the bachelor's degree in allied health or kinesiology. Any academic or course failures that occur while taking DPT courses will be handled in accordance with the DPT student handbook.

# Prerequisites

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

| Code | Title | Units |
|---|---|---|
| BIOLOGY: Four courses | | |
| Human Anatomy with lab (required) (No intro courses accepted) | | |
| Human Physiology with lab (required)(No Intro courses accepted) | | |
| Cell Biology or General Biology with lab (required) (No Intro courses accepted) | | |
| Biology—any additional course (lab not required) | | |
| CHEMISTRY: One year with lab (No Intro courses accepted) | | |
| General Chemistry or Organic Chemistry | | |
| PHYSICS: One year with lab (must include electro, hydro, and magnetic physics) | | |
| EXERCISE PHYSIOLOGY: One course | | |
| STATISTICS: One course | | |
| PSYCHOLOGY: One course | | |
| General Psychology | | |
| HUMANITIES AND ARTS: | | |
| English Composition | | |
| ADDITIONAL COURSES (recommended but not required): | | |
| Kinesiology/Biomechanics | | |
| Nutrition | | |

*Advanced Placement scores of 4 or 5 are acceptable for General Psychology, Statistics, English Composition, Chemistry, and Physics; unofficial scores must be submitted to PTCAS with the application; official scores must be submitted to APU for all accepted/matriculated applicants. The credit hours and grade points will not be computed in the GPA.

## Other Admission Criteria

- The Department of Physical Therapy participates in the Physical Therapist Centralized Application Service (PTCAS). To apply to the APU DPT program, visit the PTCAS website (https://www.ptcas.org/) and follow all instructions. Early applications are encouraged. Final deadline is October 1.
- The DPT program reviews applications on a rolling basis, and acceptances are processed year-round. To ensure consideration for the January start date, completed applications should be submitted early in the admissions cycle.
- International students have a different application procedure; to learn more, visit the International Admissions (https://www.apu.edu/international/enrollment/apply/) site.
- Submit to PTCAS all supporting documents, including:
  - Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all postbaccalaureate study. Mail transcripts to APU's Graduate and Professional Center only if admitted into the program. (To be considered official, a transcript must be sent directly from the Office of the Registrar of the school attended to the Graduate and Professional Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
  - Three recommendation forms from persons well-suited to evaluate qualifications for graduate study and/or physical therapy: one must be from a registered/licensed physical therapist, and two from faculty members familiar with academic work in areas closely related to the proposed field of study or responsible persons well-informed about relevant work completed by the student.
  - 100 hours of clinical experience in a physical therapy setting.
  - Essay
- Students admitted into the DPT program will be required to provide a $1,200 nonrefundable enrollment deposit to reserve a seat. Deposit is due within 10 days of receipt of the acceptance letter. This will be applied to the first term's tuition fee.

**If applicable, any additional materials should be submitted to:**

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

Located at:
Azusa Pacific University
568 E. Foothill Blvd.
Azusa, CA 91702
(626) 815-4570
Fax: (626) 815-4571
gpadmissions@apu.edu
apu.edu/graduateprofessional/apply/ (https://www.apu.edu/graduateprofessional/apply/)

In addition to meeting the admission requirements, those students whose first language is not English must meet the required English proficiency standard as demonstrated by passing the following minimum international iBT (internet-based TOEFL) scores:

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

## Course Requirements

Graduation requirements include maintaining a minimum 3.0 program and cumulative grade-point average (GPA). The calculation is based upon courses taken in fall, spring, and summer semesters. See Grading (p. 1076) and Academic Probation and Dismissal (p. 1069) in the Academic Policies and Procedures (p. 1063) section of this catalog.

| Code | Title | Units |
|---|---|---|
| **Year 1** | | |
| **Spring** | | |
| PT 701 | Human Anatomy | 8 |
| PT 702 | Clinical Skills I | 6 |
| PT 706 | Seminar I | 2 |
| PT 707 | Professional Relationships | 2 |
| **Summer** | | |

| PT 724 | PT Clinical Skills II | 3 |
|---|---|---|
| PT 754 | General Medicine | 3 |
| PT 726 | PT Clinical Skills III | 1 |
| PT 755 | Research Methods in Physical Therapy | 3 |
| **Fall** | | |
| PT 703 | Clinical Neuroscience | 6 |
| PT 705 | Orthopedics I | 6 |
| PT 752 | Cardiopulmonary Patient Management | 3 |
| **Year 2** | | |
| **Spring** | | |
| PT 704 | Neurorehabilitation | 8 |
| PT 748 | Orthopedics II | 6 |
| PT 760 | Pediatrics | 4 |
| **Summer** | | |
| PT 762 | Seminar II | 2 |
| PT 781 | Integrated Clinical Decision-Making | 1 |
| PT 750 | Comprehensive Exams | 1 |
| PT 769 | Pharmacology | 3 |
| PT 771 | Clinical Experience I | 8 |
| **Fall** | | |
| PT 742 | Prosthetics and Orthotics | 2 |
| PT 764 | Current Concepts in Chronic Pain | 2 |
| PT 774 | Capstone I | 3 |
| PT 776 | Capstone II | 3 |
| PT 798 | Integumentary and Lymphedema Management | 3 |
| PT 744 | Professional Ethics | 2 |
| PT 790 | Physical Diagnosis Screening | 3 |
| **Year 3** | | |
| **Spring** | | |
| PT 773 | Clinical Experience II | 8 |
| PT 778 | Diagnostic Imaging | 3 |
| **Summer** | | |
| PT 711 | Wellness | 3 |
| PT 779 | Special and Emerging Topics | 2 |
| PT 768 | Administration | 3 |
| PT 785 | Advanced Patient Management | 2 |
| PT 783 | Integrated Community Service and Milestones | 0 |
| **Fall** | | |
| PT 775 | Clinical Experience III | 8 |
| **Total Units** | | **123** |

# Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Deliver physical therapy as competent generalists in a variety of community settings to patients of diverse age, gender and cultural backgrounds.
2. Pursue lifelong learning through professional growth and specialization.
3. Incorporate knowledge of the Christian worldview into their understanding of current ethical, legal, and social issues in professional physical therapy practice.
4. Analyze research to solve clinical questions, encourage critical thinking, and promote evidence-based practice.
5. Provide for the medical and spiritual needs of the community as service-oriented practitioners who value human worth and seek to advance total patient care and the optimization of health and function.

# PhD in Rehabilitation and Movement Science

## Mission Statement

The Doctor of Philosophy (PhD) in Rehabilitation and Movement Science (https://www.apu.edu/bas/programs/phd-rehabilitation-movement-science/) program at Azusa Pacific University prepares graduates to practice as academic faculty and clinical researchers in the fields of rehabilitation and movement science. These graduates are guided by Christian principles and ethical values, and are critical thinkers and lifelong learners, supporting the global community and the rehabilitation and movement science profession as service-oriented practitioners. They promote excellence in patient care, are guided by a belief in human worth and dignity, and are dedicated to the optimization of human health and function.

## Requirements

| Code | Title | Units |
|------|-------|-------|
| RMS 702 | Basic Biostatistics I | 3 |
| RMS 703 | Teaching, Learning, and Assessment Theory and Methods | 3 |
| RMS 704 | Research for the Rehabilitation and Movement Scientist | 3 |
| RMS 705 | Instrumentation and Measurement in Rehabilitation and Movement Science | 3 |
| RMS 706 | Leadership Theories Applied to Rehabilitation Education and Administration | 3 |
| RMS 708 | Literature Appraisal: Systematic Reviews and Meta-analysis | 3 |
| RMS 709 | Grant Proposal and Scientific Writing | 3 |
| RMS 710 | Intermediate Biostatistics II | 3 |
| RMS 711 | Concentration Independent Inquiry [1] | 3 |
| RMS 712 | Mixed Methods | 3 |
| RMS 714 | Neurophysiology of Motor Control | 3 |
| RMS 715 | Current Concepts in Pain Science | 3 |
| RMS 716 | Biomechanical Assessment of Movement | 3 |
| RMS 717 | Frontiers in Rehabilitation and Movement Science | 3 |
| RMS 719 | Dissertation Qualifying Examination and Research Prospectus [1] | 1 |
| RMS 720 | Dissertation I: Introduction and Literature Review [1] | 3 |
| RMS 721 | Dissertation II: Methods and Research Proposal [1,2] | 3 |
| RMS 722 | Dissertation III: Data Collection, Results, and Analysis [1,2] | 3 |
| RMS 723 | Dissertation IV: Discussion and Research Defense [1,2] | 3 |
| RMS 724 | Qualitative Analysis | 3 |
| RMS 749 | Dissertation Continuation [1,2] | 1 |
| RMS 798 | Doctoral Study Continuation [3] | 1 |
| **Total Units** | | **58** |

[1] For students who have met the prerequisite requirements, RMS 711, RMS 719, RMS 720, RMS 721, RMS 722, RMS 723, and RMS 749 will be available for enrollment each semester.

[2] If a student has not completed any Dissertation Course (RMS 720, RMS 721, RMS 722, or RMS 723) and until their dissertation is approved for ProQuest submission, they must register for RMS 749 Dissertation Continuation for 1 unit every term until the dissertation coursework is successfully completed.

[3] RMS 798 may be taken until a non-dissertation course is completed (e.g., RMS 711 or RMS 719). Non-dissertation RMS courses are expected to be completed in the established course time frame. In the rare occurrence a student does not finish a non-dissertation RMS course, they may take RMS 798.

## Suggested Plan of Study

The following is a suggested sequence of study for students who are interested in part-time study in the rehabilitation and movement science program. This sequence is a suggestion only and can be modified based on student need and course offerings.

| Course | Title | Units |
|--------|-------|-------|
| **Year I** | | |
| **Summer** | | |
| RMS 705 | Instrumentation and Measurement in Rehabilitation and Movement Science | 3 |
| | **Units** | **3** |
| **Fall** | | |
| RMS 702 | Basic Biostatistics I | 3 |
| RMS 716 | Biomechanical Assessment of Movement | 3 |
| | **Units** | **6** |
| **Spring** | | |
| RMS 710 | Intermediate Biostatistics II | 3 |
| RMS 717 | Frontiers in Rehabilitation and Movement Science | 3 |
| | **Units** | **6** |
| **Year II** | | |
| **Summer** | | |
| RMS 709 | Grant Proposal and Scientific Writing | 3 |
| | **Units** | **3** |
| **Fall** | | |
| RMS 703 | Teaching, Learning, and Assessment Theory and Methods | 3 |
| RMS 714 | Neurophysiology of Motor Control | 3 |
| | **Units** | **6** |
| **Spring** | | |
| RMS 704 | Research for the Rehabilitation and Movement Scientist | 3 |
| RMS 715 | Current Concepts in Pain Science | 3 |
| RMS 712 | Mixed Methods | 3 |
| | **Units** | **9** |
| **Year III** | | |
| **Summer** | | |
| RMS 706 | Leadership Theories Applied to Rehabilitation Education and Administration | 3 |
| | **Units** | **3** |
| **Fall** | | |
| RMS 711 | Concentration Independent Inquiry | 3 |
| RMS 708 | Literature Appraisal: Systematic Reviews and Meta-analysis | 3 |
| RMS 724 | Qualitative Analysis | 3 |
| | **Units** | **9** |
| **Spring** | | |
| RMS 719 | Dissertation Qualifying Examination and Research Prospectus | 1 |
| RMS 720 | Dissertation I: Introduction and Literature Review | 3 |
| | **Units** | **4** |
| **Year IV** | | |
| **Summer** | | |
| RMS 721 | Dissertation II: Methods and Research Proposal | 3 |
| | **Units** | **3** |
| **Fall** | | |
| RMS 722 | Dissertation III: Data Collection, Results, and Analysis | 3 |
| | **Units** | **3** |

**Spring**

| RMS 723 | Dissertation IV: Discussion and Research Defense | 3 |
|---|---|---|
| | **Units** | **3** |
| | **Total Units** | **58** |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Critically evaluate and synthesize literature in rehabilitation and movement science.
2. Disseminate and effectively communicate research findings through conferences, peer-reviewed journals and/or other appropriate recognized professional reports including oral presentations, research proposals, grant writing, dissertation, and publication.
3. Design and implement ethical research which is innovative, methodologically sound, and contributes to the body of knowledge and/or service delivery in their individual discipline.
4. Provide servant leadership which is effective, innovative and collaborative in education, research, service delivery, and/or policy development in their individual fields.
5. Critically examine and apply theories and principles of effective pedagogy to deliver and assess student learning in their discipline.
6. Apply principles of the Christian worldview to the science of education and research in their individual discipline.

# Department of Public Health

The Department of Public Health offers a Master of Public Health (p. 596) program that provides students with competencies required to understand the unique challenges inherent to public health practice and education. All students receive a specialization in health equity. The curriculum reflects the College of Nursing and Health Sciences mission and emphasizes the conceptual, analytical, and experiential skills required to serve in the public health sector. Throughout the program, an emphasis is placed on the five core areas of public health: biostatistics, epidemiology, environmental health sciences, health policy and management, and social and behavioral sciences. There are also seven cross-cutting areas interwoven into the curriculum: communication, diversity and culture, leadership, professionalism and ethics, program planning and assessment, public health biology, and systems thinking.

Students may choose from various electives that cover different public health areas of interest: biostatistics and epidemiology, social and behavioral science, public health policy, healthcare administration, health promotion and education, international health, environmental health, and disaster health and emergency preparedness. Students should check with the department regarding elective availability, then meet with an advisor to develop a course plan that is consistent with their desired electives.

## Transfer of Credits

Following admission, 9 units of approved graduate work completed elsewhere may be applied toward the MPH degree.

## Additional Requirements

At the beginning of clinical coursework, including the field practicum, students are required to provide documentation of TB screening and immunizations appropriate for the clinical or field practicum setting.

A student's health status must permit him/her to safely undertake and complete clinical (field practicum) experience required for the degree. As a fully prepared public health practitioner, the student is expected to take responsibility for self-evaluation of her/his health status, including an assessment of the safety and appropriateness of practice in the clinical context.

The Joint Commission (https://www.jointcommission.org/), contracted facilities, and the College of Nursing and Health Sciences require that all graduate students undergo a background check prior to their placement at clinical and field practicum sites. The cost of the background check is the responsibility of the student. International students have additional fees based on the cost of a background check in their country.

Students may select additional elective courses to support their programs of study as directed by faculty.

# Programs

## Master's

- Master of Public Health (p. 596)

## Courses

### GSPH 504, Bioethics and Healthcare Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.

### GSPH 506, Spiritual Concept Analysis in Health Care, 3 Units

This course focuses on scholarly research and analysis of selected concepts in the spiritual care of people from the Judeo-Christian perspective. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journeys and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.

### GSPH 508C, Research and Theory in Health Care, 3 Units

This course prepares the healthcare practitioner to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined as students consider questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students also learn the fundamentals of quantitative, qualitative, and mixed-methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to health care. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.

### GSPH 510, Social Determinants of Health, 3 Units

A central focus of the public health field is understanding the etiology, occurrence, and distribution of health outcomes (morbidity and mortality). One growing area of importance within the field is examining how health and disease are influenced and maintained by social, economic, and political risk factors - called social determinants of health. This course provides a macro-level overview of concepts, research, and theoretical models of social determinants of health. Through interactive lectures, readings, and assignments, students are exposed to major areas of study linked to social determinants of health, with discussions centered on the following key questions: What social factors are the greatest challenge to health outcomes within local communities? What does it mean to use a social determinants lens when studying health outcomes among diverse multicultural populations? What are health disparities and how might they best be addressed? What behavioral lifestyle factors commonly interplay with social determinants of health?

### GSPH 512, Health, Culture, and Diversity, 3 Units

This course covers the issues of health disparities in the United States and the development of culturally competent programs. Students examine what is meant by culture, the ways in which culture and health issues intersect, and how public health efforts can benefit by understanding and working with cultural processes.

### GSPH 514, Research Proposal Writing, 2 Units

This course focuses on the application of the concepts in GSPH 508C Research and Theory in Health Care. 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:** GSPH 508C

### GSPH 515, Health Care Entrepreneurship, 3 Units

The course provides an opportunity to combine the strengths of public health training with new and existing approaches to social innovation and entrepreneurship from a Christian perspective. Students have opportunities to imagine solutions and mobilize resources to advance the public good and strengthen public health service. Course material introduces entrepreneurial concepts and tools to develop skills for use in various business environments.

### GSPH 518, Population Health Management, 3 Units

This course covers important topics in the effective management of public health departments and agencies. Students develop knowledge and skills to fulfill roles in public health management as leaders, administrators, fundraisers, and internal and external communicators. Course content includes ways to be an effective coach to maximize the team's performance, the essentials of effective partnerships, how to create and sustain public health initiatives using business skills, how to run meetings, ways to manage electronic correspondence, and effective strategies to keep the public health organization running smoothly.

## GSPH 519, Global Health Systems, 3 Units

This course examines international health systems in terms of infrastructure and function. Students examine the benefits and risks of universal healthcare, third party reimbursement systems, and global availability and access to medical services.

## GSPH 520, Public Policy, the Health Care System, and Public Health Policy in the United States, 3 Units

This course is designed to provide students with an overview of public policy, health care systems and public health policy process in the United States. Students will gain an understanding of how the healthcare system works and how United States public health care policy has been developed. Review and analysis of current various proposals for healthcare reform will be conducted.

## GSPH 521, Poverty and Health Policy, 3 Units

This course examines the nature and extent of poverty, health equity, and policy primarily in the United States. It considers possible causes and consequences, and the antipoverty effects of existing and proposed policies. This course will discuss labor markets, culture, and discrimination in shaping poverty. Also, it will explore how health policies seek to ameliorate poverty and other forms of social disadvantage throughout the life course. Finally, we explore the public health implications regarding poverty, inequality, and policy.

## GSPH 522, Cultural Inclusivity in Health Care, 3 Units

In this course, students explore the topics and tools necessary for the application of cultural inclusivity processes in various healthcare settings. Curriculum includes an overview of demographic changes in the United States, cultural inclusivity, diversity related to specific groups, and the paradigm of cultural and linguistic diversity. Attention is also given to the costs, time, and skill sets associated with the process of moving a healthcare organization toward cultural inclusivity.

## GSPH 525, Epidemiology, 3 Units

This course covers the application of epidemiological procedures to the understanding of the occurrence and control of conditions such as infections and chronic diseases, mental disorders, community and environmental health hazards, unintentional injuries, and geriatric problems. Other topics include quantitative aspects of epidemiology, including data sources, measures of morbidity and mortality, evaluation of association and causality, study design, and screening for disease.
**Prerequisite:** Undergraduate statistics and biology courses.

## GSPH 526, Public Health Biology, 3 Units

Human health problems comprise a wide range of infectious, degenerative, neoplastic, and genetically based disease factors. In addition to these factors, human disease results from a wide range of environmental and socially caused pathologies. This course presents the basic scientific and biomedical concepts of modern public health problems and explores the mechanisms and models of the major categories of disease. An integrative approach using knowledge of nutrition, exercise, mind-body, and spiritual practices is explored. The biologic principles presented in this course are foundations to developing and implementing public health disease prevention, control, or management programs in the students' future.

## GSPH 527, Advanced Biostatistics and Epidemiology, 3 Units

This course focuses on the application of statistical approaches in epidemiologic research, covering data management and selection of the appropriate statistical model. Regression analysis including linear regression, logistic regression, Poisson regression, and Cox regression is reviewed. Content also covers basic concepts in survival analysis including censoring, survival function, and hazard function. Epidemiologic methods for assessing causation, including mediation analysis, propensity score matching, and instrumental variable analysis, are also covered. Students learn to apply different analytic approaches using public databases.

## GSPH 532, Infectious Disease Epidemiology, 3 Units

This course covers key methods for practicing infectious disease epidemiology, including study design, interpretation of data, and assessment of validity. Course content covers methods in infectious disease epidemiology, airborne transmission, diarrheal diseases, blood and body fluids as reservoirs of infectious disease, vector-borne/zoonotic diseases, and parasitic diseases. Students learn how to apply content and use problem-solving skills to develop effective prevention strategies.

## GSPH 535, Environmental Health, 3 Units

This course examines essential issues in environmental health, including the scientific and historical foundations, regulatory and policy issues, models and tools for assessing community environmental health, and an overview of select issues and implications of the environment on national and global health. Topics explored include select environmental pollutants in the air, water, soil, and food sources; hazardous waste, risk assessment and communication; and issues of environmental justice and vulnerable populations, nationally and globally.
**Prerequisite:** Undergraduate biology, chemistry, or ecology

## GSPH 537, Occupational Health and Safety, 3 Units

This course examines concepts and issues in occupational health and safety, identifying the significance to workers and public health. Students study social influences, historical events of worker injuries, industrial hygiene, and applicable principles of toxicology, worker quality of life, and safety in the workplace.

## GSPH 540, Global Health, 3 Units

Students in this course examine global health issues, emerging priorities, and worldwide challenges affecting population health and disease. They also address opportunities in and challenges to international health, holistically examine determinants of human health, and plan, implement, and evaluate programs and potential solutions to promote international prevention interventions and optimal human health worldwide, with a focus on global health equity.

## GSPH 543, Public Health Communication, 3 Units

This course provides an overview of the use of communication strategies to inform and influence individual and community health decisions, with a focus on how communication concepts, theories, and methods are used for public health promotion and practice. Health communication theories include models of persuasive communications/mass media effects, social marketing, interpersonal communications, risk perceptions, and diffusion of innovations. Students work in pairs to develop/evaluate a health communication intervention that addresses a current public health issue within a specific target group.

## GSPH 546, Principles and Practices of Toxicology, 3 Units

Students in this course examine the principles of toxicology, including dose-response relationships, toxicokinetics, mechanisms and methods of toxicity, select exposures to toxic substances and accompanying toxidromes, the use of antidotes, and relevance to public health.

## GSPH 550, Assessment, Program Planning, and Evaluation, 3 Units

Assessment, program planning, and evaluation bridges the gap between conceptual definitions, conceptual frameworks, and practice. Students take the lead in translating evidence-based research findings to evaluation of existing and proposed public health programs in order to assess and address population health needs. Students develop a program and evaluation plan that includes evidence-based and best practices, a logic model, and formative and summative evaluation.

## GSPH 551, Theories of Health Behavior, 3 Units

This course helps students develop a knowledge foundation of health behavior theories and skills for developing theoretically based behavior-change programs. Given that a major focus of public health promotion, education, and prevention programs is on "changing health behavior," there is an ongoing quest to understand why people do what they do to (a) improve or maintain their health, and/or (b) worsen their health. Through lectures, readings, and assignments, students critically review and apply a range of health behavior theories that target the intrapersonal, interpersonal, and community levels.

## GSPH 555, Infectious Diseases and Public Health, 3 Units

Students in this course examine the role of infectious diseases in regional, national, and global public health. Students study the historical context and surveillance of communicable diseases, as well as emerging issues in the field. Course content also includes the identification and management of infectious diseases, with students using case studies and proposing threats along with opportunities in prevention, education, and health promotion.

## GSPH 560, Strategic Leadership in Health Care, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

## GSPH 561, Public Health Across the Disaster Cycle, 3 Units

Students in this course evaluate the roles of public health in natural and human-caused disasters, from "simple" to complex humanitarian events. Using case studies, students analyze the functions of public health agencies and practitioners in the context of institutional systems and the disaster cycle (prevention/preparedness, response, recovery, and mitigation). Field trips outside of class hours may be required.

## GSPH 566, Politics and Policies in Disaster Health and Emergency Preparedness, 3 Units

Students in this course evaluate existing governmental and institutional policies related to disaster health and emergency management (DHEM) within political systems. Implementation and evaluation of policy are analyzed and applied.

## GSPH 568, Health Care Finance, 3 Units

This course is an introduction to financial concepts and skills needed for healthcare leaders, managers, and executives. Students develop skills in assessing multiple dimensions of financial performance and learn methods to improve the financial health of an organization in the context of the current patient care system.

## GSPH 571, International Health Care, 2-4 Units

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

### GSPH 581, Disaster Health and Emergency Management Principles and Practices, 3 Units

Students in this course examine the practice of emergency management and the evolving field of disaster health. Content addresses traditional and current perspectives related to understanding disaster cycles and the relationship between disaster research and practice.

### GSPH 593, Field Practicum, 3 Units

In this integrative learning experience, students complete hours in the field applying coursework and classroom learning in a real-world setting under the guidance and supervision of faculty and community-based preceptors, preparing them for professional careers in public health.

### GSPH 594, Additional Field Practicum Experience, 1-5 Units

This field practicum elective gives students the opportunity to complete additional hours of practicum experience, allowing them to directly apply course content, public health knowledge, and skills acquired from the MPH program, under the guidance and supervision of faculty and community-based preceptors. This experience enriches classroom activity with practical understanding, and give students the chance to demonstrate an integration of coursework into a real-world setting, preparing them for a professional career in public health.
**Prerequisite:** GSPH 593

### GSPH 595, Special Topics in Public Health, 1-6 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.
**Prerequisite:** Graduate standing

### GSPH 597, Capstone, 1 Unit

This guided-study course provides a summative experience for completion of the Master in Public Health program and guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge from course work throughout the program to the solution of a major public health problem in this culminating project. Each graduate candidate will identify a unique health problem in an actual healthcare setting to address, perform a thorough review and synthesis of current literature, select an appropriate theoretical framework, and develop a creative and innovative solution to the problem. Candidates will meet regularly throughout the semester with course faculty to prepare for and discuss their progress and will submit their work for publication or comparable external review format at the end of the semester.
**Prerequisite:** Completion of all Academic Core and Specialty courses

### GSPH 598, Thesis, 1 Unit

This course is the second part of a two-course sequence (after GSPH 514 Research Proposal Writing) that supports student development of a thesis in the Master of Public Health program. The thesis has served as an option to the master's capstone project.
**Prerequisite:** GSPH 514

### GSPH 599, Readings in Public Health, 1-3 Units

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. This course is an independent study, arranged with a faculty member of the Department of Public Health.
**Prerequisite:** Graduate standing

### GSPH 613, Graduate Statistics, 3 Units

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.
**Prerequisite:** Undergraduate statistics and biology courses.

### GSPH 615, Grant Writing, 3 Units

This course gives students an opportunity to identify funding needs of nonprofit organizations, research and identify potential grant sources, and learn how to write a competitive grant proposal. Students learn the components of grant proposals, and acquire technical knowledge on designing supporting documents such as project timelines, logic models, work plans, and budgets.

# Master of Public Health (MPH)

APU's Master of Public Health program (https://www.apu.edu/nursing/programs/mph-degree/) is accredited by the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org/) and is applying for accreditation from the Council on Education for Public Health (CEPH) (https://ceph.org/) as an MPH program with a health equity specialization. As part of the program, students select 9 units of elective coursework, which allows students to group three electives of their choice to fit their public health interests and/or career goals.

# Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Core Courses** | | |
| GSPH 613 | Graduate Statistics | 3 |
| GSPH 504 | Bioethics and Healthcare Policy | 3 |
| GSPH 560 | Strategic Leadership in Health Care | 3 |
| GSPH 510 | Social Determinants of Health | 3 |
| GSPH 525 | Epidemiology | 3 |
| GSPH 535 | Environmental Health | 3 |
| GSPH 540 | Global Health | 3 |
| GSPH 506 | Spiritual Concept Analysis in Health Care | 3 |
| GSPH 526 | Public Health Biology | 3 |
| GSPH 508C | Research and Theory in Health Care | 3 |
| GSPH 593 | Field Practicum | 3 |
| GSPH 594 | Additional Field Practicum Experience (Optional) | 1-5 |
| Choose one of the following: | | 1-3 |
| GSPH 597 | Capstone | |
| - or - | | |
| GSPH 598<br>& GSPH 514 | Thesis<br>and Research Proposal Writing | |
| **Health Equity Specialization** [1] | | **9** |
| Choose three of the following: | | |
| GSPH 512 | Health, Culture, and Diversity | |
| GSPH 515 | Health Care Entrepreneurship | |
| GSPH 518 | Population Health Management | |
| GSPH 519 | Global Health Systems | |
| GSPH 520 | Public Policy, the Health Care System, and Public Health Policy in the United States | |
| GSPH 521 | Poverty and Health Policy | |
| GSPH 522 | Cultural Inclusivity in Health Care | |
| GSPH 527 | Advanced Biostatistics and Epidemiology | |
| GSPH 532 | Infectious Disease Epidemiology | |
| GSPH 537 | Occupational Health and Safety | |
| GSPH 543 | Public Health Communication | |
| GSPH 546 | Principles and Practices of Toxicology | |
| GSPH 550 | Assessment, Program Planning, and Evaluation | |
| GSPH 551 | Theories of Health Behavior | |
| GSPH 555 | Infectious Diseases and Public Health | |
| GSPH 561 | Public Health Across the Disaster Cycle | |
| GSPH 566 | Politics and Policies in Disaster Health and Emergency Preparedness | |
| GSPH 568 | Health Care Finance | |
| GSPH 571 | International Health Care | |
| GSPH 581 | Disaster Health and Emergency Management Principles and Practices | |
| GNRS 596 | Foundations of Healthcare Informatics | |
| MGMT 516 | High-Performance People Management | |
| MGMT 517 | Managing Human Capital | |
| PADM 503 | The Policy Process | |
| PADM 510 | U.S. Healthcare System | |
| PADM 512 | Healthcare Administration | |
| PADM 513 | Community Health and the Built Environment | |
| STAT 551 | Data Visualization | |
| STAT 553 | Data Mining | |

| STAT 571 | Applied Multivariate Analysis | |
| --- | --- | --- |
| **Total Units** | | **43-50** |

[1]    Department has recommended elective groups to aid students based on their career goals.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity and integrity, and applying spiritual concepts.
2. Engage in evidence-based methods to understand and address public health issues, using critical reasoning, scholarly inquiry, knowledge of peer-reviewed scientific literature, bioinformatics, and data analysis.
3. Design population-based policies and programs that promote health, prevent disease, and address social equity issues.
4. Apply principles of leadership to promote interprofessional collaboration and decision-making among diverse stakeholders.
5. Utilize systems-level thinking and communication in response to public health issues - analyzing and synthesizing policies and programs that address efficiency, cost-effectiveness, and health equity.

# School of Nursing

## School of Nursing Mission Statement

To serve God through excellence in professional nursing education, scholarship, and practice.

## Degrees, Certifications, and Credentials Offered

The School of Nursing (https://www.apu.edu/nursing/) offers traditional undergraduate and professional programs, as well as various pathways to the Master of Science in Nursing, post-master's certificates, a Doctor of Philosophy in Nursing, and a Doctor of Nursing Practice.

### Traditional BSN (p. 642)

The Traditional BSN program is a prelicensure program that leads to a Bachelor of Science in Nursing degree. Students completing the BSN are eligible for licensure as a Registered Nurse in California and for certification as a public health nurse.

### RN to BSN (p. 650)

The RN to BSN degree completion program offers the registered nurse an alternative to the traditional method of pursuing a baccalaureate degree in nursing (BSN).

### Upper-Division BSN Transfer Program (p. 647)

The Upper-Division BSN program is designed for transfer students with at least 48 units of transferable prerequisite nursing coursework who are interested in pursuing a BSN.

### LVN to BSN and LVN to RN (http://catalog.apu.edu/academics/college-nursing-health-sciences/school-nursing/upper-division-transfer/)

Two programs are offered for the licensed vocational nurse (LVN)—the LVN to BSN Option (http://catalog.apu.edu/academics/college-nursing-health-sciences/school-nursing/upper-division-transfer/upper-division-bsn-transfer-programs/) and LVN to RN 30-Unit Option (http://catalog.apu.edu/academics/college-nursing-health-sciences/school-nursing/upper-division-transfer/upper-division-bsn-transfer-programs/).

### Entry-Level Master of Science in Nursing (ELM) (p. 711)

*For those who have completed a BA or BS in another field.*

1. Total prelicensure units is 69. Specific courses required.
2. Postlicensure units to complete the MSN depend on the specialty chosen by the student.

## Master of Science in Nursing

The master of science in nursing program is designed for working nurses and can be completed in six to nine semesters, depending on the specialty chosen.  It prepares the nurse for advanced nursing practice as advanced practice registered nurses (APRNs), nurse educators, and healthcare administrators.

## MSN in Nursing Education (p. 714)

The MSN in Nursing Education prepares nurses for teaching roles in a variety of healthcare settings and prepares students to complete the Certified Nurse Educator (CNE) examination.

## MSN in Healthcare Administration and Leadership (p. 720)

The MSN in Healthcare Administration and Leadership is designed for BSN-prepared registered nurses who are looking to advance their careers and move into early- to midlevel management and leadership roles in a variety of healthcare settings.

## Master of Science in Healthcare Administration (p. 719)

The Master of Science in Healthcare Administration is designed for those with bachelor's degrees in nonclinical fields who are working professionals who want to advance and are interested in management and leadership positions in healthcare settings.

## Post-Master's Nursing Certificates (p. 749)

- Adult-Gerontology Clinical Nurse Specialist (CNS)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
- Family Nurse Practitioner (FNP)
- Healthcare Administration and Leadership
- Nursing Education
- Oncology Nurse Practitioner
- Pediatric Clinical Nurse Specialist (CNS)
- Pediatric Nurse Practitioner–Primary Care (PNP-PC)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)

## Doctor of Philosophy in Nursing (p. 746)

The PhD in Nursing, with emphasis in either health of the family and the community or international health, is a research-based program designed to prepare graduates for a life of scholarship and teaching. The coursework for the PhD in Nursing consists of 46 units beyond the master's degree, with an additional 9 units for dissertation research.

## Doctor of Nursing Practice (DNP) (p. 743)

Based on a strong scientific foundation, evidence-based practice, leadership, and organizational analysis, the DNP program prepares nurses at the highest level of practice for the current, complex healthcare environment. An evidence-based clinical approach emphasizes the prevention, assessment, and treatment of complex health issues. Students may apply for admission to the BSN to DNP or MSN to DNP. This program is available online.

## Graduate Status

In the School of Nursing, graduate full-time status is considered to be 6 units per semester or 12 units per 12-month academic year. A student has a maximum of eight years to complete a graduate program, beginning from the date of initial enrollment in the specific degree program.

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (https://www.wscuc.org/)
- All nursing programs at Azusa Pacific University (APU) are accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE/), 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791.
- School of Nursing prelicensure and advanced practice registered nursing (APRN) programs are approved by the California Board of Registered Nursing (BRN) (https://www.rn.ca.gov/). Graduates of prelicensure programs are qualified to apply for registered nursing licensure and public health nursing (PHN) certification. APRN graduates are qualified to apply for nurse practitioner (NP) certification and clinical nurse specialist (CNS) certification depending on the program completed.
- Graduates of the APRN programs are qualified to apply for the appropriate national nurse practitioner (NP) or clinical nurse specialist (CNS) specialization certification.

- APU cannot confirm whether specific programs meet out-of-state requirements for professional licensure or certification. Information about out-of-state requirements and authorizations is provided on the Office of the Provost website (https://www.apu.edu/provost/accreditation/state-authorizations/) and the National Council of State Boards of Nursing (https://www.ncsbn.org/boards.htm) website.

## Departments

- Department of (Traditional) Undergraduate Baccalaureate Program (p. 642)
- Department of RN to BSN (p. 650)
- Department of Upper-Division BSN Transfer (p. 647)
- Department of Advanced Practice Registered Nursing (p. 654)
- Department of Entry-Level Master of Science in Nursing (p. 684)
- Department of Healthcare Administration (p. 715)
- Department of Nursing Education (p. 714)
- Department of Doctoral Studies (p. 722)

## Courses

### GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units

This course focuses on the introductory concepts crucial to the socialization of second career students to professional nursing. The history of nursing, the evolution of nursing in the U.S., the art and science of nursing, the legal and professional basis of nursing, the role of nursing in the health care delivery system, and current issues and trends in nursing education, practice and research are emphasized.

### GNRS 501, Theoretical Thinking in Nursing, 2 Units

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined, and selected theoretical models and theories are explored.
**Prerequisite:** Completion of undergraduate research course or instructor's consent; admission to ELM or MSN program.

### GNRS 503, Cultural Competency in Health Care, 3 Units

This course focuses on transforming graduate nursing students, preparing them for nursing leadership in nursing practice, nursing research, education, and public health policy for the improvement of patient healthcare outcomes in our increasingly diverse society. Students move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. The Essentials of Master's Education in Nursing (American Association of Colleges of Nursing, 2011) serves as the foundation for the development of core cultural competencies.
**Prerequisite:** Graduate standing in the School of Nursing.

### GNRS 504, Bioethics and Healthcare Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.
**Prerequisite:** Graduate standing

### GNRS 505, Christian Formation for Holistic Care, 3 Units

Students engage in the process of discovering the foundational values of Azusa Pacific University that serve as guiding principles for the distinctive education they will receive. They are made aware of the Christian worldview and its implications for personal holistic development and care. With a focus on developing motivating character and integrated caregivers, the course brings heightened self-awareness, the impact of a Christian worldview on vocation, scriptural awareness especially emphasizing healing themes in the life of Christ, and the importance of spiritual growth on the journey toward formation.

### GNRS 506, Spiritual Concept Analysis in Health Care, 3 Units

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.
**Prerequisite:** Graduate standing

### GNRS 507, Scientific Writing, 3 Units

This course provides opportunities for students to learn how to introduce a topic or issue, articulate a thesis, support and develop a thesis and subordinate claims, work with secondary sources, and organize an argument.

## GNRS 508A, Research and Theory in Advanced Practice Nursing, 4 Units

This course prepares nurses to use theory and research evidence in advanced clinical practice. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theoretical models and theories are explored, and students learn how ideas are developed and used in nursing practice and research. Students deepen their understanding of the research process by engaging in a systematic search, critique, and summary of research studies with direct application to nursing practice. Experience in statistical analysis of research data is included.
**Prerequisite:** Computer literacy, undergraduate research course, undergraduate statistics course, and graduate standing

## GNRS 508B, Research and Theory in Healthcare, 4 Units

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.
**Prerequisite:** GNRS 613

## GNRS 510, Family Theory in Health Care, 2 Units

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.
**Prerequisite:** Graduate standing

## GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units

This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and 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.
**Prerequisite:** Undergraduate health assessment and GNRS 610;
**Corequisite:** Practicum

## GNRS 513, Advanced Nursing Practice Role, 2 Units

This course focuses on the concepts of role development and performance competence of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, clinical program manager, consultant, researcher, and case manager roles of the advanced practice nurse. The leadership aspects of the roles of advanced practice are explored in relation to health care delivery, policy formulation, and legislation. The course explores theories and issues related to the advanced nursing practice role.
**Prerequisite:** Graduate standing

## GNRS 514, Research Proposal Writing, 2 Units

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.
**Prerequisite:** GNRS 508A

## GNRS 516, Integrative Disease and Symptom Management, 3 Units

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

## GNRS 517, Fundamentals in Nursing Practice, 2 Units

This is an experiential learning course designed to teach basic nursing skills in a clinical skills or simulation laboratory setting to prepare students to deliver safe and patient-focused nursing care. Utilizing the nursing process, students perform basic skills in assessment, patient care across the continuum, documentation, patient-family teaching, and infection control.

## GNRS 518, Supervised Practicum in Health Care, 3 Units

This course prepares students to integrate and apply theory, evidence-based practice, and national guidelines and standards in practicum settings. Students select practicum areas in which, with faculty approval, they will participate in experiences led by preceptors. The purpose of the course is to equip students with current, evidence-based knowledge in a selected practice area.

## GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.
**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patients, 6 Units

The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.
**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 522, Disaster Nursing and Emergency Preparedness, 3 Units

This course explores the nature of disasters and prepares nurses to respond to various types of disasters - including natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism - by utilizing essential knowledge, skills, values, meanings, and experience in the basic competencies of emergency preparedness and disaster nursing. In accordance with the position of major nursing organizations, emphasis is placed on evidence-based best practices for personal preparedness.
**Prerequisite:** Comparable course, such as UNRS 312 Nursing Management of Adults, a human growth and development course, a lifespan course OR an RN licensure.

## GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.
**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.
**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units

This course emphasizes physiological and psychological bases for critical and chronic conditions in children, focusing on an advanced science base for the assessment, diagnosis, and management of children and families to promote wellness. Exploration of traditional versus alternate medicine treatment plans, as well as relevant cultural, spiritual, and health promotion strategies, is incorporated.
**Prerequisite:** Graduate status and GNRS 590A;
**Corequisite:** Practicum

## GNRS 533, Psychiatric Theories across the Life Span, 2 Units

This course presents neurobiologic, neuroendocrine, genomic, behavioral, and psychodynamic theories of psychiatric mental illnesses as they manifest among members of diverse cultural groups across the life span. A theoretical foundation for subsequent coursework in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.
**Prerequisite:** Graduate standing, Advanced Practice Core

### GNRS 534, Integrated Psychiatric and Health Assessment across the Life Span, 2 Units

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.
**Prerequisite:** Advanced Practice Core, GNRS 533 (May be taken concurrently)

### GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.
**Prerequisite:** Advanced Practice Core, GNRS 533 and GNRS 534; GNRS 539 may be taken concurrently;
**Corequisite:** Practicum

### GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.
**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 539;
**Corequisite:** Practicum

### GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.
**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;
**Corequisite:** Practicum

### GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.
**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;
**Corequisite:** Practicum

### GNRS 539, Psychopharmacology, 2 Units

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.
**Prerequisite:** GNRS 533, GNRS 534; GNRS 535 (May be taken concurrently)

### GNRS 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement, and also allows for a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.
**Prerequisite:** Graduate standing, GNRS 532 (may be taken concurrently with instructor's permission), and GNRS 590A;
**Corequisite:** Practicum

## GNRS 543, Transitions Across the Care Continuum, 4-6 Units

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes healthcare delivery through integration of services and transition management. Students are introduced to decision making related to allocation of resources and services, development of protocols, and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational, and research dimensions of patient care are emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.
**Prerequisite:** NP students: completion of Advanced Practice Core; CNS students: completion of Advanced Practice Core and GNRS 520 or GNRS 530; HAL students: completion of MSN Core and GNRS 560.
**Corequisite:** Practicum

## GNRS 544, Clinical Specialization Residency, 2-4 Units

This elective residency program, formed through a partnership between the School of Nursing and selected community healthcare organizations, is an intensive, precepted clinical experience that helps students transition to beginning professional nurses in a specialized setting. It enhances students' skill and practice knowledge in preparation for the RN licensing examination, and increases their ability to perform clinical reasoning with the assigned patient population and evaluate the QSEN competencies of patient-centered care, safety, evidence-based practice, informatics, and teamwork and collaboration.
**Prerequisite:** ELM students must complete GNRS 573 (may be taken concurrently), but GNRS 573 is not required for nurses in community partnerships who are taking GNRS 544 for continuing education credit.

## GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs.
**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;
**Corequisite:** Practicum

## GNRS 547, Nursing Leadership in Acute Care Settings, 6 Units

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate.
**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;
**Corequisite:** Practicum

## GNRS 548, Health Promotion Across the Lifespan, 2 Units

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.
**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

## GNRS 550A, Theory and Practice in School Nursing, 6 Units

This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. Students participate in field experiences and classroom learning activities that focus on the assessment and management of children's healthcare needs in various school settings. This course equips students with the necessary tools and skills to successfully function as professional school nurses. At the conclusion of this course, students are able to successfully function as providers of health education as well as providers, planners, and coordinators of health care in school settings.
**Prerequisite:** GNRS 612 or instructor consent, and admission to School Nurse Services Credential program;
**Corequisite:** Practicum

## GNRS 554, Medical-Surgical Care of the Adult and Geriatric Patient, 5 Units

This course introduces crucial concepts in professional nursing care, such as the nursing process, communication, therapeutic interventions, critical thinking, and critical reasoning. Course material focuses on the application of biological, psychosocial, and spiritual concepts to adult and elderly clients in various healthcare settings with acute and/or chronic illnesses. The nursing process is utilized to provide care to one or two adult clients within the healthcare delivery system. The clinical practicum focuses on the cognitive basics, scientific principles, and manipulative components of psychomotor skills used when providing nursing care.
**Prerequisite:** Admission to the ELM program, completion of all prerequisite courses for the program.
**Corequisite:** GNRS 554P

### GNRS 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students have an opportunity to practice simulated clinical skills.
**Prerequisite:** Admission to the ELM program, completion of all prerequisite courses for the program;
**Corequisite:** Practicum

### GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.
**Prerequisite:** Admission to the ELM program; successful completion of GNRS 555;
**Corequisite:** Practicum

### GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units

This course provides non-Spanish-speaking advanced-practice nursing students with foundational knowledge of Spanish language structure and vocabulary, helping them build appropriate phrasing to facilitate communication in healthcare settings. Cultural issues relevant to health and illness in the Latino community are also addressed.
**Prerequisite:** Graduate nursing student standing, or instructor's permission

### GNRS 558, Intermediate Medical-Surgical Care of the Adult, 6 Units

This course is designed to build on the base of medical-surgical nursing knowledge from prior nursing courses. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, restorative care settings and long-term care settings.
**Corequisite:** GNRS 558P

### GNRS 559, Audiometry for School Nurses, 3 Units

This course provides didactic instruction via eCollege and eight hours of on-site practicum experience that emphasizes the content and clinical expertise necessary to fulfill the requirements of the State of California School Hearing Conservation Program and training for the school audiometrist. The course focuses on the physiologic process of hearing and how to assess for deficits in hearing in children of all ages. At the conclusion of the course, and after having completed successfully all learning objectives, the student is eligible to submit an Application for Registration as a School Audiometrist in the State of California (a $10 registration fee is required with the application).

### GNRS 560, Strategic Leadership in Health Care, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

### GNRS 564, Nutrition and Therapeutics, 2 Units

Students in this course explore the functions of nutrients and the consequences of nutrient deficiencies and excesses in the body. Course material introduces a variety of tools for planning and evaluating diets, including a computer diet analysis, and the application of nutrition concepts is interwoven into health care and fitness conditions. Students also study the prevention of chronic disease as it relates to proper nutrition and adequate exercise.
**Prerequisite:** Admission to the ELM program

### GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.
**Prerequisite:** All core and role courses

### GNRS 568, Healthcare Finance, 4 Units

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

## GNRS 569, Quality and Safety for Health Care Practice, 3 Units

This course is designed to deepen and advance students' knowledge of, and ability to systematically apply the principles of, patient quality and safety in nursing practice. Based on national standards, the focus is on examining and applying quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

## GNRS 570, Parish Nursing/Health Ministries, 2 Units

This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

## GNRS 571, International Health Care, 2-4 Units

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

## GNRS 573, Clinical Residency, 4 Units

The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.
**Prerequisite:** Successful completion of all pre-licensure clinical courses

## GNRS 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;
**Corequisite:** Practicum

## GNRS 576, Pharmacology, 2 Units

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.
**Prerequisite:** Admission to the ELM program

## GNRS 578, Health Assessment, 3 Units

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physicalexamination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.
**Prerequisite:** Admission to the ELM program;
**Corequisite:** Practicum

## GNRS 580, Gerontology, 2 Units

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary - course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing, and psychiatry. Development in adulthood is viewed from multiple perspectives including cognitive, behavioral, biological, sociocultural, and spiritual, and the influences these perspectives have on the successful negotiation of age-related issues are considered. Finally, students examine aspects of human aging in contemporary American society and from a cross-cultural and ethnic perspective.
**Prerequisite:** Graduate standing in the School of Nursing.

## GNRS 581, Primary Health Care of the Older Adult, 5 Units

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.
**Prerequisite:** Graduate status in the School of Nursing, completion of Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 582A, Pathophysiology, 2 Units

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
**Prerequisite:** Admission to the ELM program

## GNRS 582B, Pathophysiology, 2 Units

This course continues the presentation an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
**Prerequisite:** Admission to the ELM program, successful completion of GNRS 582A

## GNRS 583, Nursing Care of Children and Young Adults, 4 Units

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;
**Corequisite:** Practicum

## GNRS 584, Mental Health Nursing, 4 Units

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;
**Corequisite:** Practicum

## GNRS 586, Leadership and Management in Professional Practice, 2 Units

This course emphasizes leadership and management theory including systems theory in a number of applications and settings, equipping students with the ability to adjust to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to clinical settings are presented using a systems approach. Emphasis on nursing case management is included.

## GNRS 587, Community Health Nursing, 5 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one, two, and three;
**Corequisite:** Practicum

## GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.
**Prerequisite:** Admission to the ELM program;
**Corequisite:** Practicum

## GNRS 589, Adolescent Health Care, 2-4 Units

This course focuses on the growth and development of adolescents, including assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is on age-appropriate and culturally competent provision of primary health care to adolescents in a family system.
**Prerequisite:** Graduate status in the School of Nursing; 2-unit version of this course requires prior completion of GNRS 610, while the 4-unit version requires prior completion of GNRS 610, GNRS 611, and GNRS 511 or GNRS 612.

## GNRS 590A, Primary Health Care of the Young Family, 6 Units

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families. Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 590B, Clinical Practicum in Pediatrics, 4 Units

The student develops expanded skills in the comprehensive assessment and management of common childhood illnesses and problems and continues to gain skill in promoting child wellness. Application of theory and research is emphasized in the care of common illnesses throughout the childhood years.
**Prerequisite:** GNRS 511 or GNRS 612, and GNRS 590A

## GNRS 590C, Primary Health Care of the Young Family for the School Nurse Services Credential, 6 Units

Using a system-based approach, this combined didactic and practical course focuses on assessment, nursing interventions, and follow-up for common illness presentations in children, as well as illness-related impact on social, emotional, and educational functioning. The effects of culture on child development, parenting, and healthcare practices is also emphasized.
**Prerequisite:** GNRS 612;
**Corequisite:** Practicum

## GNRS 590D, Primary Health Care of the Young Family, 3 Units

This theory course focuses on management of health care of children (from birth through adolescence) and their families, with an emphasis on 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 in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.
**Prerequisite:** Advanced Practice Core courses

## GNRS 591, Primary Health Care of the Childbearing Family, 4 Units

This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 592A, Primary Health Care of the Adult and Aging Family, 6 Units

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults is addressed.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 592B, Primary Health Care Clinical Practicum, 2 Units

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.
**Prerequisite:** Completion of clinical courses for the FNP or AGNP program track

## GNRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 595, Special Topics in Nursing, 1-6 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.
**Prerequisite:** Graduate standing

## GNRS 596, Foundations of Healthcare Informatics, 3 Units

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

## GNRS 597, Comprehensive Examination Directed Study, 1 Unit

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar.
**Prerequisite:** Completion of all Academic Core and degree specialty courses. Final specialty course may be taken concurrently.

## GNRS 598, Thesis, 1 Unit

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed.
**Prerequisite:** GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses

## GNRS 599, Readings/Independent Study in Nursing, 1-4 Units

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation.
**Prerequisite:** Graduate standing

## GNRS 600, Nurse Practitioner Clinical Experience, 2-6 Units

The AGPCNP and NP programs require 765 hours of supervised direct patient care experience. Students in this course function in the role of student nurse practitioners under the direct supervision of approved preceptors, and receive feedback from their preceptors and from their clinical faculty. This course gives students an opportunity to complete the documentation necessary to be awarded clinical units. Students progressively integrate advanced-practice nursing competencies, demonstrate professional nursing behavior, and keep accurate records. Upon completion of 765 hours, students are given access to a clinical portfolio.
**Prerequisite:** GNRS 612 and faculty permission

## GNRS 601, Primary Healthcare I: Adult and Aging, 3 Units

This course integrates knowledge from advanced pathophysiology, advanced pharmacology, and advanced health assessment and apply it to create a diagnostic hypothesis for common acute and chronic primary care health problems in adolescents, adults, and older adults. The course examines a variety of treatment options for each disease presented and for diseases that don't respond to first-line therapy.
**Prerequisite:** GNRS 612
**Corequisite:** GNRS 600

## GNRS 602, Primary Healthcare II: Population-based Health Interventions, 3 Units

Primary Healthcare II recognizes that individuals with healthcare needs belong to a variety of discrete groups. This course introduces population health principles to be integrated with psychosocial assessment, cultural competency, social determinants of health, and the nurse-client relationship to foster the development of competence to motivate patients in a way that respects their diversity and to assist them to find resources to address social vulnerabilities. Students will employ statistical analysis as well as nursing experience to analyze risk to create a patient education plan.
**Prerequisite:** GNRS 601
**Corequisite:** GNRS 600

## GNRS 603, Primary Healthcare III: Restorative and Palliative Interventions, 3 Units

This course is designed to integrate disease management and communication techniques to support the physical, emotional, and spiritual transitions of chronic illness. The course examines developing a prognosis, transitioning care, interprofessional care planning, and care of the caregiver. Grounded in spiritual concepts, this course is designed to provide the student with tools to give patients and families unpleasant information that will likely evoke fear or sadness.
**Prerequisite:** GNRS 602

## GNRS 610, Advanced Pathophysiology, 3 Units

This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on the development of an advanced understanding of the pathophysiologic mechanisms of human health disorders including those that are genetic. 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. This course introduces epidemiological principles and methods to be applied to population health models.
**Prerequisite:** Graduate standing and undergraduate pathophysiology

## GNRS 611, Advanced Pharmacology, 3 Units

This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. The course introduces the principles of pharmacogenomics and their application to clinical practice. 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.
**Prerequisite:** GNRS 610 (may be taken concurrently)

## GNRS 612, Advanced Health Assessment and Diagnostic Reasoning, 4 Units

This course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within family, community, and cultural contexts. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and 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.
**Prerequisite:** Undergraduate health assessment and GNRS 610;
**Corequisite:** lab

## GNRS 613, Graduate Statistics, 3 Units

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

## GNRS 615, APRN Intensive I, 1 Unit

This is the first of four Intensive courses that give NP students an interactive experience through in-class and out-of-classroom work. This course introduces students to the professional role and practice of the nurse practitioner in primary care.
**Prerequisite:** GNRS 612 (may be taken concurrently)

## GNRS 616, APRN Intensive II, 1 Unit

This is the second of four APRN Intensive courses that give NP students an interactive experience through out-of-classroom work. Course activities and games will evaluate the student's ability to perform the clinical role of the NP. Students will understand and develop the skills of virtuous leadership and collaboration from a biblical perspective.
**Prerequisite:** GNRS 615;
**Corequisite:** GNRS 601

## GNRS 617, APRN Intensive III, 1 Unit

This is the third of the APRN intensives that give APRN students an interactive experience with out-of-classroom work that includes team activities, simulation experiences, and problem-solving activities. Topical content includes managing patients with complex co-morbidities, ethical reasoning, and advanced communication skills. Students will be observed performing the professional and clinical skills of the APRN.
**Prerequisite:** GNRS 616;
**Corequisite:** GNRS 602

## GNRS 618, APRN Intensive IV, 1 Unit

This is the fourth of the APRN intensives that give APRN students an interactive experience with out-of-classroom work that includes team activities, simulation experiences, and problem-solving activities. Topical content practice-based quality improvement, office-based procedures, and certification exam preparation. Students will be observed performing the professional and clinical skills to demonstrate readiness to enter NP practice.
**Prerequisite:** GNRS 617; Faculty permission.

## GNRS 620, Genome Science in Healthcare, 3 Units

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

## GNRS 622, Genome Science and Ethical Issues, 3 Units

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.
**Prerequisite:** GNRS 620

## GNRS 630A, Oncology Nurse Practitioner Fellowship A, 4 Units

This course is the first in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## GNRS 630B, Oncology Nurse Practitioner Fellowship B, 4 Units

This course is the second in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## GNRS 630C, Oncology Nurse Practitioner Fellowship C, 4 Units

This course is the third in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## GNRS 631, ONP: Cancer Biology and Assessment, 2 Units

This course builds on knowledge of the anatomy and physiology of DNA, RNA, and differentiated and nondifferentiated human cells. Focus is on the pathophysiologic mechanisms of human cancer disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms is a key process undergirding the course. The course also provides the foundation for the integration of diagnostic testing, physical assessment, and understanding of the predictable pathophysiology of cancer in order to stage tumors and predict metastatic risk in individuals.
**Prerequisite:** Admission to the Oncology Nurse Practitioner Post-Master's Certificate program.

## GNRS 632, ONP: Cancer Therapeutics, 2 Units

This course builds on knowledge of the predicted behavior of human cancer. Technology in cancer treatment is evolving rapidly, and this course provides a pathophysiological foundation for understanding cancer protocols. Current cancer protocols, classes and categories of therapeutics, technologies in development, and tumor resistance are discussed, along with the cost benefit, side effects, and availability of the covered therapeutics.
**Corequisite:** GNRS 631

## GNRS 633, ONP: Symptom and Side Effect Burden, 2 Units

Patients with advanced cancer often suffer significant symptomatic burden and the iatrogenic complications of treatment. This course helps students develop a patient-centered approach to evidence-based management of common symptoms of cancer and side effects of treatment.
**Prerequisite:** GNRS 631 and GNRS 632

## GNRS 634, ONP: Survivorship and the Psychosocial Impact of Cancer, 2 Units

Cancer patients and their caregivers face complicated psychological, financial, and spiritual changes, beginning at diagnosis and extending into the posttreatment phases. This course covers the common problems related to those changes, and best-practice strategies and techniques to help patients and families cope with cancer.

## GNRS 635, ONP: Team-Based Care and the Role of the Oncology Nurse Practitioner, 2 Units

The clinician role of the oncology nurse practitioner requires familiarity with the incidence, prevalence, and risk assessment competencies for all common cancers. In addition, the oncology nurse practitioner must be prepared for a wide variety of leadership roles. Strategies for care coordination, designing and measuring interdisciplinary team outcomes, mentoring, collaborating with primary care providers, and rapid-cycle quality improvement are examined.

## GNRS 636, ONP: Clinical Trials in Oncology Nursing, 2 Units

The advanced-practice oncology nurse practitioner is prepared to provide direct patient care, design a plan for outcome evaluation, and take a leadership role in medical and nursing oncological research.
**Prerequisite:** GNRS 610, GNRS 611, GNRS 612, and GNRS 613

## GNRS 650, History of Professional Nursing: From Origins to Nursing in Transition, 3 Units

Students in this course explore conceptual and methodological issues in historical nursing research, including the use of biographic methods in nursing history and working with primary sources/archival materials/artifacts and material culture. Focus is on the origins of professional nursing up to the period of nursing in transition in the United States. Students examine ethics guidelines and standards for historical research in nursing, and critically analyze the origins of nursing and early nursing contributions to the evolution of modern health systems and interventions. Class discussion and composition facilitate critical thinking about the history of nursing as a scholarly inquiry, focusing on issues and methods of nursing historical research.

## GNRS 651, History of Professional Nursing: From Colonial Times to Present Day, 3 Units

Students in this course explore the foundations of professional nursing in the United States in the context of influential historical, global, societal, and scientific events. Students examine issues faced by nurses from colonial times to today, critically analyzing nurses' contributions to the development of modern health systems and interventions. Class discussion and composition facilitate critical thinking about the history of nursing as a scholarly inquiry, since historical perspectives form the basis for analysis of contemporary healthcare issues and projected development of the nursing profession, its practice, and healthcare policy.

## GNRS 660, Theories of Teaching and Instruction, 3 Units

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

## GNRS 661, Leadership and Role Development in Nursing Education, 3 Units

This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

## GNRS 662, Assessment, Curriculum, Development, and Outcomes, 3 Units

This course addresses theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes. Emphasis is given to the importance of incorporating Christian values in the curriculum. The course also includes critical analyses of related topics based upon current research in nursing and higher education literature.

## GNRS 663, Clinical Practicum in Nursing Education, 3 Units

This practicum course builds on the academic and clinical preparation of previous courses and prepares students to teach in academic and clinical settings. Under the supervision of a preceptor, this practical classroom experience focuses on: a) writing of learning/teaching objectives, b) selecting teaching strategies and learning activities, c) designing and implementing teaching plans for units of instruction, d) evaluating student learning outcomes, and e) obtaining feedback on teaching performance from faculty mentors/preceptors, fellow students, and self-evaluation and reflection. It is recommended that students take GNRS 660, GNRS 661, and GNRS 662 prior to taking this class. GNRS 664 may be taken concurrently.

## GNRS 664, Teaching and Learning Strategies for Nursing Education, 3 Units

This course equips academic nurse educators to develop and evaluate teaching and learning strategies that facilitate learning in different nursing educational settings. Course material includes examining the challenges nursing faculty face in implementing this role, and strategies to successfully navigate those challenges. Also included are two projects to prepare students for the application process of the nurse educator. It is recommended that students take GNRS 660 prior to taking this class.

## GNRS 695, Special Topics, 1-4 Units

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

## GNRS 700, Philosophy of Science, 3 Units

This course equips students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

## GNRS 701, Nursing Knowledge Development, 3 Units

Students in this course focus on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance go hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

## GNRS 702, Nursing Theory, 3 Units

This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

## GNRS 703, Spirituality and Health, 3 Units

This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic religious and Christian spiritualities. While the course covers theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality for spiritual integration as well as for its development in nursing practice.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 704, Faith Integration and Nursing Scholarship, 3 Units

This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

## GNRS 705, Social Ethics and Health Policy, 3 Units

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 706, Methods of Inquiry, 3 Units

Students in this course explore various methods of inquiry as they focus 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 reason and interpretation, the perception of reality, and empirical generalizations are discussed, and their influence on the definition of research problems and designs is explored. Research designs and methods are introduced as they relate to problem definition and theory, including an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. Students are required to explore, synthesize, and debate current issues that will affect their research careers.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 707, Quantitative Nursing Research Design I, 3 Units

This course introduces students to fundamental quantitative research design and methodology. Course material covers key concepts in the research process; literature search; experimental, quasiexperimental, and observational designs; internal and external validity issues associated with specific designs; sampling and data collection methods; survey design; mixed methods; measurement quality indices; and the writing of a quantitative research proposal. In addition, topics addressing power analysis for calculating desired sample size and internal consistency reliability in SPSS are covered. Students have the opportunity to administer an instrument of choice and analyze collected survey data. By the end of the course, students develop an original quantitative research proposal that addresses an area of interest.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 708, Qualitative Nursing Research Design I, 3 Units

This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

## GNRS 709, Advanced Statistical Analysis II, 3 Units

This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized.
**Prerequisite:** GNRS 707

## GNRS 710, Advanced Qualitative Research Methods, 3 Units

This course provides advanced knowledge and training in the use of qualitative research methods including phenomenological interpretation, grounded theory interpretation, ethnographic interpretation, focus groups interpretation, and feminist interpretation. Intensive interpretive and structured approaches to analysis and methods of establishing plausibility, credibility, and adequacy of qualitative data are emphasized.
**Prerequisite:** GNRS 708

## GNRS 711, Advanced Research Methods in the Humanities, 3 Units

This seminar and consultation course introduces PhD students to nonscientific research methodologies as used in the arts, letters, humanities and aspects of the social sciences for the (a) conduct of original dissertation research on one of the disciplines of arts, letters, humanities, or nonscientific aspects of one of the social sciences, (b) conduct humanities-based research to widen and deepen a scientific dissertation topic, or (c) to enlarge the student's methodological repertoire, knowledge, and skill. The course is intended for those whose primary research education and experience has been in scientific methods and disciplines. (Enrollment limited to eight.)

**Prerequisite:** (a) successful completion of GNRS 701 and GNRS 706, (b) permission of the instructor

## GNRS 712, Healthcare Quality Improvement, Program Planning, and Evaluation, 3 Units

This core course bridges the gap between the uptake of new health research discoveries and their translation, adaption, and implementation in practice. Course content includes the examination, integration, and application of quality improvement, program planning, and evaluation processes, strategies, and tools. The outcome of the course is a well-designed evaluation plan for an evidence-based quality improvement project.

**Prerequisite:** Admission to DNP or PhD program

## GNRS 713, Advanced Statistical Analysis I, 3 Units

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published healthcare research is also emphasized.

## GNRS 715, Psychosocial Issues of Older Adults, 3 Units

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

## GNRS 716, Translation of Research to Practice, 3 Units

The goal of this core course is to help prepare Doctor of Nursing Practice (DNP) nursing students to be nurse scholars and to identify strategies within a multidisciplinary model and in intraprofessional relationships that promote the ready translation of research into practice. This course exposes DNP students to evidence-based practice, quality improvement methodologies, concepts and theories, and deepens their knowledge regarding the phenomenon of interest. This prepares them for foundational competencies needed for evidence-based problem identification, PICOT writing, literature search, integrated literature review, evidence appraisal, and synthesis. There are iterative assignments to develop skill and the milestone assignment is a final integrated review and synthesis paper with in-depth knowledge of their phenomenon (vs. topic) of interest.

**Prerequisite:** Admission to DNP or PhD program

## GNRS 717, Health Technology and Informatics, 3 Units

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

## GNRS 718, Organizational Leadership and Strategic Planning, 3 Units

In this core course, students acquire knowledge and skill to effectively manage systems level change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions, professional organizations, and in healthcare policy making arenas, using knowledge of nursing and other professions to address healthcare needs and direct interprofessional activities and initiatives. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services and outcomes at reasonable costs and lead the development of a business plan for quality improvement initiatives. Students advocate for change related to financial policies that impact the relationship between economics and quality care delivery. Focus is on organizational process, including the associated management of conflict, change, promotion of safety for clients and providers, and control of risk within a dynamic healthcare environment.

**Prerequisite:** Admission to DNP or PhD program

## GNRS 720, Wellness Promotion and Health Maintenance, 3 Units

This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases; health hazards; high-risk health factors; acute and chronic illness across ethnicities, genders, and the life span; and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.

**Prerequisite:** Admission to DNP or PhD program

### GNRS 721, Health Disparities and Vulnerable Populations, 3 Units

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved ethnic or minority vulnerable populations as well as an analysis of research that describes, explains, and examines variables influencing health disparities and intervention strategies to reduce these disparities.

### GNRS 722, Research in Nursing and Health, 3 Units

This course is team taught and reflects the research expertise and program of study of the nursing doctoral faculty. It focuses on analysis of determinants of health and illness across demographic, biological, psychological, familial/cultural, and societal dimensions. Attention is given to theoretical explanations toward promoting development of students' programs of research.

### GNRS 724, Quantitative Nursing Research Design II: Survey Methodology, 3 Units

This course introduces students to the fundamental and advanced methods and approaches in survey research. Course material covers the theory and practice of survey development and administration, including principles of measurement and measurement error, selection of survey data collection methods, measurement design of a multidimensional concept, and locating and evaluating existing survey instruments. In addition, topics addressing instrument construction, reliability, and validity, with attention to statistical techniques, are covered. Throughout the course, students develop a comprehensive critical review of select instruments that measure a construct of their choice.
**Prerequisite:** GNRS 707

### GNRS 725, Research Practicum, 1 Unit

The practicum further develops, mentors, and socializes students into the roles and activities of research scientists and scholars. Emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can chose either a quantitative or qualitative practicum experience.

### GNRS 726, Advanced Scientific Writing, 3 Units

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

### GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.
**Prerequisite:** GNRS 620

### GNRS 728, Genome Science Research Methods, 3 Units

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.
**Prerequisite:** GNRS 620, GNRS 622, GNRS 727

### GNRS 729, Population Health and Epidemiology, 3 Units

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.
**Prerequisite:** Admission to DNP or PhD program

### GNRS 730, Comparative Health Care Systems, 3 Units

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

## GNRS 732, DNP Clinical Residency, 0 Units

This course provides students enrolled in the Doctor of Nursing Practice (DNP) program with opportunities to develop professional nursing skills at the doctoral level. The focus of the course is to explore the development and scientific underpinnings of components of expert advanced clinical practice. Students select a population of interest for the DNP clinical residency and apply evidence-based practice and research findings in order to develop and improve practice. Over the course of the DNP program, students integrate previous nursing education and practice experiences with the DNP residency and concurrent doctoral coursework to meet the AACN Essentials of Doctoral Education for Advanced Nursing Practice and complete a DNP scholarly project. The course may be repeated to enable the student to obtain a minimum of 1,000 residency hours. Previous hours from graduate clinical courses may apply, so residency hour requirements will vary.
**Prerequisite:** Admission to DNP program

## GNRS 733A, Residency IA, 1 Unit

This is the first in a series of three residency courses designed to enhance students' critical thinking, diagnostic reasoning, interpretation, and management skills for advanced clinical practice. This course broadens and enhances understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice clinical nurse scholarship. Students practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts. The course focuses on exploring the development and scientific underpinnings of components of expert advanced clinical practice, and attention is given to the development of skills necessary to attain that goal. By the end of this course, students select their population of interest for their clinical residency and apply evidence-based findings to this population to identify potential areas of intervention.
**Prerequisite:** Admission to DNP program

## GNRS 733B, Residency IB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

## GNRS 733C, Residency IC, 1 Unit

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

## GNRS 734A, Residency IIA, 1 Unit

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

## GNRS 734B, Residency IIB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

## GNRS 734C, Residency IIC, 1 Unit

This is the last of a three-course series of clinical residencies with a focus on transformative and collaborative leadership, including completion of the evidence-based practice project, assessment of project outcomes, and planned dissemination of findings. Students apply relevant clinical and research findings to develop and improve practice. Content emphasizes critical appraisal of skills and interventions necessary to ensure meaningful translation of scientific evidence into practice, including a cost-benefit analysis for implementing a change into clinical practice. The course also emphasizes the professional role of the nurse as a collaborator, leader, and provider of care with nursing colleagues and other members of the interprofessional healthcare team within the context of complex healthcare systems, preparing students to implement an advanced nursing practice role that results in practice and/or policy change at the local, state, and/or national levels.
**Prerequisite:** Successful completion of GNRS 733A, GNRS 733B, GNRS 733C, GNRS 734A and GNRS 734B

## GNRS 735, DNP Scholarly Project Seminar, 3 Units

The DNP program requires a rigorous clinical project focused on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP scholarly project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project also serves as a foundation for future scholarly practice.

## GNRS 736, DNP Scholarly Project Seminar: Evaluation and Dissemination, 2 Units

This course focuses on presentation to and approval of a completed DNP Scholarly Project. The DNP program requires a rigorous clinical project focused on translating scientific research to health care to improve the patients experience utilizing the best evidence of science and practice. This scholarly project is a culminating, independent experience which demonstrates the student's synthesis of coursework and lays the foundation for future scholarship.

## GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units

This seminar directs the development of either a PhD dissertation or a DNP Scholarly Project proposal draft that details a problem, the research/project purpose, questions or hypotheses to be examined, a synopsis of the relevant literature, the design and methods of the study including its timeline, protection of human subjects, plans for analysis, and the budget. The seminar also includes preparation of IRB applications, and peer review and critique of student proposals.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units

This doctoral seminar provides students with the opportunity to acquire knowledge, skills, and insights in the writing of a grant proposal. Discussion will focus on the value of writing grant proposals, the basic principles in writing a grant proposal, the components of a grant proposal, identification of funding sources, the difference between a research and a program grant proposal, as well as administrative factors in submitting a grant proposal. Students will craft and a grant proposal in response to a Request for Funding Proposal (RFP) that aligns with the guidelines of the funding agency, and additionally, a budget plan with justification, timelines, and a bio-sketch. In addition, students will conduct a peer review of class completed grant proposals.

## GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units

This seminar focuses on various aspects of writing for publication and directs the development of a manuscript suitable for publication from a previously written paper (e.g., a course term paper). This course will help the student get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books; and determine appropriate journals to consider for article submission. The student will acquire practice in reviewing and critiquing scholarly writing by others. It will also address the editorial and publication process, as well as ethical aspects of writing for publication.

## GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units

This seminar course identifies approaches to developing an effective and successful presentation, helping students find their voice and showcase their areas of expertise. Discussions focus on planning as essential to deciding on the content and the order in which the information is presented. Emphasis is on developing a logical sequence, one that flows naturally and is accompanied by audiovisuals that facilitate understanding of the material.

## GNRS 784, Dissertation Seminar V, 2-4 Units

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.
**Prerequisite:** GNRS 783

## GNRS 791, Doctor of Nursing Practice Intensive I, 1 Unit

This is the first of four intensive courses that give DNP students an interactive experience through out-of-classroom work, introducing them to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice as part of an evidence-based DNP scholarly project consistent with the DNP role within an organizational healthcare setting. Generally offered in the same semester as GNRS 716.
**Prerequisite:** Admission to the DNP program

## GNRS 792, Doctor of Nursing Practice Intensive II, 1 Unit

This is the third of four intensive courses that give DNP students an interactive experience through out-of-classroom work. This course helps students identify strategies within a multidisciplinary model that promotes evidence-based practice or quality improvement in various clinical, community, and educational settings. Students receive support and direction in collaboration with the sponsoring facility and mentor to develop a comprehensive, site-specific DNP scholarly project proposal. Generally offered in the same semester as GNRS 780.
**Prerequisite:** GNRS 791 and GNRS 793

## GNRS 793, Doctor of Nursing Practice Intensive III, 1 Unit

This is the second of four intensive courses that give DNP students an interactive experience through out-of-classroom work. This course introduces students to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice as part of an evidence-based DNP scholarly project consistent with the DNP role within an organizational healthcare setting. Generally offered in the same semester as GNRS 712.
**Prerequisite:** Admission to the DNP program and completion of GNRS 791

## GNRS 794, Doctor of Nursing Practice Intensive IV, 1 Unit

This is the last of four intensive courses that give DNP students an interactive experience through out-of-classroom work. As in the other intensive experiences, course content for each student reflects the interests of the student and is designed to meet that student's needs and career goals. This course allows students, with guidance from their mentors and faculty, to complete the DNP scholarly project and finalize the written and oral scholarly reports that disseminate and integrate new knowledge. Each student's final product reflects their ability to employ effective communication and collaboration skills, take a leadership role, integrate core DNP concepts and competencies that influence healthcare quality and safety, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems across a broad spectrum of health care. Generally offered in the same semester as GNRS 736.
**Prerequisite:** GNRS 791, GNRS 792, and GNRS 793

## GNRS 795, Special Topics, 1-4 Units
In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

## GNRS 798, Continuous Doctoral Study, 0 Units
This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

## GNRS 799, Independent Study, 1-4 Units
Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department

## GSPH 504, Bioethics and Healthcare Policy, 3 Units
This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.

## GSPH 506, Spiritual Concept Analysis in Health Care, 3 Units
This course focuses on scholarly research and analysis of selected concepts in the spiritual care of people from the Judeo-Christian perspective. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journeys and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.

## GSPH 508C, Research and Theory in Health Care, 3 Units
This course prepares the healthcare practitioner to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined as students consider questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students also learn the fundamentals of quantitative, qualitative, and mixed-methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to health care. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.

## GSPH 510, Social Determinants of Health, 3 Units
A central focus of the public health field is understanding the etiology, occurrence, and distribution of health outcomes (morbidity and mortality). One growing area of importance within the field is examining how health and disease are influenced and maintained by social, economic, and political risk factors - called social determinants of health. This course provides a macro-level overview of concepts, research, and theoretical models of social determinants of health. Through interactive lectures, readings, and assignments, students are exposed to major areas of study linked to social determinants of health, with discussions centered on the following key questions: What social factors are the greatest challenge to health outcomes within local communities? What does it mean to use a social determinants lens when studying health outcomes among diverse multicultural populations? What are health disparities and how might they best be addressed? What behavioral lifestyle factors commonly interplay with social determinants of health?

## GSPH 512, Health, Culture, and Diversity, 3 Units
This course covers the issues of health disparities in the United States and the development of culturally competent programs. Students examine what is meant by culture, the ways in which culture and health issues intersect, and how public health efforts can benefit by understanding and working with cultural processes.

## GSPH 514, Research Proposal Writing, 2 Units
This course focuses on the application of the concepts in GSPH 508C Research and Theory in Health Care. 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:** GSPH 508C

## GSPH 515, Health Care Entrepreneurship, 3 Units
The course provides an opportunity to combine the strengths of public health training with new and existing approaches to social innovation and entrepreneurship from a Christian perspective. Students have opportunities to imagine solutions and mobilize resources to advance the public good and strengthen public health service. Course material introduces entrepreneurial concepts and tools to develop skills for use in various business environments.

## GSPH 518, Population Health Management, 3 Units

This course covers important topics in the effective management of public health departments and agencies. Students develop knowledge and skills to fulfill roles in public health management as leaders, administrators, fundraisers, and internal and external communicators. Course content includes ways to be an effective coach to maximize the team's performance, the essentials of effective partnerships, how to create and sustain public health initiatives using business skills, how to run meetings, ways to manage electronic correspondence, and effective strategies to keep the public health organization running smoothly.

## GSPH 519, Global Health Systems, 3 Units

This course examines international health systems in terms of infrastructure and function. Students examine the benefits and risks of universal healthcare, third party reimbursement systems, and global availability and access to medical services.

## GSPH 520, Public Policy, the Health Care System, and Public Health Policy in the United States, 3 Units

This course is designed to provide students with an overview of public policy, health care systems and public health policy process in the United States. Students will gain an understanding of how the healthcare system works and how United States public health care policy has been developed. Review and analysis of current various proposals for healthcare reform will be conducted.

## GSPH 521, Poverty and Health Policy, 3 Units

This course examines the nature and extent of poverty, health equity, and policy primarily in the United States. It considers possible causes and consequences, and the antipoverty effects of existing and proposed policies. This course will discuss labor markets, culture, and discrimination in shaping poverty. Also, it will explore how health policies seek to ameliorate poverty and other forms of social disadvantage throughout the life course. Finally, we explore the public health implications regarding poverty, inequality, and policy.

## GSPH 522, Cultural Inclusivity in Health Care, 3 Units

In this course, students explore the topics and tools necessary for the application of cultural inclusivity processes in various healthcare settings. Curriculum includes an overview of demographic changes in the United States, cultural inclusivity, diversity related to specific groups, and the paradigm of cultural and linguistic diversity. Attention is also given to the costs, time, and skill sets associated with the process of moving a healthcare organization toward cultural inclusivity.

## GSPH 525, Epidemiology, 3 Units

This course covers the application of epidemiological procedures to the understanding of the occurrence and control of conditions such as infections and chronic diseases, mental disorders, community and environmental health hazards, unintentional injuries, and geriatric problems. Other topics include quantitative aspects of epidemiology, including data sources, measures of morbidity and mortality, evaluation of association and causality, study design, and screening for disease.
**Prerequisite:** Undergraduate statistics and biology courses.

## GSPH 526, Public Health Biology, 3 Units

Human health problems comprise a wide range of infectious, degenerative, neoplastic, and genetically based disease factors. In addition to these factors, human disease results from a wide range of environmental and socially caused pathologies. This course presents the basic scientific and biomedical concepts of modern public health problems and explores the mechanisms and models of the major categories of disease. An integrative approach using knowledge of nutrition, exercise, mind-body, and spiritual practices is explored. The biologic principles presented in this course are foundations to developing and implementing public health disease prevention, control, or management programs in the students' future.

## GSPH 527, Advanced Biostatistics and Epidemiology, 3 Units

This course focuses on the application of statistical approaches in epidemiologic research, covering data management and selection of the appropriate statistical model. Regression analysis including linear regression, logistic regression, Poisson regression, and Cox regression is reviewed. Content also covers basic concepts in survival analysis including censoring, survival function, and hazard function. Epidemiologic methods for assessing causation, including mediation analysis, propensity score matching, and instrumental variable analysis, are also covered. Students learn to apply different analytic approaches using public databases.

## GSPH 532, Infectious Disease Epidemiology, 3 Units

This course covers key methods for practicing infectious disease epidemiology, including study design, interpretation of data, and assessment of validity. Course content covers methods in infectious disease epidemiology, airborne transmission, diarrheal diseases, blood and body fluids as reservoirs of infectious disease, vector-borne/zoonotic diseases, and parasitic diseases. Students learn how to apply content and use problem-solving skills to develop effective prevention strategies.

## GSPH 535, Environmental Health, 3 Units

This course examines essential issues in environmental health, including the scientific and historical foundations, regulatory and policy issues, models and tools for assessing community environmental health, and an overview of select issues and implications of the environment on national and global health. Topics explored include select environmental pollutants in the air, water, soil, and food sources; hazardous waste, risk assessment and communication; and issues of environmental justice and vulnerable populations, nationally and globally.
**Prerequisite:** Undergraduate biology, chemistry, or ecology

## GSPH 537, Occupational Health and Safety, 3 Units

This course examines concepts and issues in occupational health and safety, identifying the significance to workers and public health. Students study social influences, historical events of worker injuries, industrial hygiene, and applicable principles of toxicology, worker quality of life, and safety in the workplace.

## GSPH 540, Global Health, 3 Units

Students in this course examine global health issues, emerging priorities, and worldwide challenges affecting population health and disease. They also address opportunities in and challenges to international health, holistically examine determinants of human health, and plan, implement, and evaluate programs and potential solutions to promote international prevention interventions and optimal human health worldwide, with a focus on global health equity.

## GSPH 543, Public Health Communication, 3 Units

This course provides an overview of the use of communication strategies to inform and influence individual and community health decisions, with a focus on how communication concepts, theories, and methods are used for public health promotion and practice. Health communication theories include models of persuasive communications/mass media effects, social marketing, interpersonal communications, risk perceptions, and diffusion of innovations. Students work in pairs to develop/evaluate a health communication intervention that addresses a current public health issue within a specific target group.

## GSPH 546, Principles and Practices of Toxicology, 3 Units

Students in this course examine the principles of toxicology, including dose-response relationships, toxicokinetics, mechanisms and methods of toxicity, select exposures to toxic substances and accompanying toxidromes, the use of antidotes, and relevance to public health.

## GSPH 550, Assessment, Program Planning, and Evaluation, 3 Units

Assessment, program planning, and evaluation bridges the gap between conceptual definitions, conceptual frameworks, and practice. Students take the lead in translating evidence-based research findings to evaluation of existing and proposed public health programs in order to assess and address population health needs. Students develop a program and evaluation plan that includes evidence-based and best practices, a logic model, and formative and summative evaluation.

## GSPH 551, Theories of Health Behavior, 3 Units

This course helps students develop a knowledge foundation of health behavior theories and skills for developing theoretically based behavior-change programs. Given that a major focus of public health promotion, education, and prevention programs is on "changing health behavior," there is an ongoing quest to understand why people do what they do to (a) improve or maintain their health, and/or (b) worsen their health. Through lectures, readings, and assignments, students critically review and apply a range of health behavior theories that target the intrapersonal, interpersonal, and community levels.

## GSPH 555, Infectious Diseases and Public Health, 3 Units

Students in this course examine the role of infectious diseases in regional, national, and global public health. Students study the historical context and surveillance of communicable diseases, as well as emerging issues in the field. Course content also includes the identification and management of infectious diseases, with students using case studies and proposing threats along with opportunities in prevention, education, and health promotion.

## GSPH 560, Strategic Leadership in Health Care, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

## GSPH 561, Public Health Across the Disaster Cycle, 3 Units

Students in this course evaluate the roles of public health in natural and human-caused disasters, from "simple" to complex humanitarian events. Using case studies, students analyze the functions of public health agencies and practitioners in the context of institutional systems and the disaster cycle (prevention/preparedness, response, recovery, and mitigation). Field trips outside of class hours may be required.

## GSPH 566, Politics and Policies in Disaster Health and Emergency Preparedness, 3 Units

Students in this course evaluate existing governmental and institutional policies related to disaster health and emergency management (DHEM) within political systems. Implementation and evaluation of policy are analyzed and applied.

## GSPH 568, Health Care Finance, 3 Units

This course is an introduction to financial concepts and skills needed for healthcare leaders, managers, and executives. Students develop skills in assessing multiple dimensions of financial performance and learn methods to improve the financial health of an organization in the context of the current patient care system.

## GSPH 571, International Health Care, 2-4 Units

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

## GSPH 581, Disaster Health and Emergency Management Principles and Practices, 3 Units

Students in this course examine the practice of emergency management and the evolving field of disaster health. Content addresses traditional and current perspectives related to understanding disaster cycles and the relationship between disaster research and practice.

## GSPH 593, Field Practicum, 3 Units

In this integrative learning experience, students complete hours in the field applying coursework and classroom learning in a real-world setting under the guidance and supervision of faculty and community-based preceptors, preparing them for professional careers in public health.

## GSPH 594, Additional Field Practicum Experience, 1-5 Units

This field practicum elective gives students the opportunity to complete additional hours of practicum experience, allowing them to directly apply course content, public health knowledge, and skills acquired from the MPH program, under the guidance and supervision of faculty and community-based preceptors. This experience enriches classroom activity with practical understanding, and give students the chance to demonstrate an integration of coursework into a real-world setting, preparing them for a professional career in public health.
**Prerequisite:** GSPH 593

## GSPH 595, Special Topics in Public Health, 1-6 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.
**Prerequisite:** Graduate standing

## GSPH 597, Capstone, 1 Unit

This guided-study course provides a summative experience for completion of the Master in Public Health program and guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge from course work throughout the program to the solution of a major public health problem in this culminating project. Each graduate candidate will identify a unique health problem in an actual healthcare setting to address, perform a thorough review and synthesis of current literature, select an appropriate theoretical framework, and develop a creative and innovative solution to the problem. Candidates will meet regularly throughout the semester with course faculty to prepare for and discuss their progress and will submit their work for publication or comparable external review format at the end of the semester.
**Prerequisite:** Completion of all Academic Core and Specialty courses

## GSPH 598, Thesis, 1 Unit

This course is the second part of a two-course sequence (after GSPH 514 Research Proposal Writing) that supports student development of a thesis in the Master of Public Health program. The thesis has served as an option to the master's capstone project.
**Prerequisite:** GSPH 514

## GSPH 599, Readings in Public Health, 1-3 Units

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. This course is an independent study, arranged with a faculty member of the Department of Public Health.
**Prerequisite:** Graduate standing

## GSPH 613, Graduate Statistics, 3 Units

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.
**Prerequisite:** Undergraduate statistics and biology courses.

## GSPH 615, Grant Writing, 3 Units

This course gives students an opportunity to identify funding needs of nonprofit organizations, research and identify potential grant sources, and learn how to write a competitive grant proposal. Students learn the components of grant proposals, and acquire technical knowledge on designing supporting documents such as project timelines, logic models, work plans, and budgets.

## MHA 560, Strategic Leadership in Health Care, 3 Units

Students in this course develop knowledge, skills, and attitudes about leadership across the healthcare continuum as they consider the professional role of the healthcare administrator from leadership and management perspectives. Areas of emphasis include leadership theory, structure of healthcare institutions, systems thinking and decision making, and performance improvement including quality and safety issues, risk management, and effective communication skills. Application of business skills is integrated, and students consider the theoretical and research background, current issues and trends, and leadership and administrative implications of specific topics.
**Prerequisite:** Admission to the M.S. in Healthcare Administration program.

## MHA 570, Quality Management, 3 Units

The course focuses on the conceptual foundation of healthcare quality, systems thinking, and the principles of healthcare quality management that include measurement, assessment, and improvement. Students use improvement models, apply tools and process techniques to communicate organizational, clinical, and safety outcomes. The integration of evidence for organizational decision-making with quality improvement processes serve as the framework for students to create a data-driven, quality management project plan. Students incorporate practical solutions to craft measurable expectations, realistic timelines, and an organized project management approach for direct application.
**Prerequisite:** PADM 512

## MHA 571, Integrative Theories of Innovation in Health Care, 3 Units

This course helps student identify and develop skills in producing lasting innovations in healthcare settings. Course material builds on past theories of change, such as those by Lewin and Kotter, and includes other theories that support and sustain organizational change. It also features content on Rogers' diffusion of innovation theory, disruptive innovation, and strategies to promote the adoption of innovation.

## MHA 574, Global Field Study in Health Care, 3 Units

This course provides a framework for graduate students to engage in field study in various countries around the world. Students participate in organizational assessment visits to healthcare organizations locally and globally to discuss the role of the administrator and how they apply and practice leadership, management, and change principles, concepts, and theories covered in the graduate curriculum. The global competency domains for healthcare leaders - leadership, communication and relationship management, professional and social responsibility, health and the healthcare environment, and business - are explored as part of the healthcare management profession.

## MHA 580, Administrative Practicum, 2 Units

This course gives students the opportunity to experience the role of the healthcare administrator. Each student chooses an individualized administration practicum in a specific area of emphasis, approved and monitored by the faculty member and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth, and students focus on the context for enacting the role of an administrator in a healthcare delivery system.
**Prerequisite:** All Academic Core and Administrative courses; MHA 597 can be taken concurrently.

## MHA 586, Healthcare Analytics, Big Data, and Applied Statistics, 3 Units

This course is an introduction to healthcare data science and analysis that builds knowledge of the technical infrastructure, sources, and storage of electronic data. Statistical analysis, data mining, text analytics, and predictive analytics are explored to frame questions and inform decision making. Students utilize different information retrieval methods to answer clinical and operational questions by performing simple data analysis and visualization of healthcare data. Strategies are discussed for how to optimally use data and glean knowledge from within big data to advance healthcare organizations and demonstrate value. Students also explore Christian worldview principles demonstrating ethical data use in health informatics that respects the dignity and uniqueness of others, and the security and privacy of data.
**Prerequisite:** MHA 596

## MHA 595, Special Topics, 3 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.

## MHA 596, Foundations of Healthcare Informatics, 3 Units

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision-making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

## MHA 597, Capstone, 1 Unit

Students integrate prior learning through the formulation of a case report providing strategic direction to a healthcare organization. The completed strategic plan demonstrates integration of theoretical, clinical, and research knowledge from coursework throughout the program, and is applied to a healthcare problem in an actual healthcare setting: Students perform a SWOT analysis, a review and synthesis of current literature, select an appropriate theoretical framework, determine solutions to the problem, and develop an implementation plan. Students also create an electronic professional portfolio to highlight competencies gained throughout the program. Course success is dependent upon the candidate's ability to clearly identify a healthcare problem and develop an evidence-based solution. Participation in writing assignments is required for successful completion of this course. The responsibility for deep exploration of the chosen scenario and preparation for writing the case report rests with each candidate.
**Prerequisite:** All Academic Core and Administrative courses must be completed; MHA 580 may be taken concurrently.

## MHA 599, Readings in Healthcare Administration, 1-3 Units

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation.

## RNRS 221, Health Assessment, 3 Units

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built.

## RNRS 272, Professional Concepts in Nursing, 4 Units

This course is designed to provide an introduction to theories, concepts and roles that help define the profession of nursing. Utilization of the nursing process to provide safe care is analyzed. Concepts of informatics, group dynamics, conflict/management, and techniques to analyze and solve problems are examined. Evidence based nursing practice is introduced through instruction in Library/data base searches.

## RNRS 298, Communication and Teamwork in Patient and Family Centered Care, 3 Units

This elective course is designed to simulate and enhance clinical experiences for the inexperienced graduate licensed RN entering the RN to BSN Accelerated Degree Program. Thirty-six hours of clinical experience will be completed in a healthcare setting with a preceptor. Concepts related to communication and teamwork are emphasized.
**Prerequisite:** Admission requirements for admission into the RN-BSN program apply

## RNRS 299, Transition to Professional Practice, 3 Units

This is a bridge course designed to be taken by inexperienced licensed RNs who are admitted to the RN to BSN program. Completion of the course provides the new RN experience with effective decision making skills related to clinical judgment and performance in the clinical setting as well as ways to incorporate evidence based interventions in the practice setting. This course includes a clinical/simulation component with participation in an online post conference discussion board.
**Prerequisite:** RNRS 298

## RNRS 307, Theoretical Frameworks in Nursing, 3 Units

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models.

## RNRS 321, Health Assessment, 5 Units

This course develops the nursing student's history taking and assessment skills across the life span. Analysis of health data and identification of risks, including genetics and genomics in specific groups, are emphasized. Culturally sensitive interventions and evidence-based practice are discussed to reduce risk and promote health.

## RNRS 327, Nursing Research and Statistics, 4 Units

This course introduces the steps in the nursing research process, with emphasis on principles and methods. Basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses are addressed. Current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored.
**Prerequisite:** The RN-BSN program is designed with a specific course sequence determined by the School of Nursing. A progression schedule is reviewed by the student and advisor after program acceptance. Courses must be taken in the assigned sequence.

## RNRS 358, Writing 3: Evidence-Based Practice in Nursing and Healthcare, 3 Units

The focus of this course is to integrate evidence-based clinical practice into the current healthcare systems. The student will review and evaluate the clinical and research literature for application to practice. The process of an integrative literature review and the development of writing skills specific to the discipline of nursing will be conducted. Select research designs frequently used in practice settings will be explored. Quality improvement strategies, methods and issues will be discussed and applied to practice. Meets the General Studies Writing Three requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2, Current enrollment in the RN to BSN Program is required

## RNRS 368, Pathophysiology, 5 Units

This course presents an introduction to alterations in health status across the life span and their applications to nursing practice. Major pathophysiologic concepts are explored using a body systems approach. Theories relating to etiology, pathogenesis, and clinical manifestations are used to study selected disease processes. Mechanisms causing alterations in cellular function and environment, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, genetics processes, and neuroendocrine control of the body are included. Concepts from anatomy and physiology courses are considered prerequisite and provide the foundation for exploring human dysfunction.

## RNRS 396, Professional Practice: Ethics, Issues, and Spirituality in Health Care, 6 Units

This course focuses on the examination and application of the religious, theological, philosophical, and cultural foundations of ethics in professional nursing practice. Participants develop knowledge and skills in ethical decision making that are theoretically sound, evidence based, holistic, and applicable to current healthcare issues. The course also addresses the expanding roles and responsibilities of professional nurses in meeting the healthcare needs of a dynamic society, with attention to the spiritual formation of nurses. *Meets the General Education Requirement: UP Bible Requirement.*
**Prerequisite:** The RN-BSN program is designed with a specific course sequence determined by the School of Nursing. A progression schedule is reviewed by the student and advisor after program acceptance. Courses must be taken in the assigned sequence.

## RNRS 412, Spiritual Formation and the Profession of Nursing, 3 Units

This course guides students as they examine and articulated the Christian worldview, which can be applied personally and to the broader issues of society. This knowledge allows the students to develop and implement an integrated approach to nursing and the common good, and formulate responses to the worldview aspect of current professional and social issues.

## RNRS 448, Leadership in Health Care Settings, 6 Units

This course presents concepts of organizational and systems leadership and management. Today's health care systems related to patient safety are addressed. The content examines inter-professional teamwork and collaboration, shared decision making, and major nursing roles. The quality improvement process is investigated as to its ability to continuously improve the quality & safety of the health care system. The relationship between the health care system's effectiveness and individual performance in securing patient safety and quality outcomes are identified. Integration of EBP with clinical practice and the role of Informatics to communicate, manage knowledge, mitigate error, and support decision making are developed. Health care policy, finance, and regulatory agency/environments are examined. Ninety hours of practicum are required to establish competency in this course.
**Prerequisite:** Enrollment in the RN to BSN Program

## RNRS 449, Theory and Practice in Community Health Settings, 6 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care in included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory is emphasized.

## RNRS 458, Writing 3: Evidence-Based Practice, Theory, and Clinical Pathways, 5 Units

The focus of this course is exploration and integration of the evidence-based practice (EBP) process, including EBP implementation and critique of clinical pathways within individual organizations, and the role of informatics in health care and its importance in evidence-based practice. Theoretical nursing and nonnursing models are reviewed, with a focus on examining how theoretical principles are reflected in professional practice. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

## RNRS 469, Improving Patient Outcomes: Quality, Safety, and Risk Management, 5 Units

The focus of this course is the implementation of quality and safety mechanisms into clinical practice to improve patient outcomes. Utilizing national standards for quality and safety in health care, students examine initiatives necessary to improve patient outcomes. Concepts of informatics, patient-centered care, leadership, inter- and intraprofessional teamwork, collaboration, and communication are addressed.

## RNRS 479, Population Health and Public Health Nursing, 4 Units

This course focuses on population-based public health nursing practice. The assessment of systematic differences in outcomes across populations, including the complexity of interactions among health determinants (such as social environment, resource allocation, and biological pathways), provides the foundation for public health nursing practice. Exploration of how these determinants exert their influence over time and throughout the life cycle, with variations in their patterns of occurrence (including health inequities and inequalities), is central to the course. The role of the public health nurse in assessing and understanding health systems and the health status of a population is emphasized.
**Corequisite:** RNRS 482P

## RNRS 480, Community Health and Care Transitions, 4 Units

This course builds on the concepts of population health and public health nursing and describes the interaction of the nurse and the client in the home and in the community. Given an assessment of a community's priority health needs, students use course content to identify change-agent functions to promote and preserve health and to prevent disease and disability. All levels of prevention for the individual, family, and community system are addressed as community health nursing interventions. Course topics include the role of community health nursing in supporting care transitions across varied clinical and community settings, legal and regulatory considerations, and ethical issues related to community health.
**Prerequisite:** RNRS 479;
**Corequisite:** RNRS 482P

## RNRS 482P, Clinical Practicum, 2 Units

This course is the clinical component to RNRS 479 Population Health and Public Health Nursing and RNRS 480 Community Health and Care Transitions. The focus of this course is on students implementing the systematic assessment of a community health population and creating an intervention that supports health promotion and disease prevention. Students develop a strategy for change, guided by epidemiological evidence and an understanding of the complex determinants of health, for implementation in collaboration with community resources and other health professionals.
*Meets the General Education Requirement: Integrative and Applied Learning.*
**Corequisites:** RNRS 479 and RNRS 480

## RNRS 495, Special Topics in Nursing, 1-4 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. This course may be repeated for credit as the topic varies.

## RNRS 497, Ethics and Issues in Health Care, 4 Units

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, which confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, education of the health care professional, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue, which meets the senior writing requirement. Each week there is a discussion period around ethical concerns, which correlates to the material presented in class.

## RNRS 499, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## UNRS 105, Foundations in Professional Nursing/Aging, 6 Units

Lecture 3 units; Clinical practicum 3 units (135 hours/semester) This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills needed to provide healthcare to the healthy aging and hospitalized adult and aging client utilizing the nursing process to plan care based on human needs, problems of immobility, and pain.
Special Fee Applies
**Prerequisite:** Acceptance into the Nursing Program.
**Corequisite:** UNRS 105P (Practicum)

## UNRS 105P, Foundations in Professional Nursing - Practicum, 0 Units

UNRS 105 Clinical Practicum
**Corequisite:** UNRS 105; Acceptance into the nursing program

## UNRS 106, Foundations of Professional Nursing/Aging, 6 Units

This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills needed to provide health care to the healthy aging and hospitalized adults and aging, utilizing the nursing process to plan care based on human needs, problems of immobility, and pain.
**Corequisite:** UNRS 106P

## UNRS 106P, Foundations of Professional Nursing/Aging Practicum, 0 Units

UNRS 106 Clinical Practicum
**Corequisite:** UNRS 106

## UNRS 107, Foundations of Professional Nursing, 4 Units

This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills utilizing the nursing process to plan and provide care based on human needs, problems of immobility, and pain.
**Corequisite:** UNRS 107P

## UNRS 107P, Foundations of Professional Nursing Practicum, 0 Units

This is the Practicum component of the Foundations of Professional Nursing course.
**Corequisite:** UNRS 107

## UNRS 108, Fundamentals in Nursing Practice, 2 Units

This is an experiential learning course designed to teach basic nursing skills in a clinical skills or simulation laboratory setting to prepare students to deliver safe and patient-focused nursing care. Utilizing the nursing process, students perform basic skills in assessment, patient care across the admission-discharge continuum, documentation, patient-family teaching, and infection control.

## UNRS 113, Pharmacology, 2 Units

Lecture, 2 units This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.
**Prerequisite:** Acceptance into the nursing program

## UNRS 120, Fundamentals of Human Nutrition, 3 Units

This lecture course focuses on principles of human nutrition, including nutrient functions, metabolism, and changing needs across the life span. Students also explore nutrient deficiency and toxicity signs and symptoms, along with implications of a poor diet on the development of chronic disease. Various nutrient analysis methods are used.

## UNRS 212, Nursing Care of Adults and the Aging, 6 Units

This course involves application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. The nursing process is utilized to provide care to one or two clients within the healthcare delivery system of an acute hospital, skilled nursing facility, or transitional care unit, and extending to the community. Lecture: 3 units; clinical practicum: 3 units (135 hours/semester).
Special Fee Applies
Acceptance into the nursing program; corequisite: UNRS 212P.

## UNRS 212P, Nursing Care Of Adults/Aging Practicum, 0 Units

UNRS 212 Clinical Practicum
**Corequisite:** UNRS 212

## UNRS 220, Health Assessment, 3 Units

Lecture, 2 units; Laboratory, 1 unit (45 hours): This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical-examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. RNs take this course in the summer.
Special Fee Applies
**Corequisite:** UNRS 220L; Must be accepted into the Nursing Program.

## UNRS 240, Medical Spanish, 2 Units

This medical Spanish class is designed especially for nursing. Practical Spanish communication in real-life medical situations for beginners is emphasized. Pronunciation, intonation, and structure of Spanish within a framework designed to develop basic listening, speaking, reading and writing skills will be taught. Special cultural presentations supplement language study.

## UNRS 260, Nutrition, 2 Units

Students in this lecture course explore the foundations of nutrition in the prevention of chronic disease. Course material covers the pathophysiology of various disease states and appropriate medical nutrition therapy, as well as nursing's role in nutrition assessment with respect to patient weight change, intake adequacy, gastrointestinal symptoms affecting nutrient absorption, and activities of daily living. Students perform dietary recalls, nutrient analyses, and anthropometric assessments, and learn about evidence-based nutrition care for gastrointestinal diseases, cardiovascular diseases, diabetes, metabolic syndrome, energy balance and weight control, bone disease, and renal disease. Through case studies, students learn about alternate feeding methods and issues surrounding drug/nutrient interactions. Students also have opportunities to educate the community through presentations on the prevention of disease through nutrition.
**Prerequisite:** CHEM 123 or PRCH 123 or department approval if a non-nursing major

## UNRS 270, Professional Concepts in Nursing, 3 Units

This course provides an introduction to the theories and concepts of professional nursing. The nursing process is presented and utilized as the basis for planning quality and safe patient care in various healthcare settings. Current issues and trends in nursing are discussed, the role of nursing in the health care delivery system, and concepts of evidence-based practice, informatics, group dynamics, conflict/management, and techniques to analyze and solve problems are examined.
**Prerequisite:** Acceptance into the nursing program

## UNRS 271, Theories and Concepts in Professional Nursing, 2 Units

This course provides an introduction to the theories and concepts of professional nursing. The nursing process is presented and utilized as the basis for planning care as applied to patients. The content also includes discussion of current issues and trends in nursing and compilation of a professional portfolio.
**Prerequisite:** Acceptance into the nursing program

## UNRS 280, Life Cycle Nutrition, 3 Units

This lecture course examines nutrient needs of individuals throughout various life stages: preconception, pregnancy, lactation, infancy, preschool years, middle childhood, pre-adolescence, adolescence, adulthood, and late adulthood. Students learn the changing nutrient requirements through the life cycle and apply this knowledge through special topic presentations and in the development of teaching tools that can be used for public education audiences. This is a service-learning course.
**Prerequisite:** BIOL 101, CHEM 123, PSYC 290, and UNRS 120

## UNRS 281, Introduction to Global Health Care, 1 Unit

This course uses a seminar or online format to introduce students to major aspects of the global healthcare experience, such as developing an understanding of the expectations and responsibilities related to international travel, an appreciation of other cultures, their integration into another culture, their in-country experience, and their re-entry into their home country.

## UNRS 282, Transcultural Health Care: Country Specific, 2-4 Units

Students in this course participate in a short-term study-away nursing experience in order to begin understanding theoretically based transcultural healthcare practices. A seminar format is utilized to stimulate discussion regarding health-related issues specific to the geographical area of study and to assist students in the formulation of personal perspectives and individual cultural values that promote high-quality professional nursing practice worldwide. Students participate as members of a healthcare team in a variety of nursing-specific learning opportunities. Lecture, 1 unit; clinical practicum, 1-3 units (45-135 hours/semester).
Special Fee Applies

## UNRS 282P, Transcultural Health Care: Country Specific- Practicum, 0 Units

UNRS 282 Clinical Practicum
**Prerequisite:** UNRS 105, UNRS 113, UNRS 220; Corequisite UNRS 282
UNRS 105, UNRS 113, UNRS 220; Corequisite UNRS 282

## UNRS 299, Statistics and Data Management for Nursing and Health Care, 3 Units

This course covers basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses and students pursuing healthcare professions. Among the topics covered are graphing, measures of central tendency and variability, the normal curve, hypothesis testing, correlation and regression, and topics in probability that can be applied in real-world situations. *Meets the General Education Requirement: Quantitative Literacy (Math).*
**Prerequisite:** MATH 95 or an appropriate score on the APU mathematics proficiency exam or SAT Math score of 540 or ACT Math score of 23. Admission to the School of Nursing, or Pre-Admitted Nursing status and admission to the Honors College.

## UNRS 300, Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition, 3 Units

This course provides an introduction to therapies currently used as complements to Western medicine. Emphasis is on naturopathic medicine and biologically based therapies such as foods, special diets, herbal remedies, and dietary supplements. The course reviews potential risks and interactions between conventional and complementary and alternative therapies. The course examines agencies devoted to informing and protecting consumers and health care practitioners.
**Prerequisite:** BIOL 101 or BIOL 151, and CHEM 123. Instructor permission required if non-nursing major.

## UNRS 306, Writing 2: Theoretical Frameworks in Nursing, 3 Units

Students in this course learn to utilize a variety of genres of scientific writing while exploring, integrating, and applying theoretical models of stress, development, and health care adaptation to nursing practice. Students examine writing samples from various methodological perspectives and practice a variety of writing styles and forms of argument considered persuasive in the sciences. They also develop basic proficiency in the use of APA style. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** C- or better in PRWR 110; acceptance into the nursing program.

## UNRS 310, Mental Health Nursing, 4 Units

Lecture 2 units, Clinical practicum 2 units (90 hours); This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of patients with acute and chronic psychiatric disorders. Short-term evaluation and treatment experiences are offered utilizing milieu, individual, group, and family therapy.
Special Fee Applies
**Corequisite:** UNRS 310P; Must be accepted into the Nursing Program

### UNRS 310P, Mental Health Nursing Practicum, 0 Units
UNRS 310 Clinical Practicum
**Prerequisite:** Co-Requisite: UNRS 310

### UNRS 312, Nursing Management of Adults, 3 Units
Lecture, 1 unit; Clinical practicum, 2 units (90 hours/semester): This course continues the application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. Emphasis is on the application of concepts of pathophysiology and pharmacology to the nursing management of acute and chronically ill patients in the medical-surgical setting.
Special Fee Applies
**Corequisites:** UNRS 312P, UNRS 313 and UNRS 313P; Must be accepted into the Nursing Program.

### UNRS 312P, Nursing Management of Adults Practicum, 0 Units
UNRS 312 Clinical Practicum
**Corequisites:** UNRS 312, UNRS 313 and UNRS 313P

### UNRS 313, Restorative Nursing, 4 Units
Lecture 2 units; Clinical practicum 2 units (90 hours/semester); This course focuses on the care of an adult or geriatric client with a chronic health problem. The mental health and spiritual concepts are emphasized. Students are assigned to a rehabilitation or restorative setting.
Special Fee Applies
**Corequisites:** UNRS 312, UNRS 312P and UNRS 313P; Must be accepted into the Nursing Program

### UNRS 313P, Restorative Nursing Practicum, 0 Units
UNRS 313 Clinical Practicum
**Corequisites:** UNRS 312, UNRS 312P and UNRS 313

### UNRS 314, Nursing Management and Restorative Care of Adults, 6 Units
This course builds on prior knowledge of biological, psychosocial, and spiritual concepts to help adult and aging clients experiencing the stress of an acute or chronic alteration in physical health. Emphasis is on the application of concepts of pathophysiology and pharmacology to the nursing management of acute and chronically ill patients in medical-surgical and rehabilitative or restorative settings.
**Corequisite:** UNRS 314P

### UNRS 314P, Nursing Management and Restorative Care of Adults Practicum, 0 Units
UNRS 314 Clinical Practicum
**Corequisite:** UNRS 314

### UNRS 320, Cultural Aspects of Food and Nutrition, 3 Units
Students in this course examine the foodways of people around the world, exploring the health benefits and practices of various cultures, along with how the industrialization of food influences nutrition content and pricing of food. Course material also covers the effects of famine on life expectancy and how one's environment or living situation limits access to food. A food lab is included, giving students an opportunity to prepare, taste, and realize a country's particular etiquette practices when dining. Course requires field trips. This is a service-learning course.
**Prerequisite:** UNRS 120, SOC 358, GLBL 201; GLBL 260 or COMM 260

### UNRS 367, Pathophysiology, 3 Units
Lecture, 3 hours: This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
**Prerequisite:** Acceptance into the nursing program

### UNRS 382, Community Health Nursing, 3 Units
This course focuses on the study of principles and practices involved in community health nursing, with emphasis on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaboration with community-based organizations and services that provide health promotion, disease prevention, maintenance during chronic illness, and client education services to individuals, families, and aggregates is an essential component of this course. A review of legal mandates and regulations specific to community-based care, analysis of the healthcare needs within a community, and exploration of issues such as liberty, equality, terrorism, crisis, and disasters are included. Lecture, 1 unit (1 hour/week); clinical practicum, 2 units (90 hours/semester). *Meets the General Education Requirement: Civic Knowledge and Engagement.*
Special Fee Applies
**Prerequisite:** Acceptance into the Nursing Program;
**Corequisite:** UNRS 382P

### UNRS 382P, Community Health Nursing Practicum, 0 Units
UNRS 382 Clinical Practicum
**Corequisite:** UNRS 382

## UNRS 383, International Health Nursing, 3-5 Units

This course focuses on clinical observation of and participation in international healthcare settings, using a cross-cultural educational experience to give students a global perspective of healthcare issues. Students develop intercultural competence as they engage with people from diverse cultures with compassion and respect, and foster a commitment to global service, scholarship, and boundary-crossing community. Lecture, 1 unit; clinical practicum, 2-4 units. *Meets the General Education Requirement: Intercultural Competence.*
Special Fee Applies
Acceptance into the nursing program; corequisite: UNRS 383P.

## UNRS 383P, International Health Nursing Practicum, 0 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in international health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of healthcare issues. In addition, it will provide opportunities to develop intercultural competence and foster a commitment to global service, scholarship, and boundary-crossing community.
**Prerequisite:** Acceptance into the nursing program

## UNRS 384, Urban/Rural Health Nursing, 3-5 Units

This course focuses on clinical observation of and participation in urban/rural healthcare settings, using a cross-cultural educational experience to give students a broader perspective of healthcare issues. Students develop intercultural competence as they engage with people from diverse cultures with compassion and respect, and foster a commitment to service, scholarship, and boundary-crossing community in vulnerable urban/rural populations. Lecture, 1 unit; clinical practicum, 2-4 units. *Meets the General Education Requirement: Intercultural Competence.*
Acceptance into the nursing program; corequisite: UNRS 384P.

## UNRS 384P, Urban Health Nursing Practicum, 0 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in urban health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of healthcare issues. In addition, it will provide opportunities to develop intercultural competence and will foster a commitment to service, scholarship, and boundary-crossing community in vulnerable urban populations.
**Prerequisite:** Acceptance into the nursing program

## UNRS 386, Population and Community Health Nursing, 6 Units

This course focuses on population-based public health and community health nursing practice. The purpose is to broaden the student's worldview through a cross-cultural educational experience and gain a more global perspective of complex health care issues through civic engagement and collaboration with various clinical settings, community-based and global health care organizations that provide health promotion, disease prevention, maintenance, and support care transitions during chronic illness. All levels of prevention for the individual, family, and community systems are addressed through population-based public health and community health nursing assessment, evaluation, and interventions including client education services to individuals, families and aggregates from diverse cultures. *Meets the General Education Requirement: Intercultural Competence, Civic Knowledge and Engagement.*
Special Fee Applies
**Corequisites:** UNRS 386P

## UNRS 386P, Population and Community Health Nursing Practicum, 0 Units

This course focuses on population-based public health and community health nursing practice. The purpose is to broaden the student's worldview through a cross-cultural educational experience and gain a more global perspective of complex health care issues through civic engagement and collaboration with various clinical settings, community-based and global health care organizations that provide health promotion, disease prevention, maintenance, and support care transitions during chronic illness. All levels of prevention for the individual, family, and community systems are addressed through population-based public health and community health nursing assessment, evaluation, and interventions including client education services to individuals, families and aggregates from diverse cultures.
**Corequisites:** UNRS 386

## UNRS 402, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

Lecture, 2 units; Clinical practicum, 2 units (90 hours/semester): This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Birth preparation, prenatal care, intrapartal, normal neonatal, and postpartum care with concurrent clinical experiences are introduced.
Special Fee Applies
**Corequisite:** UNRS 402P; Must be accepted into the Nursing Program.

## UNRS 402P, Nursing Care in Maternal, Newborn, and Women's Health Practicum, 0 Units

## UNRS 403, Leadership and Management in Professional Practice, 2 Units

Theory, 2 hours. This course emphasizes leadership and management theory in a number of applications and health care settings. It assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the health care settings are presented with an emphasis on critical thinking, character development and leadership competencies, quality outcomes, and safety goal achievement for optimal patient care.
**Prerequisite:** Acceptance into the Nursing Program. Note: Per the progression schedule for the Traditional BSN program students, UNRS403 is taken in the same semester as UNRS404/404P and UNRS402/402P.

## UNRS 404, Nursing Care of Children and Young Adults, 4 Units

Lecture, 2 units; Clinical practicum, 2 units (90 hours/semester): This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship of the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.
Special Fee Applies
**Corequisites:** UNRS404P; Must be accepted into the Nursing Program. Note: Per the progression schedule for the Traditional BSN program students, UNRS403 is taken in the same semester as UNRS404/404P and UNRS402/402P.

## UNRS 404P, Nursing Care of Children and Young Adults Practicum, 0 Units

## UNRS 411, Advanced Nursing Care of Adults and the Aging, 5 Units

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The area of focus is caring for critically ill clients and their families with complex health needs in a critical-care setting. Legal and ethical issues related to acute care are included. Lecture, 2 units; clinical practicum, 3 units (135 hours/semester).
Special Fee Applies
**Corequisite:** UNRS 411P

## UNRS 411P, Advanced Nursing Care of Adults & Aging - Practicum, 0 Units

## UNRS 412, Clinical Residency Nursing, 2 Units

This clinical residency is an experiential component designed as a collaborative partnership between the School of Nursing and selected healthcare settings. This residency is planned to ease the role transition from a student nurse to a beginning professional nurse. In addition, it enhances the skill and practice knowledge of the student in preparation for the NCLEX-RN examination. Clinical practicum, 90 hours/semester. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Corequisites:** UNRS 411 and UNRS 411P

## UNRS 414, Advanced Nursing Care of Adults, 6 Units

This course involves the application of pathophysiological, psychosocial and spiritual concepts to adult and geriatric clients experiencing the stress of acute illness. The primary focus is on caring for and managing care of critically ill clients and their families with complex health needs in a critical care setting. Throughout the semester, students prepare for transition to practice as they become more independent and proficient in communicating with and leading the healthcare team. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Corequisite:** UNRS 414P

## UNRS 414P, Advanced Nursing Care of Adults Clinical Practicum, 0 Units

This course is the Clinical Practicum component of the Advanced Nursing Care of Adults course.
**Corequisite:** UNRS 414

## UNRS 425, Nursing Research, 3 Units

Lecture, 3 units: This course introduces the steps in the research process. Emphasis is placed on the principles and methods of the research process, including how this process contributes to the development of nursing knowledge and the improvement of nursing practice. This historical evolution of nursing research is examined and current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored. Students have the opportunity to evaluate selected nursing studies throughout the semester in small groups with faculty input and guidance.
**Prerequisite:** UNRS 299; Must be accepted into the Nursing Program.

## UNRS 436, Fundamentals of Case Management, 3 Units

Theory, 2 units; Practicum, 1 unit: This is an introductory course for senior-level students covering the principles of case management, roles and responsibilities of the case manager, case management tools, plans and methods, issues (including legal ones), and how case management improves patient and hospital outcomes. It is designed to give an overview of what case management is and how a nurse can utilize these tools and skills to advance clinical practices. It is an elective course.
Special Fee Applies
**Prerequisite:** Acceptance into the Nursing Program.
**Corequisite:** UNRS 436P (Practicum)

## UNRS 436P, Fund of Case Mgmt Practicum, 0 Units

## UNRS 444, Clinical Specialization Elective, 1-2 Units

This is a clinical specialty course involving a collaborative partnership with selected community healthcare organizations, an intensive preceptored experience that eases the role transition from student nurse to beginning professional nurse in a specialized setting. This course also enhances the skill and practice knowledge of students in preparation for the RN licensing examination.
**Prerequisite:** One of the following: UNRS 310 (for mental health nursing), UNRS 382 (for community health), UNRS 402 (for obstetrics), or UNRS 404 (for pediatrics). If taken for two units, instructor consent is required.
**Corequisite:** UNRS 411

## UNRS 445, Applied Pharmacology, 2 Units

This course enhances students' ability to apply knowledge acquired in the basic pharmacology course by helping them utilize critical thinking skills at a more advanced level. Emphasis is on the application of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of major drug categories used to manage common patient disorders across the life span in clinical nursing practice.
**Prerequisite:** Acceptance into the nursing program

## UNRS 495, Special Topics in Nursing, 1-4 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development, and/or to develop a particular project. May be repeated for credit as the topic varies.
**Prerequisite:** Acceptance into the nursing program

## UNRS 496, Writing 3: Ethics and Issues in Health Care, 4 Units

This course focuses on the integration of Christian faith, ethical concerns, and issues and trends in health care that nurses encounter in their work life. Students develop their abilities as independent thinkers in order to construct bodies of knowledge, and communicate what they are learning through reading, dialogue, debate, peer critique, presentations, and the development and refinement of written pieces. The capstone project for this course is a comprehensive research paper and formal presentation demonstrating scholarship and readiness to contribute to the nursing profession. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
Special Fee Applies
**Prerequisite:** Senior standing in the School of Nursing; UNRS 306

## UNRS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## UNRS 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Junior or Senior Standing

## UNRS 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

# Baccalaureate Nursing Programs

The School of Nursing baccalaureate programs are accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE/) and approved by the California Board of Registered Nursing (https://www.rn.ca.gov/). The prelicensure programs enable students to apply to take the California Board of Registered Nursing examination for RN licensure, and graduates are eligible to apply for a California Public Health Nurse

(PHN) certificate. The School of Nursing also offers options for the registered nurse (RN) and the licensed vocational nurse (LVN) leading to a Bachelor of Science in Nursing.

**General Education Note:** Nursing majors are not required to take health education as part of their General Education requirements (p. 911). (p. 919)

## Program Options

The School of Nursing offers:

1. Traditional Bachelor of Science in Nursing (BSN) (p. 642)
2. Bachelor of Science in Nursing (BSN) Upper-Division Transfer Program (p. 648)
3. Licensed Vocational Nurse (LVN) to Bachelor of Science in Nursing (BSN) (p. 648)
4. Licensed Vocational Nurse (LVN) to Registered Nurse (RN) (p. 648)
5. Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) Degree Completion Program (p. 651)

NOTE: Students are encouraged to consult with their advisor if they have questions regarding coursework needed to meet graduation requirements.

## Baccalaureate Nursing Programs at a Glance

| Traditional Bachelor of Science in Nursing (BSN) | BSN Upper-Division Transfer Program |
|---|---|
| Designed primarily for recent high school graduates who will be admitted as first-year university students.[1] | Designed for transfer students interested in pursuing a baccalaureate degree in nursing.[1] |
| Based on a cohort model, students are accepted into the program and progress through the curriculum in sequence with an assigned group of students. | Based on a cohort model, students are accepted into the program and progress through the curriculum in sequence with an assigned group of students. |
| All coursework assigned to a specific semester is prerequisite for progression to the next semester. | All coursework assigned to a specific semester is prerequisite for progression to the next semester. |
| **RN to BSN Degree Completion Program** | **LVN to BSN and LVN to RN** |
| Designed specifically for adult learners who have an RN license or are currently enrolled in an ADN program (Bridge to BSN option) and desire to complete their baccalaureate degree while continuing to work. | Two programs are available to the Licensed Vocational Nurse (LVN): the LVN to BSN and LVN to RN (30-unit option). |
| Based on a field-based modular design, cohort module. | Both programs are available on a space-available basis for clinical and didactic coursework. |
| Each student cohort has a primary advisor who provides guidance, direction, and mentorship to enrolled students. | Licensed Vocational Nurses are evaluated on an individual basis. |

[1]     Once accepted into an option, students must remain in that option for the duration of the program.

## Admission to the Bachelor of Science in Nursing (BSN) Programs

Admission to the university does not guarantee admission into the School of Nursing. Students interested in admission into a School of Nursing BSN program must indicate their desire on their application to the university. Students applying to the traditional BSN program should apply through the Office of Undergraduate and International Admissions (https://www.apu.edu/undergraduate-admissions/); students applying to the BSN Upper-Division Transfer Program (BSN Transfer and LVN options) or the RN to BSN program should apply through the Office of Graduate and Professional Admissions (https://www.apu.edu/graduateprofessionalcenter/admissions/).

Applicants will be reviewed by a School of Nursing Admissions Committee for possible admission into the university as well as one of the BSN programs: the traditional program, the BSN Upper-Division Transfer Program (BSN Transfer and LVN options), or the RN to BSN program.

Determinations will be made and two separate letters will be sent to applicants indicating 1) whether they have been accepted into the university and 2) whether they have been accepted into one of the BSN programs. Once accepted into a program, students must remain in that program for the duration of the nursing program.

Applicants who are not accepted into one of the BSN programs may still be admitted to the university. These applicants may consider coursework in preparation for application to the Entry-Level Master of Science in Nursing (ELM) program (p. 711), designed for students who have completed a baccalaureate degree in another major but are interested in pursuing a career in nursing.

**The School of Nursing reserves the right to change the curriculum and degree requirements as deemed necessary. Refer to the School of Nursing Handbook, which includes program-specific guidelines and detailed descriptions of course and program requirements.**

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, assessment, and technical skills) derived from a foundation of nursing science, General Education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, as a leader and/or member of the healthcare team, to manage and coordinate care.

## Courses

### RNRS 221, Health Assessment, 3 Units

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built.

### RNRS 272, Professional Concepts in Nursing, 4 Units

This course is designed to provide an introduction to theories, concepts and roles that help define the profession of nursing. Utilization of the nursing process to provide safe care is analyzed. Concepts of informatics, group dynamics, conflict/management, and techniques to analyze and solve problems are examined. Evidence based nursing practice is introduced through instruction in Library/data base searches.

### RNRS 298, Communication and Teamwork in Patient and Family Centered Care, 3 Units

This elective course is designed to simulate and enhance clinical experiences for the inexperienced graduate licensed RN entering the RN to BSN Accelerated Degree Program. Thirty-six hours of clinical experience will be completed in a healthcare setting with a preceptor. Concepts related to communication and teamwork are emphasized.
**Prerequisite:** Admission requirements for admission into the RN-BSN program apply

### RNRS 299, Transition to Professional Practice, 3 Units

This is a bridge course designed to be taken by inexperienced licensed RNs who are admitted to the RN to BSN program. Completion of the course provides the new RN experience with effective decision making skills related to clinical judgment and performance in the clinical setting as well as ways to incorporate evidence based interventions in the practice setting. This course includes a clinical/simulation component with participation in an online post conference discussion board.
**Prerequisite:** RNRS 298

### RNRS 307, Theoretical Frameworks in Nursing, 3 Units

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models.

### RNRS 321, Health Assessment, 5 Units

This course develops the nursing student's history taking and assessment skills across the life span. Analysis of health data and identification of risks, including genetics and genomics in specific groups, are emphasized. Culturally sensitive interventions and evidence-based practice are discussed to reduce risk and promote health.

### RNRS 327, Nursing Research and Statistics, 4 Units

This course introduces the steps in the nursing research process, with emphasis on principles and methods. Basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses are addressed. Current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored.
**Prerequisite:** The RN-BSN program is designed with a specific course sequence determined by the School of Nursing. A progression schedule is reviewed by the student and advisor after program acceptance. Courses must be taken in the assigned sequence.

### RNRS 358, Writing 3: Evidence-Based Practice in Nursing and Healthcare, 3 Units

The focus of this course is to integrate evidence-based clinical practice into the current healthcare systems. The student will review and evaluate the clinical and research literature for application to practice. The process of an integrative literature review and the development of writing skills specific to the discipline of nursing will be conducted. Select research designs frequently used in practice settings will be explored. Quality improvement strategies, methods and issues will be discussed and applied to practice. Meets the General Studies Writing Three requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2, Current enrollment in the RN to BSN Program is required

## RNRS 368, Pathophysiology, 5 Units

This course presents an introduction to alterations in health status across the life span and their applications to nursing practice. Major pathophysiologic concepts are explored using a body systems approach. Theories relating to etiology, pathogenesis, and clinical manifestations are used to study selected disease processes. Mechanisms causing alterations in cellular function and environment, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, genetics processes, and neuroendocrine control of the body are included. Concepts from anatomy and physiology courses are considered prerequisite and provide the foundation for exploring human dysfunction.

## RNRS 396, Professional Practice: Ethics, Issues, and Spirituality in Health Care, 6 Units

This course focuses on the examination and application of the religious, theological, philosophical, and cultural foundations of ethics in professional nursing practice. Participants develop knowledge and skills in ethical decision making that are theoretically sound, evidence based, holistic, and applicable to current healthcare issues. The course also addresses the expanding roles and responsibilities of professional nurses in meeting the healthcare needs of a dynamic society, with attention to the spiritual formation of nurses. *Meets the General Education Requirement: UP Bible Requirement.*
**Prerequisite:** The RN-BSN program is designed with a specific course sequence determined by the School of Nursing. A progression schedule is reviewed by the student and advisor after program acceptance. Courses must be taken in the assigned sequence.

## RNRS 412, Spiritual Formation and the Profession of Nursing, 3 Units

This course guides students as they examine and articulated the Christian worldview, which can be applied personally and to the broader issues of society. This knowledge allows the students to develop and implement an integrated approach to nursing and the common good, and formulate responses to the worldview aspect of current professional and social issues.

## RNRS 448, Leadership in Health Care Settings, 6 Units

This course presents concepts of organizational and systems leadership and management. Today's health care systems related to patient safety are addressed. The content examines inter-professional teamwork and collaboration, shared decision making, and major nursing roles. The quality improvement process is investigated as to its ability to continuously improve the quality & safety of the health care system. The relationship between the health care system's effectiveness and individual performance in securing patient safety and quality outcomes are identified. Integration of EBP with clinical practice and the role of Informatics to communicate, manage knowledge, mitigate error, and support decision making are developed. Health care policy, finance, and regulatory agency/environments are examined. Ninety hours of practicum are required to establish competency in this course.
**Prerequisite:** Enrollment in the RN to BSN Program

## RNRS 449, Theory and Practice in Community Health Settings, 6 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care in included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory is emphasized.

## RNRS 458, Writing 3: Evidence-Based Practice, Theory, and Clinical Pathways, 5 Units

The focus of this course is exploration and integration of the evidence-based practice (EBP) process, including EBP implementation and critique of clinical pathways within individual organizations, and the role of informatics in health care and its importance in evidence-based practice. Theoretical nursing and nonnursing models are reviewed, with a focus on examining how theoretical principles are reflected in professional practice. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

## RNRS 469, Improving Patient Outcomes: Quality, Safety, and Risk Management, 5 Units

The focus of this course is the implementation of quality and safety mechanisms into clinical practice to improve patient outcomes. Utilizing national standards for quality and safety in health care, students examine initiatives necessary to improve patient outcomes. Concepts of informatics, patient-centered care, leadership, inter- and intraprofessional teamwork, collaboration, and communication are addressed.

## RNRS 479, Population Health and Public Health Nursing, 4 Units

This course focuses on population-based public health nursing practice. The assessment of systematic differences in outcomes across populations, including the complexity of interactions among health determinants (such as social environment, resource allocation, and biological pathways), provides the foundation for public health nursing practice. Exploration of how these determinants exert their influence over time and throughout the life cycle, with variations in their patterns of occurrence (including health inequities and inequalities), is central to the course. The role of the public health nurse in assessing and understanding health systems and the health status of a population is emphasized.
**Corequisite:** RNRS 482P

## RNRS 480, Community Health and Care Transitions, 4 Units

This course builds on the concepts of population health and public health nursing and describes the interaction of the nurse and the client in the home and in the community. Given an assessment of a community's priority health needs, students use course content to identify change-agent functions to promote and preserve health and to prevent disease and disability. All levels of prevention for the individual, family, and community system are addressed as community health nursing interventions. Course topics include the role of community health nursing in supporting care transitions across varied clinical and community settings, legal and regulatory considerations, and ethical issues related to community health.
**Prerequisite:** RNRS 479;
**Corequisite:** RNRS 482P

## RNRS 482P, Clinical Practicum, 2 Units

This course is the clinical component to RNRS 479 Population Health and Public Health Nursing and RNRS 480 Community Health and Care Transitions. The focus of this course is on students implementing the systematic assessment of a community health population and creating an intervention that supports health promotion and disease prevention. Students develop a strategy for change, guided by epidemiological evidence and an understanding of the complex determinants of health, for implementation in collaboration with community resources and other health professionals.
*Meets the General Education Requirement: Integrative and Applied Learning.*
**Corequisites:** RNRS 479 and RNRS 480

## RNRS 495, Special Topics in Nursing, 1-4 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. This course may be repeated for credit as the topic varies.

## RNRS 497, Ethics and Issues in Health Care, 4 Units

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, which confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, education of the health care professional, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue, which meets the senior writing requirement. Each week there is a discussion period around ethical concerns, which correlates to the material presented in class.

## RNRS 499, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## UNRS 105, Foundations in Professional Nursing/Aging, 6 Units

Lecture 3 units; Clinical practicum 3 units (135 hours/semester) This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills needed to provide healthcare to the healthy aging and hospitalized adult and aging client utilizing the nursing process to plan care based on human needs, problems of immobility, and pain.
Special Fee Applies
**Prerequisite:** Acceptance into the Nursing Program.
**Corequisite:** UNRS 105P (Practicum)

## UNRS 105P, Foundations in Professional Nursing - Practicum, 0 Units

UNRS 105 Clinical Practicum
**Corequisite:** UNRS 105; Acceptance into the nursing program

## UNRS 106, Foundations of Professional Nursing/Aging, 6 Units

This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills needed to provide health care to the healthy aging and hospitalized adults and aging, utilizing the nursing process to plan care based on human needs, problems of immobility, and pain.
**Corequisite:** UNRS 106P

## UNRS 106P, Foundations of Professional Nursing/Aging Practicum, 0 Units

UNRS 106 Clinical Practicum
**Corequisite:** UNRS 106

## UNRS 107, Foundations of Professional Nursing, 4 Units

This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills utilizing the nursing process to plan and provide care based on human needs, problems of immobility, and pain.
**Corequisite:** UNRS 107P

## UNRS 107P, Foundations of Professional Nursing Practicum, 0 Units

This is the Practicum component of the Foundations of Professional Nursing course.
**Corequisite:** UNRS 107

## UNRS 108, Fundamentals in Nursing Practice, 2 Units

This is an experiential learning course designed to teach basic nursing skills in a clinical skills or simulation laboratory setting to prepare students to deliver safe and patient-focused nursing care. Utilizing the nursing process, students perform basic skills in assessment, patient care across the admission-discharge continuum, documentation, patient-family teaching, and infection control.

## UNRS 113, Pharmacology, 2 Units

Lecture, 2 units This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.
**Prerequisite:** Acceptance into the nursing program

## UNRS 120, Fundamentals of Human Nutrition, 3 Units

This lecture course focuses on principles of human nutrition, including nutrient functions, metabolism, and changing needs across the life span. Students also explore nutrient deficiency and toxicity signs and symptoms, along with implications of a poor diet on the development of chronic disease. Various nutrient analysis methods are used.

## UNRS 212, Nursing Care of Adults and the Aging, 6 Units

This course involves application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. The nursing process is utilized to provide care to one or two clients within the healthcare delivery system of an acute hospital, skilled nursing facility, or transitional care unit, and extending to the community. Lecture: 3 units; clinical practicum: 3 units (135 hours/semester).
Special Fee Applies
Acceptance into the nursing program; corequisite: UNRS 212P.

## UNRS 212P, Nursing Care Of Adults/Aging Practicum, 0 Units

UNRS 212 Clinical Practicum
**Corequisite:** UNRS 212

## UNRS 220, Health Assessment, 3 Units

Lecture, 2 units; Laboratory, 1 unit (45 hours): This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical-examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. RNs take this course in the summer.
Special Fee Applies
**Corequisite:** UNRS 220L; Must be accepted into the Nursing Program.

## UNRS 240, Medical Spanish, 2 Units

This medical Spanish class is designed especially for nursing. Practical Spanish communication in real-life medical situations for beginners is emphasized. Pronunciation, intonation, and structure of Spanish within a framework designed to develop basic listening, speaking, reading and writing skills will be taught. Special cultural presentations supplement language study.

## UNRS 260, Nutrition, 2 Units

Students in this lecture course explore the foundations of nutrition in the prevention of chronic disease. Course material covers the pathophysiology of various disease states and appropriate medical nutrition therapy, as well as nursing's role in nutrition assessment with respect to patient weight change, intake adequacy, gastrointestinal symptoms affecting nutrient absorption, and activities of daily living. Students perform dietary recalls, nutrient analyses, and anthropometric assessments, and learn about evidence-based nutrition care for gastrointestinal diseases, cardiovascular diseases, diabetes, metabolic syndrome, energy balance and weight control, bone disease, and renal disease. Through case studies, students learn about alternate feeding methods and issues surrounding drug/nutrient interactions. Students also have opportunities to educate the community through presentations on the prevention of disease through nutrition.
**Prerequisite:** CHEM 123 or PRCH 123 or department approval if a non-nursing major

## UNRS 270, Professional Concepts in Nursing, 3 Units

This course provides an introduction to the theories and concepts of professional nursing. The nursing process is presented and utilized as the basis for planning quality and safe patient care in various healthcare settings. Current issues and trends in nursing are discussed, the role of nursing in the health care delivery system, and concepts of evidence-based practice, informatics, group dynamics, conflict/management, and techniques to analyze and solve problems are examined.
**Prerequisite:** Acceptance into the nursing program

## UNRS 271, Theories and Concepts in Professional Nursing, 2 Units

This course provides an introduction to the theories and concepts of professional nursing. The nursing process is presented and utilized as the basis for planning care as applied to patients. The content also includes discussion of current issues and trends in nursing and compilation of a professional portfolio.
**Prerequisite:** Acceptance into the nursing program

## UNRS 280, Life Cycle Nutrition, 3 Units

This lecture course examines nutrient needs of individuals throughout various life stages: preconception, pregnancy, lactation, infancy, preschool years, middle childhood, pre-adolescence, adolescence, adulthood, and late adulthood. Students learn the changing nutrient requirements through the life cycle and apply this knowledge through special topic presentations and in the development of teaching tools that can be used for public education audiences. This is a service-learning course.
**Prerequisite:** BIOL 101, CHEM 123, PSYC 290, and UNRS 120

## UNRS 281, Introduction to Global Health Care, 1 Unit

This course uses a seminar or online format to introduce students to major aspects of the global healthcare experience, such as developing an understanding of the expectations and responsibilities related to international travel, an appreciation of other cultures, their integration into another culture, their in-country experience, and their re-entry into their home country.

## UNRS 282, Transcultural Health Care: Country Specific, 2-4 Units

Students in this course participate in a short-term study-away nursing experience in order to begin understanding theoretically based transcultural healthcare practices. A seminar format is utilized to stimulate discussion regarding health-related issues specific to the geographical area of study and to assist students in the formulation of personal perspectives and individual cultural values that promote high-quality professional nursing practice worldwide. Students participate as members of a healthcare team in a variety of nursing-specific learning opportunities. Lecture, 1 unit; clinical practicum, 1-3 units (45-135 hours/semester).
Special Fee Applies

## UNRS 282P, Transcultural Health Care: Country Specific- Practicum, 0 Units

UNRS 282 Clinical Practicum
**Prerequisite:** UNRS 105, UNRS 113, UNRS 220; Corequisite UNRS 282
UNRS 105, UNRS 113, UNRS 220; Corequisite UNRS 282

## UNRS 299, Statistics and Data Management for Nursing and Health Care, 3 Units

This course covers basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses and students pursuing healthcare professions. Among the topics covered are graphing, measures of central tendency and variability, the normal curve, hypothesis testing, correlation and regression, and topics in probability that can be applied in real-world situations. *Meets the General Education Requirement: Quantitative Literacy (Math).*
**Prerequisite:** MATH 95 or an appropriate score on the APU mathematics proficiency exam or SAT Math score of 540 or ACT Math score of 23. Admission to the School of Nursing, or Pre-Admitted Nursing status and admission to the Honors College.

## UNRS 300, Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition, 3 Units

This course provides an introduction to therapies currently used as complements to Western medicine. Emphasis is on naturopathic medicine and biologically based therapies such as foods, special diets, herbal remedies, and dietary supplements. The course reviews potential risks and interactions between conventional and complementary and alternative therapies. The course examines agencies devoted to informing and protecting consumers and health care practitioners.
**Prerequisite:** BIOL 101 or BIOL 151, and CHEM 123. Instructor permission required if non-nursing major.

## UNRS 306, Writing 2: Theoretical Frameworks in Nursing, 3 Units

Students in this course learn to utilize a variety of genres of scientific writing while exploring, integrating, and applying theoretical models of stress, development, and health care adaptation to nursing practice. Students examine writing samples from various methodological perspectives and practice a variety of writing styles and forms of argument considered persuasive in the sciences. They also develop basic proficiency in the use of APA style. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** C- or better in PRWR 110; acceptance into the nursing program.

## UNRS 310, Mental Health Nursing, 4 Units

Lecture 2 units, Clinical practicum 2 units (90 hours); This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of patients with acute and chronic psychiatric disorders. Short-term evaluation and treatment experiences are offered utilizing milieu, individual, group, and family therapy.
Special Fee Applies
**Corequisite:** UNRS 310P; Must be accepted into the Nursing Program

### UNRS 310P, Mental Health Nursing Practicum, 0 Units

UNRS 310 Clinical Practicum
**Prerequisite:** Co-Requisite: UNRS 310

### UNRS 312, Nursing Management of Adults, 3 Units

Lecture, 1 unit; Clinical practicum, 2 units (90 hours/semester): This course continues the application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. Emphasis is on the application of concepts of pathophysiology and pharmacology to the nursing management of acute and chronically ill patients in the medical-surgical setting.
Special Fee Applies
**Corequisites:** UNRS 312P, UNRS 313 and UNRS 313P; Must be accepted into the Nursing Program.

### UNRS 312P, Nursing Management of Adults Practicum, 0 Units

UNRS 312 Clinical Practicum
**Corequisites:** UNRS 312, UNRS 313 and UNRS 313P

### UNRS 313, Restorative Nursing, 4 Units

Lecture 2 units; Clinical practicum 2 units (90 hours/semester); This course focuses on the care of an adult or geriatric client with a chronic health problem. The mental health and spiritual concepts are emphasized. Students are assigned to a rehabilitation or restorative setting.
Special Fee Applies
**Corequisites:** UNRS 312, UNRS 312P and UNRS 313P; Must be accepted into the Nursing Program

### UNRS 313P, Restorative Nursing Practicum, 0 Units

UNRS 313 Clinical Practicum
**Corequisites:** UNRS 312, UNRS 312P and UNRS 313

### UNRS 314, Nursing Management and Restorative Care of Adults, 6 Units

This course builds on prior knowledge of biological, psychosocial, and spiritual concepts to help adult and aging clients experiencing the stress of an acute or chronic alteration in physical health. Emphasis is on the application of concepts of pathophysiology and pharmacology to the nursing management of acute and chronically ill patients in medical-surgical and rehabilitative or restorative settings.
**Corequisite:** UNRS 314P

### UNRS 314P, Nursing Management and Restorative Care of Adults Practicum, 0 Units

UNRS 314 Clinical Practicum
**Corequisite:** UNRS 314

### UNRS 320, Cultural Aspects of Food and Nutrition, 3 Units

Students in this course examine the foodways of people around the world, exploring the health benefits and practices of various cultures, along with how the industrialization of food influences nutrition content and pricing of food. Course material also covers the effects of famine on life expectancy and how one's environment or living situation limits access to food. A food lab is included, giving students an opportunity to prepare, taste, and realize a country's particular etiquette practices when dining. Course requires field trips. This is a service-learning course.
**Prerequisite:** UNRS 120, SOC 358, GLBL 201; GLBL 260 or COMM 260

### UNRS 367, Pathophysiology, 3 Units

Lecture, 3 hours: This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
**Prerequisite:** Acceptance into the nursing program

### UNRS 382, Community Health Nursing, 3 Units

This course focuses on the study of principles and practices involved in community health nursing, with emphasis on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaboration with community-based organizations and services that provide health promotion, disease prevention, maintenance during chronic illness, and client education services to individuals, families, and aggregates is an essential component of this course. A review of legal mandates and regulations specific to community-based care, analysis of the healthcare needs within a community, and exploration of issues such as liberty, equality, terrorism, crisis, and disasters are included. Lecture, 1 unit (1 hour/week); clinical practicum, 2 units (90 hours/semester). *Meets the General Education Requirement: Civic Knowledge and Engagement.*
Special Fee Applies
**Prerequisite:** Acceptance into the Nursing Program;
**Corequisite:** UNRS 382P

### UNRS 382P, Community Health Nursing Practicum, 0 Units

UNRS 382 Clinical Practicum
**Corequisite:** UNRS 382

## UNRS 383, International Health Nursing, 3-5 Units

This course focuses on clinical observation of and participation in international healthcare settings, using a cross-cultural educational experience to give students a global perspective of healthcare issues. Students develop intercultural competence as they engage with people from diverse cultures with compassion and respect, and foster a commitment to global service, scholarship, and boundary-crossing community. Lecture, 1 unit; clinical practicum, 2-4 units. *Meets the General Education Requirement: Intercultural Competence.*
Special Fee Applies
Acceptance into the nursing program; corequisite: UNRS 383P.

## UNRS 383P, International Health Nursing Practicum, 0 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in international health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of healthcare issues. In addition, it will provide opportunities to develop intercultural competence and foster a commitment to global service, scholarship, and boundary-crossing community.
**Prerequisite:** Acceptance into the nursing program

## UNRS 384, Urban/Rural Health Nursing, 3-5 Units

This course focuses on clinical observation of and participation in urban/rural healthcare settings, using a cross-cultural educational experience to give students a broader perspective of healthcare issues. Students develop intercultural competence as they engage with people from diverse cultures with compassion and respect, and foster a commitment to service, scholarship, and boundary-crossing community in vulnerable urban/rural populations. Lecture, 1 unit; clinical practicum, 2-4 units. *Meets the General Education Requirement: Intercultural Competence.*
Acceptance into the nursing program; corequisite: UNRS 384P.

## UNRS 384P, Urban Health Nursing Practicum, 0 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in urban health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of healthcare issues. In addition, it will provide opportunities to develop intercultural competence and will foster a commitment to service, scholarship, and boundary-crossing community in vulnerable urban populations.
**Prerequisite:** Acceptance into the nursing program

## UNRS 386, Population and Community Health Nursing, 6 Units

This course focuses on population-based public health and community health nursing practice. The purpose is to broaden the student's worldview through a cross-cultural educational experience and gain a more global perspective of complex health care issues through civic engagement and collaboration with various clinical settings, community-based and global health care organizations that provide health promotion, disease prevention, maintenance, and support care transitions during chronic illness. All levels of prevention for the individual, family, and community systems are addressed through population-based public health and community health nursing assessment, evaluation, and interventions including client education services to individuals, families and aggregates from diverse cultures. *Meets the General Education Requirement: Intercultural Competence, Civic Knowledge and Engagement.*
Special Fee Applies
**Corequisites:** UNRS 386P

## UNRS 386P, Population and Community Health Nursing Practicum, 0 Units

This course focuses on population-based public health and community health nursing practice. The purpose is to broaden the student's worldview through a cross-cultural educational experience and gain a more global perspective of complex health care issues through civic engagement and collaboration with various clinical settings, community-based and global health care organizations that provide health promotion, disease prevention, maintenance, and support care transitions during chronic illness. All levels of prevention for the individual, family, and community systems are addressed through population-based public health and community health nursing assessment, evaluation, and interventions including client education services to individuals, families and aggregates from diverse cultures.
**Corequisites:** UNRS 386

## UNRS 402, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

Lecture, 2 units; Clinical practicum, 2 units (90 hours/semester): This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Birth preparation, prenatal care, intrapartal, normal neonatal, and postpartum care with concurrent clinical experiences are introduced.
Special Fee Applies
**Corequisite:** UNRS 402P; Must be accepted into the Nursing Program.

## UNRS 402P, Nursing Care in Maternal, Newborn, and Women's Health Practicum, 0 Units

## UNRS 403, Leadership and Management in Professional Practice, 2 Units

Theory, 2 hours. This course emphasizes leadership and management theory in a number of applications and health care settings. It assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the health care settings are presented with an emphasis on critical thinking, character development and leadership competencies, quality outcomes, and safety goal achievement for optimal patient care.
**Prerequisite:** Acceptance into the Nursing Program. Note: Per the progression schedule for the Traditional BSN program students, UNRS403 is taken in the same semester as UNRS404/404P and UNRS402/402P.

## UNRS 404, Nursing Care of Children and Young Adults, 4 Units

Lecture, 2 units; Clinical practicum, 2 units (90 hours/semester): This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship of the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.
Special Fee Applies
**Corequisites:** UNRS404P; Must be accepted into the Nursing Program. Note: Per the progression schedule for the Traditional BSN program students, UNRS403 is taken in the same semester as UNRS404/404P and UNRS402/402P.

## UNRS 404P, Nursing Care of Children and Young Adults Practicum, 0 Units

## UNRS 411, Advanced Nursing Care of Adults and the Aging, 5 Units

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The area of focus is caring for critically ill clients and their families with complex health needs in a critical-care setting. Legal and ethical issues related to acute care are included. Lecture, 2 units; clinical practicum, 3 units (135 hours/semester).
Special Fee Applies
**Corequisite:** UNRS 411P

## UNRS 411P, Advanced Nursing Care of Adults & Aging - Practicum, 0 Units

## UNRS 412, Clinical Residency Nursing, 2 Units

This clinical residency is an experiential component designed as a collaborative partnership between the School of Nursing and selected healthcare settings. This residency is planned to ease the role transition from a student nurse to a beginning professional nurse. In addition, it enhances the skill and practice knowledge of the student in preparation for the NCLEX-RN examination. Clinical practicum, 90 hours/semester. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Corequisites:** UNRS 411 and UNRS 411P

## UNRS 414, Advanced Nursing Care of Adults, 6 Units

This course involves the application of pathophysiological, psychosocial and spiritual concepts to adult and geriatric clients experiencing the stress of acute illness. The primary focus is on caring for and managing care of critically ill clients and their families with complex health needs in a critical care setting. Throughout the semester, students prepare for transition to practice as they become more independent and proficient in communicating with and leading the healthcare team. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Corequisite:** UNRS 414P

## UNRS 414P, Advanced Nursing Care of Adults Clinical Practicum, 0 Units

This course is the Clinical Practicum component of the Advanced Nursing Care of Adults course.
**Corequisite:** UNRS 414

## UNRS 425, Nursing Research, 3 Units

Lecture, 3 units: This course introduces the steps in the research process. Emphasis is placed on the principles and methods of the research process, including how this process contributes to the development of nursing knowledge and the improvement of nursing practice. This historical evolution of nursing research is examined and current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored. Students have the opportunity to evaluate selected nursing studies throughout the semester in small groups with faculty input and guidance.
**Prerequisite:** UNRS 299; Must be accepted into the Nursing Program.

## UNRS 436, Fundamentals of Case Management, 3 Units

Theory, 2 units; Practicum, 1 unit: This is an introductory course for senior-level students covering the principles of case management, roles and responsibilities of the case manager, case management tools, plans and methods, issues (including legal ones), and how case management improves patient and hospital outcomes. It is designed to give an overview of what case management is and how a nurse can utilize these tools and skills to advance clinical practices. It is an elective course.
Special Fee Applies
**Prerequisite:** Acceptance into the Nursing Program.
**Corequisite:** UNRS 436P (Practicum)

## UNRS 436P, Fund of Case Mgmt Practicum, 0 Units

## UNRS 444, Clinical Specialization Elective, 1-2 Units

This is a clinical specialty course involving a collaborative partnership with selected community healthcare organizations, an intensive preceptored experience that eases the role transition from student nurse to beginning professional nurse in a specialized setting. This course also enhances the skill and practice knowledge of students in preparation for the RN licensing examination.
**Prerequisite:** One of the following: UNRS 310 (for mental health nursing), UNRS 382 (for community health), UNRS 402 (for obstetrics), or UNRS 404 (for pediatrics). If taken for two units, instructor consent is required.
**Corequisite:** UNRS 411

## UNRS 445, Applied Pharmacology, 2 Units

This course enhances students' ability to apply knowledge acquired in the basic pharmacology course by helping them utilize critical thinking skills at a more advanced level. Emphasis is on the application of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of major drug categories used to manage common patient disorders across the life span in clinical nursing practice.
**Prerequisite:** Acceptance into the nursing program

## UNRS 495, Special Topics in Nursing, 1-4 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development, and/or to develop a particular project. May be repeated for credit as the topic varies.
**Prerequisite:** Acceptance into the nursing program

## UNRS 496, Writing 3: Ethics and Issues in Health Care, 4 Units

This course focuses on the integration of Christian faith, ethical concerns, and issues and trends in health care that nurses encounter in their work life. Students develop their abilities as independent thinkers in order to construct bodies of knowledge, and communicate what they are learning through reading, dialogue, debate, peer critique, presentations, and the development and refinement of written pieces. The capstone project for this course is a comprehensive research paper and formal presentation demonstrating scholarship and readiness to contribute to the nursing profession. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
Special Fee Applies
**Prerequisite:** Senior standing in the School of Nursing; UNRS 306

## UNRS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## UNRS 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Junior or Senior Standing

## UNRS 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

# Department of (Traditional) Undergraduate Baccalaureate Program

The Department of (Traditional) Undergraduate Baccalaureate Program is highly respected in the Los Angeles and surrounding communities, with graduates sought after and regarded as equipped and ready to serve with competitive healthcare teams in the industry. This Bachelor of Science in Nursing (BSN) program – considered a prominent program in California - prepares you for a meaningful nursing career. Taught by accomplished, committed faculty who genuinely care, you will gain mastery of knowledge, specific skills, and cutting-edge patient care technology that will enable you to provide high quality nursing care confidently, in ways that model Jesus' passion for serving an underserved, underrepresented, and suffering world with unconditional love.

Our program is based on a cohort model in which classes are offered in-person on the Azusa campus. Nursing courses are assigned sequentially and completed in the Fall and Spring semesters over 4 to 4.5 years.

In addition, we offer unique opportunities that position you for professional success:

- Rigorous curriculum addressing physical, mental, psychosocial, and spiritual needs
- Clinical placement in a wide variety of acute and ambulatory Southern California settings
- Clinical experiences occur each semester over the entire program
- State-of-the-art simulation centers
- Competency-validated skills training
- Global health/study away opportunities of varying duration in different countries
- Several academic Minor options
- Interprofessional Education (IPE) activities engaging pre-med, physical therapy, kinesiology, social work, child life, practical theology, and nursing program participation

## Programs

- BS in Nursing (Traditional) Program (p. 642)
- Minor in International Health Nursing (Traditional BSN) (p. 646)
- Minor in Nutrition (Traditional BSN) (p. 647)

# BS in Nursing (Traditional) Program

69-71 units

Applicants interested in the traditional Bachelor of Science in Nursing program must meet the following admission requirements:

1. Submit an application to the Office of Undergraduate and International Admissions (https://www.apu.edu/undergraduate-admissions/) indicating interest in becoming a nursing major and pursuing the BSN. Include in that application the following information:
   a. Copies of all high school and college transcripts;
   b. Letters of recommendation as required by the university and the School of Nursing;
   c. A one-page statement of professional goals in nursing;
   d. A résumé reflecting volunteer and work experience within the past three years, including leadership positions within volunteer organizations, community service and/or employment where applicable.
2. Complete applicable prerequisite courses with a grade of *B* (3.0) or better, including the following:
   a. One year of high school chemistry (or CHEM 101).
   b. One year of high school biology (or BIOL 101).
   c. Two years of high school math (algebra or geometry) **with** an SAT math score of 540+ or ACT math score of 23+[1] *or* an *A-* or higher in precalculus or *B* or higher in calculus *or* a passing score on the Assessment and Learning in Knowledge Spaces (ALEKS).
3. Submit proof of achieving the minimum high school, college, or university cumulative grade-point average of *B* (3.00).
4. Once a student has received a letter of acceptance into the School of Nursing, proof of the following must be provided prior to the beginning of the first nursing course (UNRS 107):
   a. Successful completion of anatomy with lab (4 units) and chemistry with lab (4 units), with a minimum *B-* (2.7 grade-point average) and no grade lower than a *C* (2.0) in each course; (Note: A student is allowed only one opportunity to repeat a single failed science course to try to raise his/her grade prior to beginning nursing (UNRS) courses). A *B-* (2.7) average must be obtained in all subsequent science coursework with no grade lower than a *C* (2.0) in each science course or the student will not be allowed to progress in his/her UNRS coursework. If a student is unable

to meet the requirements of their conditional admission through the minimum science and overall college grade-point average as stated, the student may be placed on academic probation and will have two subsequent semesters to raise their GPA in order to begin nursing coursework and progress in the nursing program.

b. Once admitted into the nursing program, students must: (1) Overall: Maintain a cumulative GPA of 3.0 (84% or *B*) or higher in all course work, and no lower than a 2.0 (73% or *C*) in any course; (2) Science: Maintain a cumulative GPA of 2.7 (80% or *B-*) in all science courses, and no lower than a 2.0 (73% or *C*) in any science course; (3) Nursing (UNRS): Maintain a cumulative GPA of 2.7 (80% or *B-*) or higher in core nursing courses or the student will be placed on academic probation.

c. Receive credit or waiver for college algebra.

d. WRIT 110 Writing 1: The Art and Craft of Writing.

[1]    APU is waiving the SAT/ACT requirements for admission through the 2022-23 academic year.

## Transfer Students with Nursing Credit/Previous Education Credit

1. Transfer applicants who have completed college nursing courses in nationally accredited nursing or other health care programs are evaluated individually and may be given credit for courses that meet the requirements.

2. Up to 70 units of community college credit and additional units from a university (per registrar's approval) may be transferred. Applicants may petition to have nursing units transferred from a nationally accredited university, but must receive administrative approval for inclusion in total credits. Students may be awarded credit for prior coursework and clinical experience, including military education and experience, through a challenge examination and/or competency testing.

## International Students

International students are required to meet the same academic and admission requirements as other students in addition to the following:

1. International students must complete WRIT 110, one of the four required sciences taken at an accredited U.S. university with a minimum grade of *C* (2.0), and achieve a cumulative grade-point average of *B* (3.0) in all college courses completed at Azusa Pacific University after two semesters of full-time enrollment.

2. The admission requirement for international students with English as a second language (ESL) is a minimum TOEFL score of 80 iBT. The School of Nursing specifies that the TOEFL Test of Written English (TWE) and TOEFL Test of Spoken English (TSE) be included in the TOEFL assessment score as these are critical to success in nursing. If the student has taken the IBT (Internet-Based TOEFL), the required score is 85 percent or better.

If there are no TOEFL scores of written and spoken English, the student will be referred to an English training program for successful completion of evaluation and required testing. If deemed necessary, additional ESL courses may be required. (Information about taking the TOEFL examination can be obtained by contacting APU's International Services (https://www.apu.edu/international/).)

NOTE: Please check with the Office of Undergraduate and International Admissions (https://www.apu.edu/undergraduate-admissions/) regarding residency requirements prior to application.

## Requirements and Sequences for the Traditional BSN Program

All undergraduate nursing programs are designed with a specific course sequence that is determined by the School of Nursing. When each student is accepted into a program, a progression schedule is reviewed by the student and the advisor. Courses must be taken in the assigned sequence.

The Traditional BSN program is based on a cohort model. All coursework assigned to a specific semester is prerequisite for progression to the next semester. Students in the Traditional BSN program begin their nursing coursework either in the fall or spring semesters and continue in sequence for two consecutive semesters per school year. Depending on cohort admission and sequencing of the curriculum, the length of the program may be 4 or 4½ years. The coursework is as follows:

| Code | Title | Units |
|---|---|---|
| UNRS 107 & 107P | Foundations of Professional Nursing and Foundations of Professional Nursing Practicum [1] | 4 (3/1) |
| UNRS 108 | Fundamentals in Nursing Practice | 2 |
| UNRS 113 | Pharmacology | 2 |
| UNRS 212 & 212P | Nursing Care of Adults and the Aging and Nursing Care Of Adults/Aging Practicum | 6 (3/3) |
| UNRS 220 | Health Assessment | 3 (2/1) |
| UNRS 260 | Nutrition | 2 |
| UNRS 299 | Statistics and Data Management for Nursing and Health Care [2] | 3 |
| UNRS 306 | Writing 2: Theoretical Frameworks in Nursing [3] | 3 |

| UNRS 310<br>& 310P | Mental Health Nursing<br>and Mental Health Nursing Practicum | 4 (2/2) |
|---|---|---|
| UNRS 314<br>& 314P | Nursing Management and Restorative Care of Adults<br>and Nursing Management and Restorative Care of Adults Practicum | 6 (3/3) |
| UNRS 367 | Pathophysiology | 3 |
| UNRS 382<br>& 382P | Community Health Nursing<br>and Community Health Nursing Practicum [4] | 3 (1/2) |
| Select one of the following: | | 3-5 |
| UNRS 383<br>& 383P | International Health Nursing<br>and International Health Nursing Practicum [5, 6] | |
| UNRS 384<br>& 384P | Urban/Rural Health Nursing<br>and Urban Health Nursing Practicum [5] | |
| UNRS 402<br>& 402P | Nursing Care in Maternal, Newborn, and Women's Health<br>and Nursing Care in Maternal, Newborn, and Women's Health Practicum | 4 (2/2) |
| UNRS 403 | Leadership and Management in Professional Practice | 2 |
| UNRS 404<br>& 404P | Nursing Care of Children and Young Adults<br>and Nursing Care of Children and Young Adults Practicum | 4 (2/2) |
| UNRS 414<br>& 414P | Advanced Nursing Care of Adults<br>and Advanced Nursing Care of Adults Clinical Practicum [7] | 6 (2/4) |
| UNRS 425 | Nursing Research | 3 |
| UNRS 496 | Writing 3: Ethics and Issues in Health Care [8] | 4 |
| UNRS 445 | Applied Pharmacology | 2 |
| **TOTAL UNITS** | | **69-71** |

[1]   Numbers in parentheses are classroom/clinical or lab units.
[2]   Meets the General Education Quantitative Literacy requirement; may be waived by petition with an AP Stats test score of 3 or greater.
[3]   Meets the General Education Writing 2 requirement.
[4]   Meets the General Education Civic Knowledge and Engagement requirement.
[5]   Meets the General Education Intercultural Competence requirement.
[6]   Must apply to and be selected by the School of Nursing Global and Community Health Committee (GCHC).
[7]   Meets the General Education Integrative and Applied Learning requirement.
[8]   Meets the General Education Writing 3 requirement.

## Additional Nursing Requirements

| Code | Title | Units |
|---|---|---|
| BIOL 220 | General Microbiology | 4 |
| BIOL 200 | Human Anatomy for Nursing (BIOL 200 is equivalent to BIOL 250 ) [1] | 4 |
| BIOL 210 | Human Physiology for Nursing (BIOL 210 is equivalent to BIOL 251) [2] | 4 |
| CHEM 123 | General, Organic, and Biological Chemistry for the Health Sciences (Meets GE requirement of Natural Sciences) [3] | 4 |
| PSYC 110 | General Psychology [4] | 3 |
| PSYC 290 | Human Growth and Development [4] | 3 |
| **Additional General Education Requirements** | | |
| GE 100 | First-Year Seminar [5] | 3 |
| COMM 111 | Public Communication [6] | 3 |
| PE 1XX Fitness for Life/Varsity Sport | | 1 |
| MIN 108 | Christian Life, Faith, and Ministry [7] | 3 |
| WRIT 110 | Writing 1: The Art and Craft of Writing [8] | 3 |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy [7] | 3 |
| UBBL 230 | Luke/Acts [7] | 3 |
| PHIL 100 | Introduction to Philosophy [9] | 3 |
| 3XX/4XX | Bible [10] | 3 |
| THEO 3XX Doctrine Requirement | | 3 |
| Humanities: History | | 3 |

| | |
|---|---:|
| Humanities: Literature | 3 |
| Humanities: Fine Arts | 3 |
| Foreign Language Proficiency [11] | |
| **Total Units** | **59** |

[1] BIOL 200 is equivalent to BIOL 250.
[2] BIOL 210 is equivalent to BIOL 251.
[3] Meets the General Education Natural Sciences requirement.
[4] Meets the General Education Social Sciences requirement.
[5] Meets the General Education Intellectual and Practical Skills requirement.
[6] Meets the General Education Oral Communication requirement.
[7] Meets the General Education Biblical, Theological, and Philosophical Formation requirement.
[8] Meets the General Education Writing 1 requirement.
[9] Meets the General Education Philosophy requirement.
[10] May meet the General Education Upper-Division Bible requirement.
[11] Foreign Language Proficiency requirement may be met by APU proficiency test, SAT, AP, CLEP, FLATS, or OPIc test score, or completion of an APU language course numbered 102 or higher.

## Recommended Nursing Electives for the Traditional Program

| Code | Title | Units |
|---|---|---:|
| UNRS 120 | Fundamentals of Human Nutrition | 3 |
| UNRS 280 | Life Cycle Nutrition | 3 |
| UNRS 281 | Introduction to Global Health Care (Prerequisite for UNRS 282 and UNRS 383) [1] | 1 |
| UNRS 282 & 282P | Transcultural Health Care: Country Specific and Transcultural Health Care: Country Specific- Practicum (1/1-3) | 2-4 |
| UNRS 300 | Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition | 3 |
| UNRS 320 | Cultural Aspects of Food and Nutrition | 3 |
| UNRS 444 | Clinical Specialization Elective | 1-2 |
| UNRS 445 | Applied Pharmacology [2] | 2 |
| UNRS 495 | Special Topics in Nursing | 1-4 |
| KIN 360 | Nutrition for Exercise and Sport Science | 3 |
| SPAN 103 | Elementary Spanish I for Healthcare Professionals [3] | 3 |
| SPAN 104 | Elementary Spanish II for Healthcare Professionals [3] | 3 |
| HIST 235 | Cultural History/Travel Study (Country-Specific) [1,4] | 3 |
| GLBL 425 | Integration and Formation Seminar [1] | 1 |
| MODL 101 | Modern Language I (Introduction to Zulu; South Africa Semester only) [3] | 3 |

[1] Required for School of Nursing Study Away Semester.
[2] Elective course prior to fall 2022.
[3] Meets the General Education Foreign Language requirement.
[4] Meets the General Education Intercultural Competence requirement.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, assessment, and technical skills) derived from a foundation of nursing science, General Education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, as a leader and/or member of the healthcare team, to manage and coordinate care.

# Minor in International Health Nursing (Traditional BSN)

19 units

Students interested in expanding their global perspective on health and nursing care may apply to participate in a short-term transcultural health nursing experience, an international health nursing semester, or the international health nursing minor. Accepted students complete additional coursework, and a study plan is developed by the student and advisor. Contact the School of Nursing for the proposed study plan.

## Requirements

| Code | Title | Units |
|------|-------|-------|
| **Required Courses** | | |
| UNRS 220 | Health Assessment | 3 |
| UNRS 281 | Introduction to Global Health Care | 1 |
| UNRS 282 | Transcultural Health Care: Country Specific [1] | 3 |
| UNRS 383 | International Health Nursing (Country Specific) [2,3] | 5 |
| UNRS 383P | International Health Nursing Practicum | 0 |
| HIST 235 | Cultural History/Travel Study [4] | 3 |
| or HIST 335 | Cultural History/Travel Study | |
| GLBL 425 | Integration and Formation Seminar | 1 |
| **Electives** | | **3** |
| Choose one of the following: | | |
| GLBL 201 | Anthropology for Everyday Life (or GLBL 301 if previously taken) [3] | |
| GLBL 260 | Intercultural Communication (or GLBL 310 if previously taken) [3] | |
| SOC 358 | Human Diversity [3] | |
| UNRS 300 | Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition | |
| UNRS 320 | Cultural Aspects of Food and Nutrition | |
| Choose one of the following if one is not selected from elective list above: | | |
| PHIL 452 | Classical Chinese Ethics [3] | |
| or PHIL 252 | Classical Chinese Ethics | |
| RELG 200 | World Religions [3] | |
| RELG 351 | Islam: The Way of Submission [3] | |
| RELG 352 | Hinduism: Karma, Dharma, and Yoga [3] | |
| RELG 353 | East Asian Religions and Mindfulness [3] | |
| **Total Units** | | **19** |

[1]    This is a short-term study-away experience with the School of Nursing.
[2]    This is a semester-long study-away experience with the School of Nursing.
[3]    Meets the General Education Intercultural Competence requirement.
[4]    HIST 235 meets the General Education Intercultural Competence requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, and technical skills) derived from a foundation of nursing science, general education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, both as a leader and/or a member of the health care team, to manage and coordinate care.

# Minor in Nutrition (Traditional BSN)

18 units

The minor in nutrition is available to any APU student interested in expanding his or her skills in this specialized area of preventative health. Emphasis within this minor is on the four pillars of a healthful lifestyle: physical activity, good diet, healthy choices, and preventative screening—all crucial for national health. Contact the School of Nursing for the proposed study plan, verification of course offerings, and program availability.

## Requirements

| Code | Title | Units |
|---|---|---|
| Fitness for Life - Any Fitness for Life Course | | 1 |
| UNRS 120 | Fundamentals of Human Nutrition | 3 |
| UNRS 260 | Nutrition | 2 |
| UNRS 280 | Life Cycle Nutrition | 3 |
| UNRS 300 | Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition | 3 |
| UNRS 320 | Cultural Aspects of Food and Nutrition | 3 |
| KIN 360 | Nutrition for Exercise and Sport Science | 3 |
| **Total Units** | | **18** |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, and technical skills) derived from a foundation of nursing science, general education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, both as a leader and/or a member of the health care team, to manage and coordinate care.

# Department of Upper-Division BSN Transfer

The School of Nursing offers several professional programs at the baccalaureate level designed for students who bring previous experience and learning and want to advance their nursing career and complete their degree. The BSN Upper-Division Transfer Program provides options for students with at least 48 units of transferable nursing prerequisite courses or Licensed Vocational Nurses (LVNs) to complete coursework that leads to a Bachelor of Science in Nursing.

## BSN Upper-Division Transfer Program Options

- The BSN Transfer Option (p. 648) is designed for transfer students interested in pursuing a Bachelor of Science in Nursing (BSN). The program enables students with at least 48 units of transferable nursing prerequisite courses to complete the nursing major in six consecutive semesters (two years, including summers) at APU.
- LVN Options: APU's School of Nursing offers two programs for the licensed vocational nurse (LVN)—the LVN to BSN Option (p. 648) and LVN to RN 30-Unit Option (p. 648). The School of Nursing acknowledges that licensed vocational nurses acquire formal nursing training, continuing education units, and on-the-job experiences (including military experiences) that may be assessed for academic credit. The Council for Adult and Experiential Learning (CAEL) (https://www.cael.org/) guidelines and the American Council on Education (ACE) (https://www.acenet.edu/Pages/default.aspx) are used to ensure a responsible evaluation. Students are evaluated individually. Open enrollment is available for the fall, spring, and summer semesters.

# Upper-Division BSN Transfer and LVN Options

## Admission Requirements for the BSN Upper-Division Transfer and LVN-to-BSN Programs

BSN Upper-Division Transfer (https://www.apu.edu/nursing/programs/bsn-transfer/) and LVN to BSN (https://www.apu.edu/nursing/programs/lvn-to-bsn/) applicants must meet the following admission requirements:

1. Submit an application to Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) indicating interest in becoming a nursing major and pursuing the BSN degree. Include in the application the following information:
   a. Official college transcripts for all colleges attended
   b. Two letters of recommendation
   c. A one-page statement of professional goals in nursing
   d. A résumé reflecting volunteer and paid work experience within the past three years. Please include leadership positions held within volunteer organizations, community service experience, and/or employment where applicable
   e. LVN applicants must include a copy of their current LVN license
2. Submit evidence of a minimum of 48 college or university semester units of transferable nursing prerequisite course requirements prior to the semester in which the student is requesting admission. See list of courses below.
3. Submit proof of achieving a minimum cumulative college or university grade-point average of *B* (3.0) or better.
4. Successfully complete Human Anatomy with lab (4 units), Chemistry with lab (4 units), Human Physiology (4 units), and General Microbiology with lab (4 units) with no lower than a *B-* (2.7) grade-point average.
5. Provide a writing sample that demonstrates written communication skills.
6. Candidates are considered for admission into the program once they have completed the prerequisite coursework and progress through the curriculum in a predetermined sequence with an assigned group of students (cohort model). All nursing coursework assigned to a specific semester is prerequisite for progression to the next semester.
7. Eligible candidates may be interviewed by the program director and reviewed by the admissions committee.
8. Candidates accepted into the program will be notified by the admissions representative and assigned to the appropriate semester.
9. An acceptance letter will be mailed to the candidate from the School of Nursing.

## Course Requirements and Sequences

All undergraduate nursing programs are designed with a specific course sequence that is determined by the School of Nursing. When each student is accepted into a program, a progression schedule is reviewed by the student and the advisor. Courses must be taken in the assigned sequence. Admission is based on a cohort model.

The Upper-Division BSN Transfer Program is based on a cohort model. Students complete the required 48 units of prerequisite coursework, then begin nursing coursework in the fall, spring, or summer semester and continue in sequence for three consecutive semesters per year.

### Prerequisite Coursework

| Code | Title | Units |
|---|---|---|
| **Prerequisite Nursing Requirements** | | |
| BIOL 220 | General Microbiology | 4 |
| BIOL 200 | Human Anatomy for Nursing [1] | 4 |
| BIOL 210 | Human Physiology for Nursing [2] | 4 |
| PRCH 123 | General, Organic, and Biological Chemistry for the Health Sciences [3,4] | 4 |
| **Prerequisite General Education Requirements** | | |
| Skills and University Requirements | | |
| PRCO 111 | Public Communication [5] | 3 |
| PRWR 112 | Writing 1A: Writing and Rhetoric for Professional Students [6] | 2 |
| PRWR 113 | Writing 1B: Research and Writing for Professional Students [6] | 2 |
| Humanities: Fine Arts Requirement | | 3 |
| Philosophy Requirement | | 3 |
| Humanities: History Requirement | | 3 |
| Humanities: Literature Requirement | | 3 |

| | | |
|---|---|---|
| PRPS 110 | General Psychology [7] | 3 |
| PRPS 290 | Human Growth and Development [7] | 3 |
| Electives | | 7 |
| Biblical, Theological and Philosophical Formation General Education requirements vary based on number of units transferred | | |
| **Total Units** | | **48-66** |

[1] BIOL 200 is equivalent to BIOL 250.
[2] BIOL 210 is equivalent to BIOL 251.
[3] Meets the General Education Natural Sciences requirement.
[4] PRCH 123 is the transfer equivalent to CHEM 123. Students who choose to meet this prerequisite at APU must enroll in CHEM 123.
[5] Meets the General Education Oral Communication requirement.
[6] Together, these courses meet the General Education Writing 1 requirement.
[7] Meets the General Education Social Sciences requirement.

## BSN Coursework

| Code | Title | Units |
|---|---|---|
| **Nursing Requirements** | | |
| UNRS 107 & 107P | Foundations of Professional Nursing and Foundations of Professional Nursing Practicum [1] | 4 (3/1) |
| UNRS 108 | Fundamentals in Nursing Practice | 2 |
| UNRS 113 | Pharmacology [2] | 2 |
| UNRS 212 & 212P | Nursing Care of Adults and the Aging and Nursing Care Of Adults/Aging Practicum | 6 (3/3) |
| UNRS 220 | Health Assessment | 3 (2/1) |
| UNRS 260 | Nutrition | 2 |
| UNRS 270 | Professional Concepts in Nursing | 3 |
| UNRS 299 | Statistics and Data Management for Nursing and Health Care [3] | 3 |
| UNRS 306 | Writing 2: Theoretical Frameworks in Nursing [4] | 3 |
| UNRS 310 & 310P | Mental Health Nursing and Mental Health Nursing Practicum | 4 (2/2) |
| UNRS 314 & 314P | Nursing Management and Restorative Care of Adults and Nursing Management and Restorative Care of Adults Practicum | 6 (3/3) |
| UNRS 367 | Pathophysiology | 3 |
| UNRS 386 & 386P | Population and Community Health Nursing and Population and Community Health Nursing Practicum [5] | 6 (3/3) |
| UNRS 402 & 402P | Nursing Care in Maternal, Newborn, and Women's Health and Nursing Care in Maternal, Newborn, and Women's Health Practicum | 4 (2/2) |
| UNRS 403 | Leadership and Management in Professional Practice | 2 |
| UNRS 404 & 404P | Nursing Care of Children and Young Adults and Nursing Care of Children and Young Adults Practicum | 4 (2/2) |
| UNRS 414 & 414P | Advanced Nursing Care of Adults and Advanced Nursing Care of Adults Clinical Practicum | 6 (2/4) |
| UNRS 425 | Nursing Research | 3 |
| UNRS 445 | Applied Pharmacology | 2 |
| UNRS 496 | Writing 3: Ethics and Issues in Health Care [6] | 4 |
| **TOTAL UNITS** | | **72** |

[1] Numbers in parentheses indicate classroom/clinical or lab units.
[2] May receive academic credit for this course through competency assessment.
[3] Meets the General Education Quantitative Literacy requirement.
[4] Meets the General Education Writing 2 requirement.
[5] Meets the General Education Requirements for Civic Knowledge and Engagement and Intercultural Competence.
[6] Meets the General Education Writing 3 requirement.

## LVN to RN 30-unit Option

Students choosing this option are admitted as terminal nondegree students. Upon completion of the requirements of the 30-unit option with a 2.0 GPA or better in all courses, students receive a certificate of completion, which establishes eligibility to take the California Board of Registered Nursing (https://www.rn.ca.gov/) examination for RN licensure as a nongraduate. Students should see a School of Nursing academic advisor for requirements. This program operates on a space-available basis for didactic and clinical coursework.

## Previous Education Credit

Students may be awarded credit for prior learning/coursework and clinical experience, including military education and experience, through a challenge examination and/or competency testing.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, and technical skills) derived from a foundation of nursing science, general education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, both as a leader and/or a member of the health care team, to manage and coordinate care.

# Department of RN to BSN

The RN to BSN (p. 651) degree completion program offers an alternative to the traditional method of pursuing a college nursing degree. The program is designed for adult learners who have an RN license or are enrolled in an accredited associate's degree in nursing (ADN) program and desire to complete a Bachelor of Science in Nursing (BSN). The program is a field-based modular design, delivered to cohort groups. Each student has an advisor who provides system guidance, directs special projects, and serves as mentor to individual learners.

Prospective students include registered nurses (RNs) working in hospitals and other areas of health care, as well as students enrolled in accredited ADN programs at community colleges.

The Bridge to BSN (https://www.apu.edu/nursing/programs/bridge-to-bsn/) option is designed for ADN students enrolled at a community college who wish to get an early start on coursework for the Bachelor of Science in Nursing (BSN) degree. BSN coursework is offered during summer sessions. After completion of their ADN program, students will complete remaining coursework to obtain their BSN from Azusa Pacific University. Admission requirements for the RN to BSN program must be met and the RN license obtained prior to taking upper-division clinical courses.

The RN to BSN Integrative Enrollment Pathway (p. 652) option is a BSN completion program offered only with select contracted community college ADN programs. Students who are formally admitted into ADN programs may apply for this BSN completion program in which they will start coursework as an APU student in semester one of their ADN program, taking courses concurrently with APU and the community college ADN program. This accelerated program allows students to complete the ADN from their community college *and* complete the BSN degree within two semesters of graduation from the ADN program.

The accelerated RN to BSN program is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional undergraduate program. However, in recognition of the special needs and skills of the working adult, the curriculum is packaged to accommodate the adult student. The nursing courses are presented in sequence in a modular arrangement of content. Courses are designed to affirm personal and professional strengths. The teaching/learning process is collaborative—the experiences and insights that student contribute are a vital part of class activities.

Students join cohorts and progress through the courses together. Courses are taught sequentially, and the rich diversity of experiences that students contribute results in lively discussions involving shared experiences. Because students often stay with the same group throughout the program, they develop a strong rapport with other group members who act as a support system through the completion of the degree.

Classes are offered in an asynchronous online program.

Students may complete a BSN degree in approximately 15 months. In this accelerated format, a 40-semester-unit curriculum is concentrated into 60 weeks.

## Admission Requirements for RN to BSN Students

A minimum of 120 semester units of credit are required for the BSN. To be admitted to the 60-week accelerated RN to BSN program, a student must:

1. Provide a copy of RN license in good standing before starting clinical courses.
2. Graduate from an accredited associate degree program or diploma nursing program.
3. Have a minimum of 70 transferable semester units from an accredited college or university with a minimum GPA of 3.0 (2.7 GPA and above considered for provisional admission; 60-69 transferable semester units considered for provisional admission).
4. Submit official transcripts from all schools attended.
5. Provide two letters of recommendation.

## Admission Requirements for Bridge to BSN Students

A minimum of 120 semester units of credit are required for the BSN. To be admitted to the sequential enrollment, a student must:

1. Be currently enrolled in an accredited ADN program.
2. Have a minimum GPA of 3.0 (2.7 GPA and above considered for provisional admission).
3. Submit official transcripts from all schools attended.
4. Provide two letters of recommendation.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

International applicants with an F or J visa are not qualified for this program. International applicants with any other type of visa should consult with International Student Compliance (https://www.apu.edu/international/compliance/) first at +1-626-812-3055 or issimmigrationsvcs@apu.edu.

## Admission Requirements for RN to BSN Integrative Enrollment Pathway Students

Students who apply through the integrative enrollment pathway option must be formally accepted into a contracted community college ADN program. For the application, students need to supply unofficial transcripts, verification of acceptance into their ADN program, a personal statement, and student-information-sharing agreement. Once accepted, a progression schedule is reviewed by the student and the advisors, and courses must be taken in the assigned sequence. Students already enrolled in an ADN program do not qualify for integrative enrollment and should apply for the Bridge to BSN program. Students are required to complete 120 semester units of credit for the BSN, and official transcripts are required from all schools attended.

### Programs

- RN to BSN Degree Completion Program (p. 651)
- Bridge to BSN (https://www.apu.edu/nursing/programs/bridge-to-bsn/)
- RN to BSN Integrative Enrollment Pathway (p. 652)

# RN to BSN Degree Completion Program

40 units

## Requirements

The RN to BSN degree completion program (https://www.apu.edu/nursing/programs/rn-to-bsn/) (available only online) comprises the following:

Note: A total of 120 units is required to complete the BSN degree.

| Code | Title | Units |
|---|---|---|
| Prerequisite Courses [1] | | |
| Accelerated RN to BSN Courses | | |
| RNRS 321 | Health Assessment | 5 |
| RNRS 327 | Nursing Research and Statistics | 4 |
| RNRS 368 | Pathophysiology | 5 |
| RNRS 396 | Professional Practice: Ethics, Issues, and Spirituality in Health Care [2] | 6 |
| RNRS 458 | Writing 3: Evidence-Based Practice, Theory, and Clinical Pathways [3] | 5 |
| RNRS 469 | Improving Patient Outcomes: Quality, Safety, and Risk Management | 5 |
| RNRS 479 | Population Health and Public Health Nursing | 4 |
| RNRS 480 | Community Health and Care Transitions | 4 |

| | | |
|---|---|---|
| RNRS 482P | Clinical Practicum [4] | 2 |
| **Total Units** | | **40** |

[1] Students need a minimum of 70 units of transfer credits to complete the RN-BSN degree program.
[2] Meets the General Education Upper-Division Bible requirement.
[3] Meets the General Education Writing 3 requirement
[4] Meets the General Education Integrative and Applied Learning requirement.

## RN to BSN Integrative Enrollment Pathway Option

The 40-unit RN to BSN Integrative Enrollment Pathway (p. 652) option allows students to begin RN to BSN program coursework during their first semester of nursing school in an external Associate's Degree in Nursing (ADN) program; this is in contrast to the RN to BSN bachelor's completion program (for students who have graduated from an ADN program) and the Summer Bridge Option (for students enrolled in an ADN program who begin degree completion courses during the summer). Integrative-enrollment students must be formally accepted into an ADN program in order to apply and must maintain a 3.0 GPA during their combined coursework.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize a Christian worldview to integrate beliefs, values, ethics and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, assessment and technical skills) derived from a foundation of nursing science, general education and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient and family educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, both as a leader and/or member of a health care team to manage and coordinate care.

# RN to BSN Integrative Enrollment Pathway

The 40-unit RN to BSN Integrative Enrollment Pathway option allows students to begin RN-BSN program coursework during their first semester of nursing school at an external Associate's Degree in Nursing (ADN) program; this is in contrast to the RN-BSN bachelor's completion program (for students who have graduated from an ADN program) and the Summer Bridge Option (for students enrolled in an ADN program who begin degree completion courses during the summer). Integrative Enrollment students need to be enrolled in an ADN program and must maintain a 3.0 GPA during their combined coursework.

Students apply for the integrative enrollment pathway after they have applied and are formally accepted into a contracted community college ADN program. Once a student is formally admitted to their ADN program, the student may then apply to the integrative enrollment pathway program at APU. For the application, students will need to supply unofficial transcripts, verification of acceptance into their ADN program, personal statement, and student information sharing agreement. Once accepted, a progression schedule is reviewed by the student and the advisors, and courses must be taken in the assigned sequence. Students already enrolled in an ADN program do not qualify for integrative enrollment and should apply for the Bridge to BSN program. Official transcripts are required from all schools attended.

## Coursework

| Code | Title | Units |
|---|---|---|
| **Prerequisite Courses** [1] | | |
| **RN-BSN Integrative Enrollment Pathway** | | |
| RNRS 368 | Pathophysiology | 5 |
| RNRS 321 | Health Assessment | 5 |
| RNRS 396 | Professional Practice: Ethics, Issues, and Spirituality in Health Care [2] | 6 |
| RNRS 327 | Nursing Research and Statistics | 4 |
| RNRS 458 | Writing 3: Evidence-Based Practice, Theory, and Clinical Pathways [3] | 5 |
| RNRS 469 | Improving Patient Outcomes: Quality, Safety, and Risk Management | 5 |
| RNRS 479 | Population Health and Public Health Nursing | 4 |
| RNRS 480 | Community Health and Care Transitions | 4 |

| RNRS 482P | Clinical Practicum [4] | 2 |
|---|---|---|
| **Total Units** | | **40** |

[1]    Students need a minimum of 70 units of transfer credits to complete the RN-BSN degree program.
[2]    Meets the General Education Upper-Division Bible requirement.
[3]    Meets the General Education Writing 3 requirement.
[4]    Meets the General Education Integrative and Applied Learning requirement.

# Graduate Nursing Programs

The School of Nursing offers post-baccalaureate credentials, the Master of Science in Nursing (MSN), post-masters' certificates, the doctor of nursing practice (DNP) and the doctor of philosophy in nursing (Ph.D.)  Baccalaureate-prepared nurses can advance their careers to become healthcare administrators, clinical nurse specialists, nurse educators, nurse practitioners, or school nurses.  All programs are accredited by the Commission on Collegiate Nursing Education and approved by the California Board of Registered Nursing.  The School Nurse Service Credential Program is accredited by the California Commission on Teacher Credentialing.

The curriculum for these programs combines theory, research, and experiences necessary to develop professional skills.  It reflects the School of Nursing Mission and is aligned with professional standards and guidelines for nursing education.  Graduates of Advanced Practice Nursing tracks are eligible for California state certification and national board certification examinations in the population focus area.

## Master of Science in Nursing

The master of science in nursing program is designed for working nurses and can be completed in six to nine semesters, depending on the specialty chosen.  It prepares the nurse for advanced nursing practice as advanced practice registered nurses (APRNs), nurse educators, and healthcare administrators.  The School Nurse Services Credential and the APRN program is a hybrid program with a combination of on-campus meetings, supervised direct clinical practice, synchronous online classes, and asynchronous classes.  Students applying to the APRN program must have a minimum of one year of nursing experience and must reside in Southern California.  The nurse educator and healthcare administration programs are asynchronous online and available to any applicant.

The core curriculum of the MSN program deepens the ability of nurses to reason, lead, engage in scholarly inquiry, and apply knowledge from nursing and other disciplines to improve the healthcare of patients and populations in a complex health-care system. Core courses include GNRS 504 Bioethics and Healthcare, GNRS 506 Spiritual Concept Analysis in Health Care, and GNRS 508 Research and Theory.  Candidates for the MSN successfully complete GNRS 597 Comprehensive Exam Directed Study by proposing a change project in their area of specialization.

## Post-Master Certificates

All master's level tracks are available to students who possess a masters or doctoral degree in nursing based on seating availability. Previous coursework is reviewed and a tailored program of study is created for each candidate who matriculates into the program.  All requirements for national certification and California BRN licensing as a nurse practitioner or clinical nurse specialist must be met before the credential will be issued.

## Doctoral Studies

The Department of Doctoral Studies offers two doctoral programs, the Doctor of Philosophy (PhD) in Nursing and the Doctor of Nursing Practice (DNP). Scholarship is fundamental to both programs. The PhD is a research-based program that primarily prepares students to conduct independent research and disseminate their findings. The DNP program is clinically focused and provides graduates with the expertise to assess nursing research evidence, evaluate the impact of nursing research on nursing practice (evidence-based practice), and take a leadership role in making changes in the healthcare environment to enhance the quality of care. The department also offers a Bachelor of Science in Nursing (BSN) to DNP pathway that allows RNs with a BSN to enter directly into the DNP program without first earning an MSN degree.

## Nursing Education

The Master of Science in Nursing (MSN) in Nursing Education (p. 714) prepares nurses for teaching roles in a variety of settings, including traditional and nontraditional academic settings, online/distance settings, and clinical and community settings, using cutting-edge technology and teaching-learning methods. The program emphasizes competencies needed for students to complete the Certified Nurse Educator (CNE) certification examination, and is aligned with the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing (AACN, 2011) and the National League for Nursing's Nurse Educator Competencies (NLN, 2022).

## Healthcare Administration

The Master of Science in Healthcare Administration (p. 719) is for those with bachelor degrees in nonclinical fields who are working professionals that want to advance and are interested in management and leadership positions in healthcare settings. The program provides students with the competencies necessary to develop and implement solutions that address today's unique challenges facing the healthcare industry. Conceptual, analytical, and experiential skills required to manage contemporary healthcare organizations are emphasized with field experience designed to advance preparation for a management role.

**Master of Science in Nursing Program Learning Outcomes**

Graduates of the Master of Science in Nursing program will be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.

2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting health care.

5. Use information systems and other technology to communicate, manage knowledge, promote quality, mitigate error, and support decision making.

6. Demonstrate the ability to coordinate and collaborate with other healthcare team professionals.
7. Engage in clinical reasoning and effective communication, and act as a change agent to develop professional identity and practice skill.

**Transfer of Credits**

Following admission, 9 units of approved graduate work completed elsewhere may be applied toward the MSN degree. Advanced Health Assessment may be considered for transfer credit if it was taken postlicensure as a registered nurse and the student was enrolled in an advanced practice nursing program. Advanced Pharmacology may be considered for transfer credit toward GNRS 611 (formerly GNRS 594) if it was taken less than 24 months prior to the APU MSN program admit date.

**Additional Requirements**

During the admission process, a review of academic transcripts is performed to assess whether the applicant has completed the prerequisite courses listed below. If not, students must complete the prerequisite courses as part of their MSN program before continuing to advanced practice courses (e.g., take undergraduate health assessment before advanced health assessment; take applied statistics and a nursing research course before the advanced practice research course).

**Code Title Prerequisite Courses for MSN APRN Program**

At the beginning of clinical coursework, including health assessment lab, students are required to provide documentation including RN licensure, CPR certification, TB screening, and immunizations appropriate for the clinical setting.

A 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 health status, including an assessment of the safety and appropriateness of practice in the clinical context, for the student and the patient.

The Joint Commission (https://www.jointcommission.org/), contracted facilities, and the School of Nursing require that all graduate students undergo a background check prior to their placement at clinical sites. The cost of the background check is the responsibility of the student. International students will have additional fees based on the cost of a background check in their country.

The MSN program requires that students have ongoing clinical work experience.
Students may select additional elective courses to support their programs of study as directed by faculty.

# Departments

# Department of Advanced Practice Registered Nursing

## Department of Advanced Practice Registered Nursing

The Department of Advanced Practice Registered Nursing offers the Adult-Gerontology Clinical Nurse Specialist (p. 674), Adult-Gerontology Nurse Practitioner (Primary Care) (p. 675), Family Nurse Practitioner (p. 676), Pediatric Clinical Nurse Specialist (p. 674), Pediatric Nurse Practitioner (Primary Care) (p. 678), and the Psychiatric-Mental Health Nurse Practitioner (p. 678). All of the tracks are available to students seeking the Master of Science in Nursing degree or a Post-Master Certificate. The Adult-Gerontology Primary Care Nurse Practitioner and the Family Nurse Practitioner

programs are also available to students pursuing the BSN to Doctor of Nursing Practice (p. 740) (BSN to DNP) pathway. The Department of Advanced Practice Registered Nursing also offers the School Nurse Services Credential (p. 679) (SNSC). The School Nurse Services Credential can be taken as a stand-alone post-baccalaureate credential, a Master of Science School Nurse Service Credential, or as an integrated Family Nurse Practitioner with SNSC or Pediatric Nurse Practitioner - Primary Care with SNSC.

The curriculum for these programs reflects the School of Nursing mission and is aligned with professional education standards for nursing. The programs are accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE/), the California Board of Registered Nursing (https://www.rn.ca.gov/), and the California Commission on Teacher Credentialing (https://www.ctc.ca.gov/). Graduates are eligible to apply for state certification or a credential in their specialty and may take national certification examinations where these are offered through specialty organizations.

## Program Learning Outcomes

Graduates of the Master of Science in Nursing program will be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting health care.
5. Use information systems and other technology to communicate, manage knowledge, promote quality, mitigate error, and support decision making.
6. Demonstrate the ability to coordinate and collaborate with other healthcare team professionals.
7. Engage in clinical reasoning and effective communication, and act as a change agent to develop professional identity and practice skill.

## Transfer of Credits

Following admission, 9 units of approved graduate work completed elsewhere may be applied toward the MSN degree. Advanced Health Assessment may be considered for transfer credit if it was taken postlicensure as a registered nurse and the student was enrolled in an advanced practice nursing program. Advanced Pharmacology may be considered for transfer credit toward GNRS 611 (formerly GNRS 594) if it was taken less than 24 months prior to the APU MSN program admit date.

## Additional Requirements

During the admission process, a review of academic transcripts is performed to assess whether the applicant has completed the prerequisite courses listed below. If not, students must complete the prerequisite courses as part of their MSN program before continuing to advanced practice courses (e.g., take undergraduate health assessment before advanced health assessment; take applied statistics and a nursing research course before the advanced practice research course).

| Code | Title | Units |
|---|---|---|
| **Prerequisite Courses for MSN APRN Programs** | | |
| MATH 130 | Introduction to Statistics | 3 |
| or UNRS 299 | Statistics and Data Management for Nursing and Health Care | |
| UNRS 220 | Health Assessment | 3 |
| UNRS 367 | Pathophysiology | 3 |
| UNRS 382 | Community Health Nursing | 3 |
| UNRS 403 | Leadership and Management in Professional Practice | 2 |
| UNRS 425 | Nursing Research | 3 |
| **Total Units** | | **17** |

At the beginning of clinical coursework, including health assessment lab, students are required to provide documentation including RN licensure, CPR certification, TB screening, and immunizations appropriate for the clinical setting.

A 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 health status, including an assessment of the safety and appropriateness of practice in the clinical context, for the student and the patient.

The Joint Commission (https://www.jointcommission.org/), contracted facilities, and the School of Nursing require that all graduate students undergo a background check prior to their placement at clinical sites. The cost of the background check is the responsibility of the student. International students will have additional fees based on the cost of a background check in their country.

The MSN program requires that students have ongoing clinical work experience.

Students may select additional elective courses to support their programs of study as directed by faculty.

## Programs

**MSN with Single Specialties**

## Courses

## GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units

This course focuses on the introductory concepts crucial to the socialization of second career students to professional nursing. The history of nursing, the evolution of nursing in the U.S., the art and science of nursing, the legal and professional basis of nursing, the role of nursing in the health care delivery system, and current issues and trends in nursing education, practice and research are emphasized.

## GNRS 501, Theoretical Thinking in Nursing, 2 Units

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined, and selected theoretical models and theories are explored.
**Prerequisite:** Completion of undergraduate research course or instructor's consent; admission to ELM or MSN program.

## GNRS 503, Cultural Competency in Health Care, 3 Units

This course focuses on transforming graduate nursing students, preparing them for nursing leadership in nursing practice, nursing research, education, and public health policy for the improvement of patient healthcare outcomes in our increasingly diverse society. Students move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. The Essentials of Master's Education in Nursing (American Association of Colleges of Nursing, 2011) serves as the foundation for the development of core cultural competencies.
**Prerequisite:** Graduate standing in the School of Nursing.

## GNRS 504, Bioethics and Healthcare Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.
**Prerequisite:** Graduate standing

## GNRS 505, Christian Formation for Holistic Care, 3 Units

Students engage in the process of discovering the foundational values of Azusa Pacific University that serve as guiding principles for the distinctive education they will receive. They are made aware of the Christian worldview and its implications for personal holistic development and care. With a focus on developing motivating character and integrated caregivers, the course brings heightened self-awareness, the impact of a Christian worldview on vocation, scriptural awareness especially emphasizing healing themes in the life of Christ, and the importance of spiritual growth on the journey toward formation.

## GNRS 506, Spiritual Concept Analysis in Health Care, 3 Units

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.
**Prerequisite:** Graduate standing

## GNRS 507, Scientific Writing, 3 Units

This course provides opportunities for students to learn how to introduce a topic or issue, articulate a thesis, support and develop a thesis and subordinate claims, work with secondary sources, and organize an argument.

## GNRS 508A, Research and Theory in Advanced Practice Nursing, 4 Units

This course prepares nurses to use theory and research evidence in advanced clinical practice. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theoretical models and theories are explored, and students learn how ideas are developed and used in nursing practice and research. Students deepen their understanding of the research process by engaging in a systematic search, critique, and summary of research studies with direct application to nursing practice. Experience in statistical analysis of research data is included.
**Prerequisite:** Computer literacy, undergraduate research course, undergraduate statistics course, and graduate standing

## GNRS 508B, Research and Theory in Healthcare, 4 Units

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.
**Prerequisite:** GNRS 613

## GNRS 510, Family Theory in Health Care, 2 Units

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.
**Prerequisite:** Graduate standing

## GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units

This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and 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.
**Prerequisite:** Undergraduate health assessment and GNRS 610;
**Corequisite:** Practicum

## GNRS 513, Advanced Nursing Practice Role, 2 Units

This course focuses on the concepts of role development and performance competence of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, clinical program manager, consultant, researcher, and case manager roles of the advanced practice nurse. The leadership aspects of the roles of advanced practice are explored in relation to health care delivery, policy formulation, and legislation. The course explores theories and issues related to the advanced nursing practice role.
**Prerequisite:** Graduate standing

## GNRS 514, Research Proposal Writing, 2 Units

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.
**Prerequisite:** GNRS 508A

## GNRS 516, Integrative Disease and Symptom Management, 3 Units

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

## GNRS 517, Fundamentals in Nursing Practice, 2 Units

This is an experiential learning course designed to teach basic nursing skills in a clinical skills or simulation laboratory setting to prepare students to deliver safe and patient-focused nursing care. Utilizing the nursing process, students perform basic skills in assessment, patient care across the continuum, documentation, patient-family teaching, and infection control.

## GNRS 518, Supervised Practicum in Health Care, 3 Units

This course prepares students to integrate and apply theory, evidence-based practice, and national guidelines and standards in practicum settings. Students select practicum areas in which, with faculty approval, they will participate in experiences led by preceptors. The purpose of the course is to equip students with current, evidence-based knowledge in a selected practice area.

## GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patients, 6 Units

The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 522, Disaster Nursing and Emergency Preparedness, 3 Units

This course explores the nature of disasters and prepares nurses to respond to various types of disasters - including natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism - by utilizing essential knowledge, skills, values, meanings, and experience in the basic competencies of emergency preparedness and disaster nursing. In accordance with the position of major nursing organizations, emphasis is placed on evidence-based best practices for personal preparedness.

**Prerequisite:** Comparable course, such as UNRS 312 Nursing Management of Adults, a human growth and development course, a lifespan course OR an RN licensure.

## GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units

This course emphasizes physiological and psychological bases for critical and chronic conditions in children, focusing on an advanced science base for the assessment, diagnosis, and management of children and families to promote wellness. Exploration of traditional versus alternate medicine treatment plans, as well as relevant cultural, spiritual, and health promotion strategies, is incorporated.

**Prerequisite:** Graduate status and GNRS 590A;
**Corequisite:** Practicum

## GNRS 533, Psychiatric Theories across the Life Span, 2 Units

This course presents neurobiologic, neuroendocrine, genomic, behavioral, and psychodynamic theories of psychiatric mental illnesses as they manifest among members of diverse cultural groups across the life span. A theoretical foundation for subsequent coursework in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.

**Prerequisite:** Graduate standing, Advanced Practice Core

## GNRS 534, Integrated Psychiatric and Health Assessment across the Life Span, 2 Units

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.
**Prerequisite:** Advanced Practice Core, GNRS 533 (May be taken concurrently)

## GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.
**Prerequisite:** Advanced Practice Core, GNRS 533 and GNRS 534; GNRS 539 may be taken concurrently;
**Corequisite:** Practicum

## GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.
**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 539;
**Corequisite:** Practicum

## GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.
**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;
**Corequisite:** Practicum

## GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.
**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;
**Corequisite:** Practicum

## GNRS 539, Psychopharmacology, 2 Units

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.
**Prerequisite:** GNRS 533, GNRS 534; GNRS 535 (May be taken concurrently)

## GNRS 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement, and also allows for a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.
**Prerequisite:** Graduate standing, GNRS 532 (may be taken concurrently with instructor's permission), and GNRS 590A;
**Corequisite:** Practicum

## GNRS 543, Transitions Across the Care Continuum, 4-6 Units

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes healthcare delivery through integration of services and transition management. Students are introduced to decision making related to allocation of resources and services, development of protocols, and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational, and research dimensions of patient care are emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.
**Prerequisite:** NP students: completion of Advanced Practice Core; CNS students: completion of Advanced Practice Core and GNRS 520 or GNRS 530; HAL students: completion of MSN Core and GNRS 560.
**Corequisite:** Practicum

## GNRS 544, Clinical Specialization Residency, 2-4 Units

This elective residency program, formed through a partnership between the School of Nursing and selected community healthcare organizations, is an intensive, precepted clinical experience that helps students transition to beginning professional nurses in a specialized setting. It enhances students' skill and practice knowledge in preparation for the RN licensing examination, and increases their ability to perform clinical reasoning with the assigned patient population and evaluate the QSEN competencies of patient-centered care, safety, evidence-based practice, informatics, and teamwork and collaboration.
**Prerequisite:** ELM students must complete GNRS 573 (may be taken concurrently), but GNRS 573 is not required for nurses in community partnerships who are taking GNRS 544 for continuing education credit.

## GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs.
**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;
**Corequisite:** Practicum

## GNRS 547, Nursing Leadership in Acute Care Settings, 6 Units

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate.
**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;
**Corequisite:** Practicum

## GNRS 548, Health Promotion Across the Lifespan, 2 Units

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.
**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

## GNRS 550A, Theory and Practice in School Nursing, 6 Units

This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. Students participate in field experiences and classroom learning activities that focus on the assessment and management of children's healthcare needs in various school settings. This course equips students with the necessary tools and skills to successfully function as professional school nurses. At the conclusion of this course, students are able to successfully function as providers of health education as well as providers, planners, and coordinators of health care in school settings.
**Prerequisite:** GNRS 612 or instructor consent, and admission to School Nurse Services Credential program;
**Corequisite:** Practicum

## GNRS 554, Medical-Surgical Care of the Adult and Geriatric Patient, 5 Units

This course introduces crucial concepts in professional nursing care, such as the nursing process, communication, therapeutic interventions, critical thinking, and critical reasoning. Course material focuses on the application of biological, psychosocial, and spiritual concepts to adult and elderly clients in various healthcare settings with acute and/or chronic illnesses. The nursing process is utilized to provide care to one or two adult clients within the healthcare delivery system. The clinical practicum focuses on the cognitive basics, scientific principles, and manipulative components of psychomotor skills used when providing nursing care.
**Prerequisite:** Admission to the ELM program, completion of all prerequisite courses for the program.
**Corequisite:** GNRS 554P

## GNRS 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students have an opportunity to practice simulated clinical skills.
**Prerequisite:** Admission to the ELM program, completion of all prerequisite courses for the program;
**Corequisite:** Practicum

## GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.
**Prerequisite:** Admission to the ELM program; successful completion of GNRS 555;
**Corequisite:** Practicum

## GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units

This course provides non-Spanish-speaking advanced-practice nursing students with foundational knowledge of Spanish language structure and vocabulary, helping them build appropriate phrasing to facilitate communication in healthcare settings. Cultural issues relevant to health and illness in the Latino community are also addressed.
**Prerequisite:** Graduate nursing student standing, or instructor's permission

## GNRS 558, Intermediate Medical-Surgical Care of the Adult, 6 Units

This course is designed to build on the base of medical-surgical nursing knowledge from prior nursing courses. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, restorative care settings and long-term care settings.
**Corequisite:** GNRS 558P

## GNRS 559, Audiometry for School Nurses, 3 Units

This course provides didactic instruction via eCollege and eight hours of on-site practicum experience that emphasizes the content and clinical expertise necessary to fulfill the requirements of the State of California School Hearing Conservation Program and training for the school audiometrist. The course focuses on the physiologic process of hearing and how to assess for deficits in hearing in children of all ages. At the conclusion of the course, and after having completed successfully all learning objectives, the student is eligible to submit an Application for Registration as a School Audiometrist in the State of California (a $10 registration fee is required with the application).

## GNRS 560, Strategic Leadership in Health Care, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

## GNRS 564, Nutrition and Therapeutics, 2 Units

Students in this course explore the functions of nutrients and the consequences of nutrient deficiencies and excesses in the body. Course material introduces a variety of tools for planning and evaluating diets, including a computer diet analysis, and the application of nutrition concepts is interwoven into health care and fitness conditions. Students also study the prevention of chronic disease as it relates to proper nutrition and adequate exercise.
**Prerequisite:** Admission to the ELM program

## GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.
**Prerequisite:** All core and role courses

## GNRS 568, Healthcare Finance, 4 Units

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

## GNRS 569, Quality and Safety for Health Care Practice, 3 Units

This course is designed to deepen and advance students' knowledge of, and ability to systematically apply the principles of, patient quality and safety in nursing practice. Based on national standards, the focus is on examining and applying quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

## GNRS 570, Parish Nursing/Health Ministries, 2 Units

This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

## GNRS 571, International Health Care, 2-4 Units

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

## GNRS 573, Clinical Residency, 4 Units

The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.
**Prerequisite:** Successful completion of all pre-licensure clinical courses

## GNRS 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;
**Corequisite:** Practicum

## GNRS 576, Pharmacology, 2 Units

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.
**Prerequisite:** Admission to the ELM program

## GNRS 578, Health Assessment, 3 Units

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physicalexamination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.
**Prerequisite:** Admission to the ELM program;
**Corequisite:** Practicum

## GNRS 580, Gerontology, 2 Units

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary - course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing, and psychiatry. Development in adulthood is viewed from multiple perspectives including cognitive, behavioral, biological, sociocultural, and spiritual, and the influences these perspectives have on the successful negotiation of age-related issues are considered. Finally, students examine aspects of human aging in contemporary American society and from a cross-cultural and ethnic perspective.
**Prerequisite:** Graduate standing in the School of Nursing.

## GNRS 581, Primary Health Care of the Older Adult, 5 Units

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.
**Prerequisite:** Graduate status in the School of Nursing, completion of Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 582A, Pathophysiology, 2 Units

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
**Prerequisite:** Admission to the ELM program

## GNRS 582B, Pathophysiology, 2 Units

This course continues the presentation an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
**Prerequisite:** Admission to the ELM program, successful completion of GNRS 582A

## GNRS 583, Nursing Care of Children and Young Adults, 4 Units

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;
**Corequisite:** Practicum

## GNRS 584, Mental Health Nursing, 4 Units

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;
**Corequisite:** Practicum

## GNRS 586, Leadership and Management in Professional Practice, 2 Units

This course emphasizes leadership and management theory including systems theory in a number of applications and settings, equipping students with the ability to adjust to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to clinical settings are presented using a systems approach. Emphasis on nursing case management is included.

## GNRS 587, Community Health Nursing, 5 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one, two, and three;
**Corequisite:** Practicum

## GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.
**Prerequisite:** Admission to the ELM program;
**Corequisite:** Practicum

## GNRS 589, Adolescent Health Care, 2-4 Units

This course focuses on the growth and development of adolescents, including assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is on age-appropriate and culturally competent provision of primary health care to adolescents in a family system.
**Prerequisite:** Graduate status in the School of Nursing; 2-unit version of this course requires prior completion of GNRS 610, while the 4-unit version requires prior completion of GNRS 610, GNRS 611, and GNRS 511 or GNRS 612.

## GNRS 590A, Primary Health Care of the Young Family, 6 Units

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families. Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 590B, Clinical Practicum in Pediatrics, 4 Units

The student develops expanded skills in the comprehensive assessment and management of common childhood illnesses and problems and continues to gain skill in promoting child wellness. Application of theory and research is emphasized in the care of common illnesses throughout the childhood years.
**Prerequisite:** GNRS 511 or GNRS 612, and GNRS 590A

## GNRS 590C, Primary Health Care of the Young Family for the School Nurse Services Credential, 6 Units

Using a system-based approach, this combined didactic and practical course focuses on assessment, nursing interventions, and follow-up for common illness presentations in children, as well as illness-related impact on social, emotional, and educational functioning. The effects of culture on child development, parenting, and healthcare practices is also emphasized.
**Prerequisite:** GNRS 612;
**Corequisite:** Practicum

## GNRS 590D, Primary Health Care of the Young Family, 3 Units

This theory course focuses on management of health care of children (from birth through adolescence) and their families, with an emphasis on 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 in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.
**Prerequisite:** Advanced Practice Core courses

## GNRS 591, Primary Health Care of the Childbearing Family, 4 Units

This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 592A, Primary Health Care of the Adult and Aging Family, 6 Units

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults is addressed.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 592B, Primary Health Care Clinical Practicum, 2 Units

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.
**Prerequisite:** Completion of clinical courses for the FNP or AGNP program track

## GNRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 595, Special Topics in Nursing, 1-6 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.
**Prerequisite:** Graduate standing

## GNRS 596, Foundations of Healthcare Informatics, 3 Units

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

## GNRS 597, Comprehensive Examination Directed Study, 1 Unit

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar.
**Prerequisite:** Completion of all Academic Core and degree specialty courses. Final specialty course may be taken concurrently.

## GNRS 598, Thesis, 1 Unit

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed.
**Prerequisite:** GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses

## GNRS 599, Readings/Independent Study in Nursing, 1-4 Units

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation.
**Prerequisite:** Graduate standing

## GNRS 600, Nurse Practitioner Clinical Experience, 2-6 Units

The AGPCNP and NP programs require 765 hours of supervised direct patient care experience. Students in this course function in the role of student nurse practitioners under the direct supervision of approved preceptors, and receive feedback from their preceptors and from their clinical faculty. This course gives students an opportunity to complete the documentation necessary to be awarded clinical units. Students progressively integrate advanced-practice nursing competencies, demonstrate professional nursing behavior, and keep accurate records. Upon completion of 765 hours, students are given access to a clinical portfolio.
**Prerequisite:** GNRS 612 and faculty permission

## GNRS 601, Primary Healthcare I: Adult and Aging, 3 Units

This course integrates knowledge from advanced pathophysiology, advanced pharmacology, and advanced health assessment and apply it to create a diagnostic hypothesis for common acute and chronic primary care health problems in adolescents, adults, and older adults. The course examines a variety of treatment options for each disease presented and for diseases that don't respond to first-line therapy.
**Prerequisite:** GNRS 612
**Corequisite:** GNRS 600

## GNRS 602, Primary Healthcare II: Population-based Health Interventions, 3 Units

Primary Healthcare II recognizes that individuals with healthcare needs belong to a variety of discrete groups. This course introduces population health principles to be integrated with psychosocial assessment, cultural competency, social determinants of health, and the nurse-client relationship to foster the development of competence to motivate patients in a way that respects their diversity and to assist them to find resources to address social vulnerabilities. Students will employ statistical analysis as well as nursing experience to analyze risk to create a patient education plan.
**Prerequisite:** GNRS 601
**Corequisite:** GNRS 600

## GNRS 603, Primary Healthcare III: Restorative and Palliative Interventions, 3 Units

This course is designed to integrate disease management and communication techniques to support the physical, emotional, and spiritual transitions of chronic illness. The course examines developing a prognosis, transitioning care, interprofessional care planning, and care of the caregiver. Grounded in spiritual concepts, this course is designed to provide the student with tools to give patients and families unpleasant information that will likely evoke fear or sadness.
**Prerequisite:** GNRS 602

## GNRS 610, Advanced Pathophysiology, 3 Units

This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on the development of an advanced understanding of the pathophysiologic mechanisms of human health disorders including those that are genetic. 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. This course introduces epidemiological principles and methods to be applied to population health models.
**Prerequisite:** Graduate standing and undergraduate pathophysiology

## GNRS 611, Advanced Pharmacology, 3 Units

This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. The course introduces the principles of pharmacogenomics and their application to clinical practice. 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.
**Prerequisite:** GNRS 610 (may be taken concurrently)

## GNRS 612, Advanced Health Assessment and Diagnostic Reasoning, 4 Units

This course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within family, community, and cultural contexts. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and 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.
**Prerequisite:** Undergraduate health assessment and GNRS 610;
**Corequisite:** lab

## GNRS 613, Graduate Statistics, 3 Units

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

## GNRS 615, APRN Intensive I, 1 Unit

This is the first of four Intensive courses that give NP students an interactive experience through in-class and out-of-classroom work. This course introduces students to the professional role and practice of the nurse practitioner in primary care.
**Prerequisite:** GNRS 612 (may be taken concurrently)

## GNRS 616, APRN Intensive II, 1 Unit

This is the second of four APRN Intensive courses that give NP students an interactive experience through out-of-classroom work. Course activities and games will evaluate the student's ability to perform the clinical role of the NP. Students will understand and develop the skills of virtuous leadership and collaboration from a biblical perspective.
**Prerequisite:** GNRS 615;
**Corequisite:** GNRS 601

## GNRS 617, APRN Intensive III, 1 Unit

This is the third of the APRN intensives that give APRN students an interactive experience with out-of-classroom work that includes team activities, simulation experiences, and problem-solving activities. Topical content includes managing patients with complex co-morbidities, ethical reasoning, and advanced communication skills. Students will be observed performing the professional and clinical skills of the APRN.
**Prerequisite:** GNRS 616;
**Corequisite:** GNRS 602

## GNRS 618, APRN Intensive IV, 1 Unit

This is the fourth of the APRN intensives that give APRN students an interactive experience with out-of-classroom work that includes team activities, simulation experiences, and problem-solving activities. Topical content practice-based quality improvement, office-based procedures, and certification exam preparation. Students will be observed performing the professional and clinical skills to demonstrate readiness to enter NP practice.
**Prerequisite:** GNRS 617; Faculty permission.

## GNRS 620, Genome Science in Healthcare, 3 Units

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

## GNRS 622, Genome Science and Ethical Issues, 3 Units

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.
**Prerequisite:** GNRS 620

## GNRS 630A, Oncology Nurse Practitioner Fellowship A, 4 Units

This course is the first in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## GNRS 630B, Oncology Nurse Practitioner Fellowship B, 4 Units

This course is the second in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.

**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## GNRS 630C, Oncology Nurse Practitioner Fellowship C, 4 Units

This course is the third in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.

**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## GNRS 631, ONP: Cancer Biology and Assessment, 2 Units

This course builds on knowledge of the anatomy and physiology of DNA, RNA, and differentiated and nondifferentiated human cells. Focus is on the pathophysiologic mechanisms of human cancer disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms is a key process undergirding the course. The course also provides the foundation for the integration of diagnostic testing, physical assessment, and understanding of the predictable pathophysiology of cancer in order to stage tumors and predict metastatic risk in individuals.

**Prerequisite:** Admission to the Oncology Nurse Practitioner Post-Master's Certificate program.

## GNRS 632, ONP: Cancer Therapeutics, 2 Units

This course builds on knowledge of the predicted behavior of human cancer. Technology in cancer treatment is evolving rapidly, and this course provides a pathophysiological foundation for understanding cancer protocols. Current cancer protocols, classes and categories of therapeutics, technologies in development, and tumor resistance are discussed, along with the cost benefit, side effects, and availability of the covered therapeutics.

**Corequisite:** GNRS 631

## GNRS 633, ONP: Symptom and Side Effect Burden, 2 Units

Patients with advanced cancer often suffer significant symptomatic burden and the iatrogenic complications of treatment. This course helps students develop a patient-centered approach to evidence-based management of common symptoms of cancer and side effects of treatment.

**Prerequisite:** GNRS 631 and GNRS 632

## GNRS 634, ONP: Survivorship and the Psychosocial Impact of Cancer, 2 Units

Cancer patients and their caregivers face complicated psychological, financial, and spiritual changes, beginning at diagnosis and extending into the posttreatment phases. This course covers the common problems related to those changes, and best-practice strategies and techniques to help patients and families cope with cancer.

## GNRS 635, ONP: Team-Based Care and the Role of the Oncology Nurse Practitioner, 2 Units

The clinician role of the oncology nurse practitioner requires familiarity with the incidence, prevalence, and risk assessment competencies for all common cancers. In addition, the oncology nurse practitioner must be prepared for a wide variety of leadership roles. Strategies for care coordination, designing and measuring interdisciplinary team outcomes, mentoring, collaborating with primary care providers, and rapid-cycle quality improvement are examined.

## GNRS 636, ONP: Clinical Trials in Oncology Nursing, 2 Units

The advanced-practice oncology nurse practitioner is prepared to provide direct patient care, design a plan for outcome evaluation, and take a leadership role in medical and nursing oncological research.

**Prerequisite:** GNRS 610, GNRS 611, GNRS 612, and GNRS 613

## GNRS 650, History of Professional Nursing: From Origins to Nursing in Transition, 3 Units

Students in this course explore conceptual and methodological issues in historical nursing research, including the use of biographic methods in nursing history and working with primary sources/archival materials/artifacts and material culture. Focus is on the origins of professional nursing up to the period of nursing in transition in the United States. Students examine ethics guidelines and standards for historical research in nursing, and critically analyze the origins of nursing and early nursing contributions to the evolution of modern health systems and interventions. Class discussion and composition facilitate critical thinking about the history of nursing as a scholarly inquiry, focusing on issues and methods of nursing historical research.

## GNRS 651, History of Professional Nursing: From Colonial Times to Present Day, 3 Units

Students in this course explore the foundations of professional nursing in the United States in the context of influential historical, global, societal, and scientific events. Students examine issues faced by nurses from colonial times to today, critically analyzing nurses' contributions to the development of modern health systems and interventions. Class discussion and composition facilitate critical thinking about the history of nursing as a scholarly inquiry, since historical perspectives form the basis for analysis of contemporary healthcare issues and projected development of the nursing profession, its practice, and healthcare policy.

## GNRS 660, Theories of Teaching and Instruction, 3 Units

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

## GNRS 661, Leadership and Role Development in Nursing Education, 3 Units

This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

## GNRS 662, Assessment, Curriculum, Development, and Outcomes, 3 Units

This course addresses theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes. Emphasis is given to the importance of incorporating Christian values in the curriculum. The course also includes critical analyses of related topics based upon current research in nursing and higher education literature.

## GNRS 663, Clinical Practicum in Nursing Education, 3 Units

This practicum course builds on the academic and clinical preparation of previous courses and prepares students to teach in academic and clinical settings. Under the supervision of a preceptor, this practical classroom experience focuses on: a) writing of learning/teaching objectives, b) selecting teaching strategies and learning activities, c) designing and implementing teaching plans for units of instruction, d) evaluating student learning outcomes, and e) obtaining feedback on teaching performance from faculty mentors/preceptors, fellow students, and self-evaluation and reflection. It is recommended that students take GNRS 660, GNRS 661, and GNRS 662 prior to taking this class. GNRS 664 may be taken concurrently.

## GNRS 664, Teaching and Learning Strategies for Nursing Education, 3 Units

This course equips academic nurse educators to develop and evaluate teaching and learning strategies that facilitate learning in different nursing educational settings. Course material includes examining the challenges nursing faculty face in implementing this role, and strategies to successfully navigate those challenges. Also included are two projects to prepare students for the application process of the nurse educator. It is recommended that students take GNRS 660 prior to taking this class.

## GNRS 695, Special Topics, 1-4 Units

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

## GNRS 700, Philosophy of Science, 3 Units

This course equips students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

## GNRS 701, Nursing Knowledge Development, 3 Units

Students in this course focus on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance go hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

## GNRS 702, Nursing Theory, 3 Units

This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

## GNRS 703, Spirituality and Health, 3 Units

This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic religious and Christian spiritualities. While the course covers theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality for spiritual integration as well as for its development in nursing practice.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 704, Faith Integration and Nursing Scholarship, 3 Units

This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

## GNRS 705, Social Ethics and Health Policy, 3 Units

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 706, Methods of Inquiry, 3 Units

Students in this course explore various methods of inquiry as they focus 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 reason and interpretation, the perception of reality, and empirical generalizations are discussed, and their influence on the definition of research problems and designs is explored. Research designs and methods are introduced as they relate to problem definition and theory, including an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. Students are required to explore, synthesize, and debate current issues that will affect their research careers.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 707, Quantitative Nursing Research Design I, 3 Units

This course introduces students to fundamental quantitative research design and methodology. Course material covers key concepts in the research process; literature search; experimental, quasiexperimental, and observational designs; internal and external validity issues associated with specific designs; sampling and data collection methods; survey design; mixed methods; measurement quality indices; and the writing of a quantitative research proposal. In addition, topics addressing power analysis for calculating desired sample size and internal consistency reliability in SPSS are covered. Students have the opportunity to administer an instrument of choice and analyze collected survey data. By the end of the course, students develop an original quantitative research proposal that addresses an area of interest.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 708, Qualitative Nursing Research Design I, 3 Units

This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

## GNRS 709, Advanced Statistical Analysis II, 3 Units

This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized.
**Prerequisite:** GNRS 707

## GNRS 710, Advanced Qualitative Research Methods, 3 Units

This course provides advanced knowledge and training in the use of qualitative research methods including phenomenological interpretation, grounded theory interpretation, ethnographic interpretation, focus groups interpretation, and feminist interpretation. Intensive interpretive and structured approaches to analysis and methods of establishing plausibility, credibility, and adequacy of qualitative data are emphasized.
**Prerequisite:** GNRS 708

## GNRS 711, Advanced Research Methods in the Humanities, 3 Units

This seminar and consultation course introduces PhD students to nonscientific research methodologies as used in the arts, letters, humanities and aspects of the social sciences for the (a) conduct of original dissertation research on one of the disciplines of arts, letters, humanities, or nonscientific aspects of one of the social sciences, (b) conduct humanities-based research to widen and deepen a scientific dissertation topic, or (c) to enlarge the student's methodological repertoire, knowledge, and skill. The course is intended for those whose primary research education and experience has been in scientific methods and disciplines. (Enrollment limited to eight.)
**Prerequisite:** (a) successful completion of GNRS 701 and GNRS 706, (b) permission of the instructor

## GNRS 712, Healthcare Quality Improvement, Program Planning, and Evaluation, 3 Units

This core course bridges the gap between the uptake of new health research discoveries and their translation, adaption, and implementation in practice. Course content includes the examination, integration, and application of quality improvement, program planning, and evaluation processes, strategies, and tools. The outcome of the course is a well-designed evaluation plan for an evidence-based quality improvement project.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 713, Advanced Statistical Analysis I, 3 Units

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published healthcare research is also emphasized.

## GNRS 715, Psychosocial Issues of Older Adults, 3 Units

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

## GNRS 716, Translation of Research to Practice, 3 Units

The goal of this core course is to help prepare Doctor of Nursing Practice (DNP) nursing students to be nurse scholars and to identify strategies within a multidisciplinary model and in intraprofessional relationships that promote the ready translation of research into practice. This course exposes DNP students to evidence-based practice, quality improvement methodologies, concepts and theories, and deepens their knowledge regarding the phenomenon of interest. This prepares them for foundational competencies needed for evidence-based problem identification, PICOT writing, literature search, integrated literature review, evidence appraisal, and synthesis. There are iterative assignments to develop skill and the milestone assignment is a final integrated review and synthesis paper with in-depth knowledge of their phenomenon (vs. topic) of interest.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 717, Health Technology and Informatics, 3 Units

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

## GNRS 718, Organizational Leadership and Strategic Planning, 3 Units

In this core course, students acquire knowledge and skill to effectively manage systems level change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions, professional organizations, and in healthcare policy making arenas, using knowledge of nursing and other professions to address healthcare needs and direct interprofessional activities and initiatives. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services and outcomes at reasonable costs and lead the development of a business plan for quality improvement initiatives. Students advocate for change related to financial policies that impact the relationship between economics and quality care delivery. Focus is on organizational process, including the associated management of conflict, change, promotion of safety for clients and providers, and control of risk within a dynamic healthcare environment.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 720, Wellness Promotion and Health Maintenance, 3 Units

This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases; health hazards; high-risk health factors; acute and chronic illness across ethnicities, genders, and the life span; and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.
**Prerequisite:** Admission to DNP or PhD program

### GNRS 721, Health Disparities and Vulnerable Populations, 3 Units

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved ethnic or minority vulnerable populations as well as an analysis of research that describes, explains, and examines variables influencing health disparities and intervention strategies to reduce these disparities.

### GNRS 722, Research in Nursing and Health, 3 Units

This course is team taught and reflects the research expertise and program of study of the nursing doctoral faculty. It focuses on analysis of determinants of health and illness across demographic, biological, psychological, familial/cultural, and societal dimensions. Attention is given to theoretical explanations toward promoting development of students' programs of research.

### GNRS 724, Quantitative Nursing Research Design II: Survey Methodology, 3 Units

This course introduces students to the fundamental and advanced methods and approaches in survey research. Course material covers the theory and practice of survey development and administration, including principles of measurement and measurement error, selection of survey data collection methods, measurement design of a multidimensional concept, and locating and evaluating existing survey instruments. In addition, topics addressing instrument construction, reliability, and validity, with attention to statistical techniques, are covered. Throughout the course, students develop a comprehensive critical review of select instruments that measure a construct of their choice.
**Prerequisite:** GNRS 707

### GNRS 725, Research Practicum, 1 Unit

The practicum further develops, mentors, and socializes students into the roles and activities of research scientists and scholars. Emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can chose either a quantitative or qualitative practicum experience.

### GNRS 726, Advanced Scientific Writing, 3 Units

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

### GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.
**Prerequisite:** GNRS 620

### GNRS 728, Genome Science Research Methods, 3 Units

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.
**Prerequisite:** GNRS 620, GNRS 622, GNRS 727

### GNRS 729, Population Health and Epidemiology, 3 Units

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.
**Prerequisite:** Admission to DNP or PhD program

### GNRS 730, Comparative Health Care Systems, 3 Units

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

## GNRS 732, DNP Clinical Residency, 0 Units

This course provides students enrolled in the Doctor of Nursing Practice (DNP) program with opportunities to develop professional nursing skills at the doctoral level. The focus of the course is to explore the development and scientific underpinnings of components of expert advanced clinical practice. Students select a population of interest for the DNP clinical residency and apply evidence-based practice and research findings in order to develop and improve practice. Over the course of the DNP program, students integrate previous nursing education and practice experiences with the DNP residency and concurrent doctoral coursework to meet the AACN Essentials of Doctoral Education for Advanced Nursing Practice and complete a DNP scholarly project. The course may be repeated to enable the student to obtain a minimum of 1,000 residency hours. Previous hours from graduate clinical courses may apply, so residency hour requirements will vary.
**Prerequisite:** Admission to DNP program

## GNRS 733A, Residency IA, 1 Unit

This is the first in a series of three residency courses designed to enhance students' critical thinking, diagnostic reasoning, interpretation, and management skills for advanced clinical practice. This course broadens and enhances understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice clinical nurse scholarship. Students practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts. The course focuses on exploring the development and scientific underpinnings of components of expert advanced clinical practice, and attention is given to the development of skills necessary to attain that goal. By the end of this course, students select their population of interest for their clinical residency and apply evidence-based findings to this population to identify potential areas of intervention.
**Prerequisite:** Admission to DNP program

## GNRS 733B, Residency IB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

## GNRS 733C, Residency IC, 1 Unit

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

## GNRS 734A, Residency IIA, 1 Unit

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

## GNRS 734B, Residency IIB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

## GNRS 734C, Residency IIC, 1 Unit

This is the last of a three-course series of clinical residencies with a focus on transformative and collaborative leadership, including completion of the evidence-based practice project, assessment of project outcomes, and planned dissemination of findings. Students apply relevant clinical and research findings to develop and improve practice. Content emphasizes critical appraisal of skills and interventions necessary to ensure meaningful translation of scientific evidence into practice, including a cost-benefit analysis for implementing a change into clinical practice. The course also emphasizes the professional role of the nurse as a collaborator, leader, and provider of care with nursing colleagues and other members of the interprofessional healthcare team within the context of complex healthcare systems, preparing students to implement an advanced nursing practice role that results in practice and/or policy change at the local, state, and/or national levels.
**Prerequisite:** Successful completion of GNRS 733A, GNRS 733B, GNRS 733C, GNRS 734A and GNRS 734B

## GNRS 735, DNP Scholarly Project Seminar, 3 Units

The DNP program requires a rigorous clinical project focused on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP scholarly project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project also serves as a foundation for future scholarly practice.

## GNRS 736, DNP Scholarly Project Seminar: Evaluation and Dissemination, 2 Units

This course focuses on presentation to and approval of a completed DNP Scholarly Project. The DNP program requires a rigorous clinical project focused on translating scientific research to health care to improve the patients experience utilizing the best evidence of science and practice. This scholarly project is a culminating, independent experience which demonstrates the student's synthesis of coursework and lays the foundation for future scholarship.

## GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units

This seminar directs the development of either a PhD dissertation or a DNP Scholarly Project proposal draft that details a problem, the research/project purpose, questions or hypotheses to be examined, a synopsis of the relevant literature, the design and methods of the study including its timeline, protection of human subjects, plans for analysis, and the budget. The seminar also includes preparation of IRB applications, and peer review and critique of student proposals.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units

This doctoral seminar provides students with the opportunity to acquire knowledge, skills, and insights in the writing of a grant proposal. Discussion will focus on the value of writing grant proposals, the basic principles in writing a grant proposal, the components of a grant proposal, identification of funding sources, the difference between a research and a program grant proposal, as well as administrative factors in submitting a grant proposal. Students will craft and a grant proposal in response to a Request for Funding Proposal (RFP) that aligns with the guidelines of the funding agency, and additionally, a budget plan with justification, timelines, and a bio-sketch. In addition, students will conduct a peer review of class completed grant proposals.

## GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units

This seminar focuses on various aspects of writing for publication and directs the development of a manuscript suitable for publication from a previously written paper (e.g., a course term paper). This course will help the student get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books; and determine appropriate journals to consider for article submission. The student will acquire practice in reviewing and critiquing scholarly writing by others. It will also address the editorial and publication process, as well as ethical aspects of writing for publication.

## GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units

This seminar course identifies approaches to developing an effective and successful presentation, helping students find their voice and showcase their areas of expertise. Discussions focus on planning as essential to deciding on the content and the order in which the information is presented. Emphasis is on developing a logical sequence, one that flows naturally and is accompanied by audiovisuals that facilitate understanding of the material.

## GNRS 784, Dissertation Seminar V, 2-4 Units

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.
**Prerequisite:** GNRS 783

## GNRS 791, Doctor of Nursing Practice Intensive I, 1 Unit

This is the first of four intensive courses that give DNP students an interactive experience through out-of-classroom work, introducing them to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice as part of an evidence-based DNP scholarly project consistent with the DNP role within an organizational healthcare setting. Generally offered in the same semester as GNRS 716.
**Prerequisite:** Admission to the DNP program

## GNRS 792, Doctor of Nursing Practice Intensive II, 1 Unit

This is the third of four intensive courses that give DNP students an interactive experience through out-of-classroom work. This course helps students identify strategies within a multidisciplinary model that promotes evidence-based practice or quality improvement in various clinical, community, and educational settings. Students receive support and direction in collaboration with the sponsoring facility and mentor to develop a comprehensive, site-specific DNP scholarly project proposal. Generally offered in the same semester as GNRS 780.
**Prerequisite:** GNRS 791 and GNRS 793

## GNRS 793, Doctor of Nursing Practice Intensive III, 1 Unit

This is the second of four intensive courses that give DNP students an interactive experience through out-of-classroom work. This course introduces students to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice as part of an evidence-based DNP scholarly project consistent with the DNP role within an organizational healthcare setting. Generally offered in the same semester as GNRS 712.
**Prerequisite:** Admission to the DNP program and completion of GNRS 791

## GNRS 794, Doctor of Nursing Practice Intensive IV, 1 Unit

This is the last of four intensive courses that give DNP students an interactive experience through out-of-classroom work. As in the other intensive experiences, course content for each student reflects the interests of the student and is designed to meet that student's needs and career goals. This course allows students, with guidance from their mentors and faculty, to complete the DNP scholarly project and finalize the written and oral scholarly reports that disseminate and integrate new knowledge. Each student's final product reflects their ability to employ effective communication and collaboration skills, take a leadership role, integrate core DNP concepts and competencies that influence healthcare quality and safety, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems across a broad spectrum of health care. Generally offered in the same semester as GNRS 736.
**Prerequisite:** GNRS 791, GNRS 792, and GNRS 793

## GNRS 795, Special Topics, 1-4 Units

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

## GNRS 798, Continuous Doctoral Study, 0 Units

This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

## GNRS 799, Independent Study, 1-4 Units

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department

# Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS)

The Master of Science in Nursing with Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) program (https://www.apu.edu/nursing/programs/msn-cns/) allows students to concentrate on one of these two clinical areas of content and practice. Nurses with advanced practice preparation may work in acute, primary, or long-term care settings. Students learn the process of developing and sustaining evidence-based practice in illness management, advancing the practice of other nurses and nursing personnel, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS roles of expert clinical practice, consultation, clinical leadership, research, and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence. Graduates are eligible to apply to the state of California for certification as clinical nurse specialists, and may apply for national certification through examination by the American Nurses Credentialing Center (ANCC) (https://www.nursingworld.org/ancc/).

## Adult-Gerontology Clinical Nurse Specialist (CNS) Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **13** |
| GNRS 504 | Bioethics and Healthcare Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| GNRS 613 | Graduate Statistics | 3 |
| **Academic and Advanced Practice Core Courses** | | **12** |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning [1] | 4 (3/1) |
| **Advanced Practice Specialty Courses** | | **22** |
| GNRS 520 | Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients | 6 (2/4) |
| GNRS 521 | Clinical Specialization in the Care of Adult-Gerontology Patients | 6 (2/4) |
| GNRS 543 | Transitions Across the Care Continuum | 6 (2/4) |
| GNRS 548 | Health Promotion Across the Lifespan | 2 |
| GNRS 580 | Gerontology | 2 |
| **Concluding Courses** | | **1-3** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 | Thesis | 1 |
| - and - | | |
| GNRS 514 | Research Proposal Writing | 2 |
| **Total Units** | | **48-50** |

[1]    Units in parentheses are classroom/clinical units.

## Pediatric Clinical Nurse Specialist (CNS) Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **13** |
| GNRS 504 | Bioethics and Healthcare Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| GNRS 613 | Graduate Statistics | 3 |
| **Academic and Advanced Practice Core Courses** | | **12** |
| GNRS 511 | Advanced Pediatric Health Assessment and Health Promotion [1] | 4 (3/1) |
| or GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning | |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| **Advanced Practice Specialty Courses** | | **20** |
| GNRS 530 | Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient | 6 (2/4) |
| GNRS 531 | Clinical Specialization in the Care of the Pediatric Patient | 6 (2/4) |
| GNRS 543 | Transitions Across the Care Continuum | 6 (2/4) |
| GNRS 548 | Health Promotion Across the Lifespan | 2 |
| **Specialized Option Courses** | | **2** |
| Select from the following: | | |
| GNRS 589 | Adolescent Health Care | 2 |
| or GNRS 510 | Family Theory in Health Care | |
| **Concluding Courses** | | **1-3** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| or | | |
| GNRS 598 | Thesis | 3 |
| & GNRS 514 | and Research Proposal Writing | |
| **Total Units** | | **48-50** |

[1]    Units shown in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)

The Master of Science in Nursing with Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) program (https://www.apu.edu/nursing/programs/msn-np/) prepares students to provide primary care to the young adult, adult, and older adult age spectrum across the continuum of care from wellness to illness, in settings that include community health centers and clinics, private medical practices, long-term care facilities, and patient homes. Graduates are eligible to apply to the state of California Board of Registered Nursing (https://www.rn.ca.gov/) for certification as a nurse practitioner and may apply for national AGPCNP certification through examination.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **10** |
| GNRS 504 | Bioethics and Healthcare Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |

| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
|---|---|---|
| **Advanced Practice Core Courses** | | **10** |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning [1] | 4 (3/1) |
| **Advanced Practice Specialty Courses** | | **21 (9/15)** |
| GNRS 600 | Nurse Practitioner Clinical Experience [2] | 12 |
| GNRS 601 | Primary Healthcare I: Adult and Aging | 3 |
| GNRS 602 | Primary Healthcare II: Population-based Health Interventions | 3 |
| GNRS 603 | Primary Healthcare III: Restorative and Palliative Interventions | 3 |
| **Other Specialization Course** | | **2** |
| GNRS 580 | Gerontology | 2 |
| **APRN Intensives** | | **4** |
| GNRS 615 | APRN Intensive I | 1 |
| GNRS 616 | APRN Intensive II | 1 |
| GNRS 617 | APRN Intensive III | 1 |
| GNRS 618 | APRN Intensive IV | 1 |
| **Concluding Course** | | **1** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| **Total Units** | | **48** |

[1]    Units shown in parentheses are classroom/clinical units.
[2]    Students may enroll in 2-6 clinical units per semester with faculty approval.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# Family Nurse Practitioner (FNP)

This specialty program (https://www.apu.edu/nursing/programs/msn-np/) prepares students to be nurse practitioners for patients across the human lifespan in a primary healthcare setting. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment; client advocacy; and client/family education. Graduates are eligible to apply to the California Board of Registered Nursing (https://www.rn.ca.gov/) for certification as a nurse practitioner and may apply for national FNP certification through examination.

# Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Academic Core Courses** | | **10** |
| GNRS 504 | Bioethics and Healthcare Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| **Advanced Practice Core Courses** | | **10** |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning [1] | 4 (3/1) |
| **FNP Specialty Courses** | | **21 (9/12)** |
| GNRS 600 | Nurse Practitioner Clinical Experience [2] | 12 |
| GNRS 601 | Primary Healthcare I: Adult and Aging | 3 |
| GNRS 602 | Primary Healthcare II: Population-based Health Interventions | 3 |
| GNRS 603 | Primary Healthcare III: Restorative and Palliative Interventions | 3 |
| **Other Specialization Course** | | **3** |
| GNRS 590D | Primary Health Care of the Young Family | 3 |
| **APRN Intensives** | | **4** |
| GNRS 615 | APRN Intensive I | 1 |
| GNRS 616 | APRN Intensive II | 1 |
| GNRS 617 | APRN Intensive III | 1 |
| GNRS 618 | APRN Intensive IV | 1 |
| **Concluding Course** | | **1** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| **Total Units** | | **49** |

[1]   Units in parentheses are classroom/clinical units.

[2]   Students may enroll in 2-6 clinical units per semester with faculty approval.

# Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.

2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.

3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.

4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.

5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.

6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.

7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# Pediatric Nurse Practitioner–Primary Care (PNP-PC)

The Master of Science in Nursing (MSN) with a Pediatric Nurse Practitioner–Primary Care (PNP-PC) specialty (https://www.apu.edu/nursing/programs/msn-np/) prepares students to be nurse practitioners with children and families in primary health care settings. This advanced practice specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to the state of California Board of Registered Nursing (https://www.rn.ca.gov/) for certification as a nurse practitioner, and may apply for national PNP-PC certification through examination.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **10** |
| GNRS 504 | Bioethics and Healthcare Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| **Academic and Advanced Practice Core Courses** | | **14** |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 511 | Advanced Pediatric Health Assessment and Health Promotion [1] | 4 (3/1) |
| or GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning | |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| **Advanced Practice Specialty Courses** | | **19** |
| GNRS 532 | Advanced Nursing Practice in Pediatrics | 6 (3/3) |
| GNRS 542 | Advanced Concepts and Competencies in Pediatric Primary Health Care | 3 (1/2) |
| GNRS 590A | Primary Health Care of the Young Family | 6 (3/3) |
| GNRS 590B | Clinical Practicum in Pediatrics | 4 (0/4) |
| **Specialization Option Course (No Requirement)** | | |
| The following course is optional: | | |
| GNRS 543 | Transitions Across the Care Continuum | 4 (2/2) |
| **Concluding Course(s)** | | **1-3** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| or | | |
| GNRS 598 | Thesis | 3 |
| & GNRS 514 | and Research Proposal Writing | |
| **Total Units** | | **44-50** |

[1]     Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Psychiatric Mental Health Nurse Practitioner (PMHNP)

This specialty master's program (https://www.apu.edu/nursing/programs/msn-np/) prepares students as psychiatric mental health nurse practitioners for clients with psychiatric and mental health problems across the lifespan. Graduates are prepared to work respectfully and collaboratively with clients/

consumers who are experiencing severe or chronic mental illnesses to determine biopsychosocial healthcare needs within a complex and changing environment. Theory and clinical coursework focus on assessment; differential diagnosis and disease management; intervention planning; individual, family, and group psychotherapy; health promotion; and disease prevention.

The inherent equality and worthiness of those who are vulnerable and disenfranchised, the role of spirituality, the value of diversity, and the ability to engender hope, empowerment, self-responsibility, and a meaningful role in life are threaded throughout the program. Graduates are eligible to apply to the California Board of Registered Nursing (https://www.rn.ca.gov/) for certification as a nurse practitioner, and may apply for national PMHNP certification through examination.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Academic Core Courses** | | **10** |
| GNRS 504 | Bioethics and Healthcare Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| **Advanced Practice Core Courses** | | **14** |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning [1] | 4 (3/1) |
| **Advanced Practice Specialty Courses** | | **29** |
| GNRS 533 | Psychiatric Theories across the Life Span | 2 |
| GNRS 534 | Integrated Psychiatric and Health Assessment across the Life Span | 2 |
| GNRS 535 | Psychiatric Interventions and Health Promotion across the Life Span | 6 (3/3) |
| GNRS 536 | Psychiatric Mental Health Care with Adults and Older Adults | 6 (3/3) |
| GNRS 537 | Psychiatric Mental Health Care with Children and Adolescents | 6 (3/3) |
| GNRS 538 | Psychiatric Mental Health Care with Selected Populations | 5 (2/3) |
| GNRS 539 | Psychopharmacology | 2 |
| **Concluding Course(s)** | | **1-3** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 & GNRS 514 | Thesis and Research Proposal Writing | 3 |
| **Total required for the MSN with PMHNP** | | **54-56** |

[1]    Units shown in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# School Nurse Services Credential Option

The School of Nursing is approved by the Commission on Teacher Credentialing to offer the School Nurse Services Credential (SNSC) program.  The credential can be a stand alone non-degree program for applicants with a baccalaureate degree in nursing or it can be taken as part of the Master of Science in Nursing degree.  School nurses work with K-12 student populations to promote health and oversee the health education curriculum as well as implement student health maintenance plans.

- MSN and Family Nurse Practitioner (FNP) and School Nurse Services Credential (SNSC) (p. 680)
- MSN and Pediatric Nurse Practitioner–Primary Care (PNP-PC) and School Nurse Services Credential (SNSC) (p. 681)

# MSN and Family Nurse Practitioner (FNP) and School Nurse Services Credential (SNSC)

This combined specialty program (https://www.apu.edu/nursing/programs/msn-snsc-fnp/) prepares nurses to be effective practitioners of school health and provide primary care for people of all ages in a variety of settings. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12). This enables them to establish, maintain, and coordinate a comprehensive school health program. The advanced practice family nurse practitioner specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to the state of California for the School Nurse Services Credential; they are also eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national FNP certification through examination.

Students must also take a California-approved audiometry course to meet SNSC requirements.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **10** |
| GNRS 504 | Bioethics and Healthcare Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| **Advanced Practice Core Courses** | | **10** |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning [1] | 4 (3/1) |
| **FNP Specialty Courses** | | **24 (12/12)** |
| GNRS 600 | Nurse Practitioner Clinical Experience [2] | 12 |
| GNRS 601 | Primary Healthcare I: Adult and Aging | 3 |
| GNRS 602 | Primary Healthcare II: Population-based Health Interventions | 3 |
| GNRS 603 | Primary Healthcare III: Restorative and Palliative Interventions | 3 |
| GNRS 590D | Primary Health Care of the Young Family | 3 |
| **APRN Intensives** | | **4** |
| GNRS 615 | APRN Intensive I | 1 |
| GNRS 616 | APRN Intensive II | 1 |
| GNRS 617 | APRN Intensive III | 1 |
| GNRS 618 | APRN Intensive IV | 1 |
| **SNSC Specialization Courses** | | **11** |
| GNRS 510 | Family Theory in Health Care | 2 |
| EDUC 537 | Curriculum Development, Revision, and Evaluation Process | 3 |
| GNRS 550A | Theory and Practice in School Nursing | 6 (3/3) |
| **Concluding Course** | | **1** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| **Total Units for the MSN: FNP and SNSC [3]** | | **60** |

[1]  Numbers in parentheses are classroom/clinical hours.

[2]  Students may enroll in 2-6 clinical units per semester with faculty approval.

[3]  Students must also take a California-approved audiometry course to meet SNSC requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# MSN and Pediatric Nurse Practitioner–Primary Care (PNP-PC) and School Nurse Services Credential (SNSC)

This combined specialty program (https://www.apu.edu/nursing/programs/msn-snsc-pnp/) prepares nurses to be effective practitioners of school health and provide primary care for children in a variety of other settings. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12). This enables them to establish, maintain, and coordinate a comprehensive school health program. The advanced practice pediatric nurse practitioner-primary care specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to California for the School Nurse Services Credential. They are also eligible to apply to the California Board of Registered Nursing (https://www.rn.ca.gov) for certification as a nurse practitioner, and may apply for national PNP certification through examination.

Students must also take a California-approved audiometry course to meet SNSC requirements.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **10** |
| GNRS 504 | Bioethics and Healthcare Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| **Advanced Practice Core Courses** | | **14** |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 511 | Advanced Pediatric Health Assessment and Health Promotion [1] | 4 (3/1) |
| or GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning | |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| **Advanced Practice Specialty Courses** | | **28** |
| EDUC 537 | Curriculum Development, Revision, and Evaluation Process | 3 |
| GNRS 532 | Advanced Nursing Practice in Pediatrics | 6 (3/3) |
| GNRS 542 | Advanced Concepts and Competencies in Pediatric Primary Health Care | 3 (1/2) |
| GNRS 550A | Theory and Practice in School Nursing | 6 (3/3) |
| GNRS 590A | Primary Health Care of the Young Family | 6 (3/3) |
| GNRS 590B | Clinical Practicum in Pediatrics | 4 (0/4) |
| **Concluding Courses** | | **1-3** |
| Select from the following: | | |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 | Thesis | 3 |
| & GNRS 514 | and Research Proposal Writing | |
| **Total Units for the MSN: PNP and SNSC [2]** | | **53-55** |

[1] Numbers in parentheses are classroom/clinical units.

[2] Students must also take a California-approved audiometry course to meet SNSC requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# MSN with School Nurse Services Credential (SNSC)

Learn more about this program. (https://www.apu.edu/nursing/programs/msn-snsc/) Students must also take a California-approved audiometry course to meet SNSC requirements.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **10** |
| GNRS 504 | Bioethics and Healthcare Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| **Advanced Practice Core Courses** | | **11** |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 511 | Advanced Pediatric Health Assessment and Health Promotion [1] | 4 (3/1) |
| or GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning | |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| **Advanced Practice Specialty Courses** | | **17** |
| EDUC 537 | Curriculum Development, Revision, and Evaluation Process | 3 |
| GNRS 550A | Theory and Practice in School Nursing | 6 (3/3) |
| GNRS 589 | Adolescent Health Care | 2 (2/0) |
| GNRS 590C | Primary Health Care of the Young Family for the School Nurse Services Credential | 6 (3/3) |
| Students contemplating a nurse practitioner certificate may substitute GNRS 590A if they have completed GNRS 513 and GNRS 611 in addition to GNRS 610 and GNRS 511 or GNRS 612. | | |
| **Specialization Option Courses: No Requirement** | | |
| **Concluding Courses** | | **1-3** |
| Select from the following: | | |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 | Thesis | 3 |
| & GNRS 514 | and Research Proposal Writing | |
| **Total Units for the MSN with SNSC [2]** | | **39-41** |

[1]    Numbers in parentheses are classroom/clinical units.

[2]    Students must also take a California-approved audiometry course to meet SNSC requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting health care.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# School Nurse Services Credential (SNSC)

This specialty (nondegree) program (https://www.apu.edu/nursing/programs/school-nurse-services-credential/) includes core academic courses and those required for the school nurse services credential, preparing registered nurses who have completed a bachelor's degree to be effective practitioners of school health. Students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12), learning to establish, maintain, and coordinate a comprehensive school health program. This includes planning health programs, assessing the health of children, providing health care and health referral, and contributing to the formulation and evaluation of health policy. To maximize children's ability to learn in school, candidates for the credential emphasize child health maintenance, illness prevention, restoration of health, and childhood wellness. This program is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov/).

Admission requirements (https://www.apu.edu/nursing/programs/school-nurse-services-credential/#admission) are the same as those for the Master of Science in Nursing program. Students must also take a California-approved audiometry course to meet SNSC requirements.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Course** | | **3** |
| GNRS 504 | Bioethics and Healthcare Policy | 3 |
| **Advanced Practice Core Courses** | | **6** |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 511 | Advanced Pediatric Health Assessment and Health Promotion [1] | 4 (3/1) |
| or GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning | |
| **Advanced Practice Specialty Courses** | | **17** |
| EDUC 537 | Curriculum Development, Revision, and Evaluation Process | 3 |
| GNRS 550A | Theory and Practice in School Nursing | 6 (3/3) |
| GNRS 589 | Adolescent Health Care | 2 (2/0) |
| GNRS 590C | Primary Health Care of the Young Family for the School Nurse Services Credential | 6 (3/3) |
| **Total Units for the SNSC [2]** | | **26** |

[1]    Numbers in parentheses are classroom/clinical units.
[2]    Students must also take a California-approved audiometry course to meet SNSC requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting health care.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# Department of Entry-Level Master of Science in Nursing

The Department of Entry-Level Master of Science in Nursing offers the Entry-Level Master of Science in Nursing (ELM), an accelerated graduate nursing program for students who desire to enter the nursing profession and hold a baccalaureate or higher degree in another discipline. This program meets the California Board of Registered Nursing (BRN) (https://www.rn.ca.gov/) requirements for licensure and is available at the San Diego, Inland Empire, and Monrovia campus locations.

Contact the School of Nursing (https://www.apu.edu/nursing/) for more information.

## Programs

- Entry-Level Master of Science in Nursing (ELM) (p. 711)
- ELM-MSN: School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP) (p. 709)
- ELM-MSN: School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner–Primary Care (PNP-PC) (p. 710)
- ELM-MSN: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) (p. 703)
- ELM-MSN: Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) (p. 702)
- ELM-MSN: Family Nurse Practitioner (FNP) (p. 704)
- ELM-MSN: Pediatric Nurse Practitioner–Primary Care (PNP-PC) (p. 707)
- ELM-MSN: Psychiatric Mental Health Nurse Practitioner (PMHNP) Specialty (p. 708)
- ELM-MSN: Healthcare Administration and Leadership (p. 705)
- ELM-MSN: Nursing Education (p. 706)
- MSN-ELM with School Nurse Services Credential (SNSC) (p. 713)

## Courses

### GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units

This course focuses on the introductory concepts crucial to the socialization of second career students to professional nursing. The history of nursing, the evolution of nursing in the U.S., the art and science of nursing, the legal and professional basis of nursing, the role of nursing in the health care delivery system, and current issues and trends in nursing education, practice and research are emphasized.

### GNRS 501, Theoretical Thinking in Nursing, 2 Units

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined, and selected theoretical models and theories are explored.
**Prerequisite:** Completion of undergraduate research course or instructor's consent; admission to ELM or MSN program.

### GNRS 503, Cultural Competency in Health Care, 3 Units

This course focuses on transforming graduate nursing students, preparing them for nursing leadership in nursing practice, nursing research, education, and public health policy for the improvement of patient healthcare outcomes in our increasingly diverse society. Students move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. The Essentials of Master's Education in Nursing (American Association of Colleges of Nursing, 2011) serves as the foundation for the development of core cultural competencies.
**Prerequisite:** Graduate standing in the School of Nursing.

### GNRS 504, Bioethics and Healthcare Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.
**Prerequisite:** Graduate standing

## GNRS 505, Christian Formation for Holistic Care, 3 Units

Students engage in the process of discovering the foundational values of Azusa Pacific University that serve as guiding principles for the distinctive education they will receive. They are made aware of the Christian worldview and its implications for personal holistic development and care. With a focus on developing motivating character and integrated caregivers, the course brings heightened self-awareness, the impact of a Christian worldview on vocation, scriptural awareness especially emphasizing healing themes in the life of Christ, and the importance of spiritual growth on the journey toward formation.

## GNRS 506, Spiritual Concept Analysis in Health Care, 3 Units

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.
**Prerequisite:** Graduate standing

## GNRS 507, Scientific Writing, 3 Units

This course provides opportunities for students to learn how to introduce a topic or issue, articulate a thesis, support and develop a thesis and subordinate claims, work with secondary sources, and organize an argument.

## GNRS 508A, Research and Theory in Advanced Practice Nursing, 4 Units

This course prepares nurses to use theory and research evidence in advanced clinical practice. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theoretical models and theories are explored, and students learn how ideas are developed and used in nursing practice and research. Students deepen their understanding of the research process by engaging in a systematic search, critique, and summary of research studies with direct application to nursing practice. Experience in statistical analysis of research data is included.
**Prerequisite:** Computer literacy, undergraduate research course, undergraduate statistics course, and graduate standing

## GNRS 508B, Research and Theory in Healthcare, 4 Units

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.
**Prerequisite:** GNRS 613

## GNRS 510, Family Theory in Health Care, 2 Units

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.
**Prerequisite:** Graduate standing

## GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units

This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and 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.
**Prerequisite:** Undergraduate health assessment and GNRS 610;
**Corequisite:** Practicum

## GNRS 513, Advanced Nursing Practice Role, 2 Units

This course focuses on the concepts of role development and performance competence of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, clinical program manager, consultant, researcher, and case manager roles of the advanced practice nurse. The leadership aspects of the roles of advanced practice are explored in relation to health care delivery, policy formulation, and legislation. The course explores theories and issues related to the advanced nursing practice role.
**Prerequisite:** Graduate standing

## GNRS 514, Research Proposal Writing, 2 Units

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.
**Prerequisite:** GNRS 508A

## GNRS 516, Integrative Disease and Symptom Management, 3 Units
Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

## GNRS 517, Fundamentals in Nursing Practice, 2 Units
This is an experiential learning course designed to teach basic nursing skills in a clinical skills or simulation laboratory setting to prepare students to deliver safe and patient-focused nursing care. Utilizing the nursing process, students perform basic skills in assessment, patient care across the continuum, documentation, patient-family teaching, and infection control.

## GNRS 518, Supervised Practicum in Health Care, 3 Units
This course prepares students to integrate and apply theory, evidence-based practice, and national guidelines and standards in practicum settings. Students select practicum areas in which, with faculty approval, they will participate in experiences led by preceptors. The purpose of the course is to equip students with current, evidence-based knowledge in a selected practice area.

## GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units
Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.
**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patients, 6 Units
The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.
**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 522, Disaster Nursing and Emergency Preparedness, 3 Units
This course explores the nature of disasters and prepares nurses to respond to various types of disasters - including natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism - by utilizing essential knowledge, skills, values, meanings, and experience in the basic competencies of emergency preparedness and disaster nursing. In accordance with the position of major nursing organizations, emphasis is placed on evidence-based best practices for personal preparedness.
**Prerequisite:** Comparable course, such as UNRS 312 Nursing Management of Adults, a human growth and development course, a lifespan course OR an RN licensure.

## GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units
Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.
**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units
The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.
**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units

This course emphasizes physiological and psychological bases for critical and chronic conditions in children, focusing on an advanced science base for the assessment, diagnosis, and management of children and families to promote wellness. Exploration of traditional versus alternate medicine treatment plans, as well as relevant cultural, spiritual, and health promotion strategies, is incorporated.
**Prerequisite:** Graduate status and GNRS 590A;
**Corequisite:** Practicum

## GNRS 533, Psychiatric Theories across the Life Span, 2 Units

This course presents neurobiologic, neuroendocrine, genomic, behavioral, and psychodynamic theories of psychiatric mental illnesses as they manifest among members of diverse cultural groups across the life span. A theoretical foundation for subsequent coursework in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.
**Prerequisite:** Graduate standing, Advanced Practice Core

## GNRS 534, Integrated Psychiatric and Health Assessment across the Life Span, 2 Units

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.
**Prerequisite:** Advanced Practice Core, GNRS 533 (May be taken concurrently)

## GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.
**Prerequisite:** Advanced Practice Core, GNRS 533 and GNRS 534; GNRS 539 may be taken concurrently;
**Corequisite:** Practicum

## GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.
**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 539;
**Corequisite:** Practicum

## GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.
**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;
**Corequisite:** Practicum

## GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.
**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;
**Corequisite:** Practicum

## GNRS 539, Psychopharmacology, 2 Units

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.
**Prerequisite:** GNRS 533, GNRS 534; GNRS 535 (May be taken concurrently)

## GNRS 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement, and also allows for a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.
**Prerequisite:** Graduate standing, GNRS 532 (may be taken concurrently with instructor's permission), and GNRS 590A;
**Corequisite:** Practicum

## GNRS 543, Transitions Across the Care Continuum, 4-6 Units

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes healthcare delivery through integration of services and transition management. Students are introduced to decision making related to allocation of resources and services, development of protocols, and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational, and research dimensions of patient care are emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.
**Prerequisite:** NP students: completion of Advanced Practice Core; CNS students: completion of Advanced Practice Core and GNRS 520 or GNRS 530; HAL students: completion of MSN Core and GNRS 560.
**Corequisite:** Practicum

## GNRS 544, Clinical Specialization Residency, 2-4 Units

This elective residency program, formed through a partnership between the School of Nursing and selected community healthcare organizations, is an intensive, precepted clinical experience that helps students transition to beginning professional nurses in a specialized setting. It enhances students' skill and practice knowledge in preparation for the RN licensing examination, and increases their ability to perform clinical reasoning with the assigned patient population and evaluate the QSEN competencies of patient-centered care, safety, evidence-based practice, informatics, and teamwork and collaboration.
**Prerequisite:** ELM students must complete GNRS 573 (may be taken concurrently), but GNRS 573 is not required for nurses in community partnerships who are taking GNRS 544 for continuing education credit.

## GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs.
**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;
**Corequisite:** Practicum

## GNRS 547, Nursing Leadership in Acute Care Settings, 6 Units

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate.
**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;
**Corequisite:** Practicum

## GNRS 548, Health Promotion Across the Lifespan, 2 Units

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.
**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

## GNRS 550A, Theory and Practice in School Nursing, 6 Units

This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. Students participate in field experiences and classroom learning activities that focus on the assessment and management of children's healthcare needs in various school settings. This course equips students with the necessary tools and skills to successfully function as professional school nurses. At the conclusion of this course, students are able to successfully function as providers of health education as well as providers, planners, and coordinators of health care in school settings.
**Prerequisite:** GNRS 612 or instructor consent, and admission to School Nurse Services Credential program;
**Corequisite:** Practicum

## GNRS 554, Medical-Surgical Care of the Adult and Geriatric Patient, 5 Units

This course introduces crucial concepts in professional nursing care, such as the nursing process, communication, therapeutic interventions, critical thinking, and critical reasoning. Course material focuses on the application of biological, psychosocial, and spiritual concepts to adult and elderly clients in various healthcare settings with acute and/or chronic illnesses. The nursing process is utilized to provide care to one or two adult clients within the healthcare delivery system. The clinical practicum focuses on the cognitive basics, scientific principles, and manipulative components of psychomotor skills used when providing nursing care.

**Prerequisite:** Admission to the ELM program, completion of all prerequisite courses for the program.

**Corequisite:** GNRS 554P

## GNRS 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students have an opportunity to practice simulated clinical skills.

**Prerequisite:** Admission to the ELM program, completion of all prerequisite courses for the program;

**Corequisite:** Practicum

## GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.

**Prerequisite:** Admission to the ELM program; successful completion of GNRS 555;

**Corequisite:** Practicum

## GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units

This course provides non-Spanish-speaking advanced-practice nursing students with foundational knowledge of Spanish language structure and vocabulary, helping them build appropriate phrasing to facilitate communication in healthcare settings. Cultural issues relevant to health and illness in the Latino community are also addressed.

**Prerequisite:** Graduate nursing student standing, or instructor's permission

## GNRS 558, Intermediate Medical-Surgical Care of the Adult, 6 Units

This course is designed to build on the base of medical-surgical nursing knowledge from prior nursing courses. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, restorative care settings and long-term care settings.

**Corequisite:** GNRS 558P

## GNRS 559, Audiometry for School Nurses, 3 Units

This course provides didactic instruction via eCollege and eight hours of on-site practicum experience that emphasizes the content and clinical expertise necessary to fulfill the requirements of the State of California School Hearing Conservation Program and training for the school audiometrist. The course focuses on the physiologic process of hearing and how to assess for deficits in hearing in children of all ages. At the conclusion of the course, and after having completed successfully all learning objectives, the student is eligible to submit an Application for Registration as a School Audiometrist in the State of California (a $10 registration fee is required with the application).

## GNRS 560, Strategic Leadership in Health Care, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

## GNRS 564, Nutrition and Therapeutics, 2 Units

Students in this course explore the functions of nutrients and the consequences of nutrient deficiencies and excesses in the body. Course material introduces a variety of tools for planning and evaluating diets, including a computer diet analysis, and the application of nutrition concepts is interwoven into health care and fitness conditions. Students also study the prevention of chronic disease as it relates to proper nutrition and adequate exercise.

**Prerequisite:** Admission to the ELM program

## GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.

**Prerequisite:** All core and role courses

## GNRS 568, Healthcare Finance, 4 Units

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

## GNRS 569, Quality and Safety for Health Care Practice, 3 Units

This course is designed to deepen and advance students' knowledge of, and ability to systematically apply the principles of, patient quality and safety in nursing practice. Based on national standards, the focus is on examining and applying quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

## GNRS 570, Parish Nursing/Health Ministries, 2 Units

This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

## GNRS 571, International Health Care, 2-4 Units

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

## GNRS 573, Clinical Residency, 4 Units

The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.
**Prerequisite:** Successful completion of all pre-licensure clinical courses

## GNRS 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;
**Corequisite:** Practicum

## GNRS 576, Pharmacology, 2 Units

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.
**Prerequisite:** Admission to the ELM program

## GNRS 578, Health Assessment, 3 Units

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physicalexamination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.
**Prerequisite:** Admission to the ELM program;
**Corequisite:** Practicum

## GNRS 580, Gerontology, 2 Units

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary - course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing, and psychiatry. Development in adulthood is viewed from multiple perspectives including cognitive, behavioral, biological, sociocultural, and spiritual, and the influences these perspectives have on the successful negotiation of age-related issues are considered. Finally, students examine aspects of human aging in contemporary American society and from a cross-cultural and ethnic perspective.
**Prerequisite:** Graduate standing in the School of Nursing.

## GNRS 581, Primary Health Care of the Older Adult, 5 Units

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.
**Prerequisite:** Graduate status in the School of Nursing, completion of Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 582A, Pathophysiology, 2 Units

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
**Prerequisite:** Admission to the ELM program

## GNRS 582B, Pathophysiology, 2 Units

This course continues the presentation an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
**Prerequisite:** Admission to the ELM program, successful completion of GNRS 582A

## GNRS 583, Nursing Care of Children and Young Adults, 4 Units

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;
**Corequisite:** Practicum

## GNRS 584, Mental Health Nursing, 4 Units

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;
**Corequisite:** Practicum

## GNRS 586, Leadership and Management in Professional Practice, 2 Units

This course emphasizes leadership and management theory including systems theory in a number of applications and settings, equipping students with the ability to adjust to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to clinical settings are presented using a systems approach. Emphasis on nursing case management is included.

## GNRS 587, Community Health Nursing, 5 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one, two, and three;
**Corequisite:** Practicum

## GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.
**Prerequisite:** Admission to the ELM program;
**Corequisite:** Practicum

## GNRS 589, Adolescent Health Care, 2-4 Units

This course focuses on the growth and development of adolescents, including assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is on age-appropriate and culturally competent provision of primary health care to adolescents in a family system.
**Prerequisite:** Graduate status in the School of Nursing; 2-unit version of this course requires prior completion of GNRS 610, while the 4-unit version requires prior completion of GNRS 610, GNRS 611, and GNRS 511 or GNRS 612.

## GNRS 590A, Primary Health Care of the Young Family, 6 Units

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families. Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 590B, Clinical Practicum in Pediatrics, 4 Units

The student develops expanded skills in the comprehensive assessment and management of common childhood illnesses and problems and continues to gain skill in promoting child wellness. Application of theory and research is emphasized in the care of common illnesses throughout the childhood years.
**Prerequisite:** GNRS 511 or GNRS 612, and GNRS 590A

## GNRS 590C, Primary Health Care of the Young Family for the School Nurse Services Credential, 6 Units

Using a system-based approach, this combined didactic and practical course focuses on assessment, nursing interventions, and follow-up for common illness presentations in children, as well as illness-related impact on social, emotional, and educational functioning. The effects of culture on child development, parenting, and healthcare practices is also emphasized.
**Prerequisite:** GNRS 612;
**Corequisite:** Practicum

## GNRS 590D, Primary Health Care of the Young Family, 3 Units

This theory course focuses on management of health care of children (from birth through adolescence) and their families, with an emphasis on 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 in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.
**Prerequisite:** Advanced Practice Core courses

## GNRS 591, Primary Health Care of the Childbearing Family, 4 Units

This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 592A, Primary Health Care of the Adult and Aging Family, 6 Units

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults is addressed.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 592B, Primary Health Care Clinical Practicum, 2 Units

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.
**Prerequisite:** Completion of clinical courses for the FNP or AGNP program track

## GNRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 595, Special Topics in Nursing, 1-6 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.
**Prerequisite:** Graduate standing

## GNRS 596, Foundations of Healthcare Informatics, 3 Units

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

## GNRS 597, Comprehensive Examination Directed Study, 1 Unit

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar.
**Prerequisite:** Completion of all Academic Core and degree specialty courses. Final specialty course may be taken concurrently.

## GNRS 598, Thesis, 1 Unit

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed.
**Prerequisite:** GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses

## GNRS 599, Readings/Independent Study in Nursing, 1-4 Units

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation.
**Prerequisite:** Graduate standing

## GNRS 600, Nurse Practitioner Clinical Experience, 2-6 Units

The AGPCNP and NP programs require 765 hours of supervised direct patient care experience. Students in this course function in the role of student nurse practitioners under the direct supervision of approved preceptors, and receive feedback from their preceptors and from their clinical faculty. This course gives students an opportunity to complete the documentation necessary to be awarded clinical units. Students progressively integrate advanced-practice nursing competencies, demonstrate professional nursing behavior, and keep accurate records. Upon completion of 765 hours, students are given access to a clinical portfolio.
**Prerequisite:** GNRS 612 and faculty permission

## GNRS 601, Primary Healthcare I: Adult and Aging, 3 Units

This course integrates knowledge from advanced pathophysiology, advanced pharmacology, and advanced health assessment and apply it to create a diagnostic hypothesis for common acute and chronic primary care health problems in adolescents, adults, and older adults. The course examines a variety of treatment options for each disease presented and for diseases that don't respond to first-line therapy.
**Prerequisite:** GNRS 612
**Corequisite:** GNRS 600

## GNRS 602, Primary Healthcare II: Population-based Health Interventions, 3 Units

Primary Healthcare II recognizes that individuals with healthcare needs belong to a variety of discrete groups. This course introduces population health principles to be integrated with psychosocial assessment, cultural competency, social determinants of health, and the nurse-client relationship to foster the development of competence to motivate patients in a way that respects their diversity and to assist them to find resources to address social vulnerabilities. Students will employ statistical analysis as well as nursing experience to analyze risk to create a patient education plan.
**Prerequisite:** GNRS 601
**Corequisite:** GNRS 600

## GNRS 603, Primary Healthcare III: Restorative and Palliative Interventions, 3 Units

This course is designed to integrate disease management and communication techniques to support the physical, emotional, and spiritual transitions of chronic illness. The course examines developing a prognosis, transitioning care, interprofessional care planning, and care of the caregiver. Grounded in spiritual concepts, this course is designed to provide the student with tools to give patients and families unpleasant information that will likely evoke fear or sadness.
**Prerequisite:** GNRS 602

## GNRS 610, Advanced Pathophysiology, 3 Units

This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on the development of an advanced understanding of the pathophysiologic mechanisms of human health disorders including those that are genetic. 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. This course introduces epidemiological principles and methods to be applied to population health models.
**Prerequisite:** Graduate standing and undergraduate pathophysiology

## GNRS 611, Advanced Pharmacology, 3 Units

This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. The course introduces the principles of pharmacogenomics and their application to clinical practice. 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.
**Prerequisite:** GNRS 610 (may be taken concurrently)

## GNRS 612, Advanced Health Assessment and Diagnostic Reasoning, 4 Units

This course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within family, community, and cultural contexts. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and 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.
**Prerequisite:** Undergraduate health assessment and GNRS 610;
**Corequisite:** lab

## GNRS 613, Graduate Statistics, 3 Units

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

## GNRS 615, APRN Intensive I, 1 Unit

This is the first of four Intensive courses that give NP students an interactive experience through in-class and out-of-classroom work. This course introduces students to the professional role and practice of the nurse practitioner in primary care.
**Prerequisite:** GNRS 612 (may be taken concurrently)

## GNRS 616, APRN Intensive II, 1 Unit

This is the second of four APRN Intensive courses that give NP students an interactive experience through out-of-classroom work. Course activities and games will evaluate the student's ability to perform the clinical role of the NP. Students will understand and develop the skills of virtuous leadership and collaboration from a biblical perspective.
**Prerequisite:** GNRS 615;
**Corequisite:** GNRS 601

## GNRS 617, APRN Intensive III, 1 Unit

This is the third of the APRN intensives that give APRN students an interactive experience with out-of-classroom work that includes team activities, simulation experiences, and problem-solving activities. Topical content includes managing patients with complex co-morbidities, ethical reasoning, and advanced communication skills. Students will be observed performing the professional and clinical skills of the APRN.
**Prerequisite:** GNRS 616;
**Corequisite:** GNRS 602

## GNRS 618, APRN Intensive IV, 1 Unit

This is the fourth of the APRN intensives that give APRN students an interactive experience with out-of-classroom work that includes team activities, simulation experiences, and problem-solving activities. Topical content practice-based quality improvement, office-based procedures, and certification exam preparation. Students will be observed performing the professional and clinical skills to demonstrate readiness to enter NP practice.
**Prerequisite:** GNRS 617; Faculty permission.

## GNRS 620, Genome Science in Healthcare, 3 Units

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

## GNRS 622, Genome Science and Ethical Issues, 3 Units

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.
**Prerequisite:** GNRS 620

## GNRS 630A, Oncology Nurse Practitioner Fellowship A, 4 Units

This course is the first in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## GNRS 630B, Oncology Nurse Practitioner Fellowship B, 4 Units

This course is the second in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## GNRS 630C, Oncology Nurse Practitioner Fellowship C, 4 Units

This course is the third in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## GNRS 631, ONP: Cancer Biology and Assessment, 2 Units

This course builds on knowledge of the anatomy and physiology of DNA, RNA, and differentiated and nondifferentiated human cells. Focus is on the pathophysiologic mechanisms of human cancer disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms is a key process undergirding the course. The course also provides the foundation for the integration of diagnostic testing, physical assessment, and understanding of the predictable pathophysiology of cancer in order to stage tumors and predict metastatic risk in individuals.
**Prerequisite:** Admission to the Oncology Nurse Practitioner Post-Master's Certificate program.

## GNRS 632, ONP: Cancer Therapeutics, 2 Units

This course builds on knowledge of the predicted behavior of human cancer. Technology in cancer treatment is evolving rapidly, and this course provides a pathophysiological foundation for understanding cancer protocols. Current cancer protocols, classes and categories of therapeutics, technologies in development, and tumor resistance are discussed, along with the cost benefit, side effects, and availability of the covered therapeutics.
**Corequisite:** GNRS 631

## GNRS 633, ONP: Symptom and Side Effect Burden, 2 Units

Patients with advanced cancer often suffer significant symptomatic burden and the iatrogenic complications of treatment. This course helps students develop a patient-centered approach to evidence-based management of common symptoms of cancer and side effects of treatment.
**Prerequisite:** GNRS 631 and GNRS 632

## GNRS 634, ONP: Survivorship and the Psychosocial Impact of Cancer, 2 Units

Cancer patients and their caregivers face complicated psychological, financial, and spiritual changes, beginning at diagnosis and extending into the posttreatment phases. This course covers the common problems related to those changes, and best-practice strategies and techniques to help patients and families cope with cancer.

## GNRS 635, ONP: Team-Based Care and the Role of the Oncology Nurse Practitioner, 2 Units

The clinician role of the oncology nurse practitioner requires familiarity with the incidence, prevalence, and risk assessment competencies for all common cancers. In addition, the oncology nurse practitioner must be prepared for a wide variety of leadership roles. Strategies for care coordination, designing and measuring interdisciplinary team outcomes, mentoring, collaborating with primary care providers, and rapid-cycle quality improvement are examined.

## GNRS 636, ONP: Clinical Trials in Oncology Nursing, 2 Units

The advanced-practice oncology nurse practitioner is prepared to provide direct patient care, design a plan for outcome evaluation, and take a leadership role in medical and nursing oncological research.
**Prerequisite:** GNRS 610, GNRS 611, GNRS 612, and GNRS 613

## GNRS 650, History of Professional Nursing: From Origins to Nursing in Transition, 3 Units

Students in this course explore conceptual and methodological issues in historical nursing research, including the use of biographic methods in nursing history and working with primary sources/archival materials/artifacts and material culture. Focus is on the origins of professional nursing up to the period of nursing in transition in the United States. Students examine ethics guidelines and standards for historical research in nursing, and critically analyze the origins of nursing and early nursing contributions to the evolution of modern health systems and interventions. Class discussion and composition facilitate critical thinking about the history of nursing as a scholarly inquiry, focusing on issues and methods of nursing historical research.

## GNRS 651, History of Professional Nursing: From Colonial Times to Present Day, 3 Units

Students in this course explore the foundations of professional nursing in the United States in the context of influential historical, global, societal, and scientific events. Students examine issues faced by nurses from colonial times to today, critically analyzing nurses' contributions to the development of modern health systems and interventions. Class discussion and composition facilitate critical thinking about the history of nursing as a scholarly inquiry, since historical perspectives form the basis for analysis of contemporary healthcare issues and projected development of the nursing profession, its practice, and healthcare policy.

## GNRS 660, Theories of Teaching and Instruction, 3 Units

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

## GNRS 661, Leadership and Role Development in Nursing Education, 3 Units

This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

## GNRS 662, Assessment, Curriculum, Development, and Outcomes, 3 Units

This course addresses theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes. Emphasis is given to the importance of incorporating Christian values in the curriculum. The course also includes critical analyses of related topics based upon current research in nursing and higher education literature.

## GNRS 663, Clinical Practicum in Nursing Education, 3 Units

This practicum course builds on the academic and clinical preparation of previous courses and prepares students to teach in academic and clinical settings. Under the supervision of a preceptor, this practical classroom experience focuses on: a) writing of learning/teaching objectives, b) selecting teaching strategies and learning activities, c) designing and implementing teaching plans for units of instruction, d) evaluating student learning outcomes, and e) obtaining feedback on teaching performance from faculty mentors/preceptors, fellow students, and self-evaluation and reflection. It is recommended that students take GNRS 660, GNRS 661, and GNRS 662 prior to taking this class. GNRS 664 may be taken concurrently.

## GNRS 664, Teaching and Learning Strategies for Nursing Education, 3 Units

This course equips academic nurse educators to develop and evaluate teaching and learning strategies that facilitate learning in different nursing educational settings. Course material includes examining the challenges nursing faculty face in implementing this role, and strategies to successfully navigate those challenges. Also included are two projects to prepare students for the application process of the nurse educator. It is recommended that students take GNRS 660 prior to taking this class.

## GNRS 695, Special Topics, 1-4 Units

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

## GNRS 700, Philosophy of Science, 3 Units

This course equips students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

## GNRS 701, Nursing Knowledge Development, 3 Units

Students in this course focus on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance go hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

## GNRS 702, Nursing Theory, 3 Units

This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

## GNRS 703, Spirituality and Health, 3 Units

This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic religious and Christian spiritualities. While the course covers theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality for spiritual integration as well as for its development in nursing practice.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 704, Faith Integration and Nursing Scholarship, 3 Units

This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

## GNRS 705, Social Ethics and Health Policy, 3 Units

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 706, Methods of Inquiry, 3 Units

Students in this course explore various methods of inquiry as they focus 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 reason and interpretation, the perception of reality, and empirical generalizations are discussed, and their influence on the definition of research problems and designs is explored. Research designs and methods are introduced as they relate to problem definition and theory, including an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. Students are required to explore, synthesize, and debate current issues that will affect their research careers.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 707, Quantitative Nursing Research Design I, 3 Units

This course introduces students to fundamental quantitative research design and methodology. Course material covers key concepts in the research process; literature search; experimental, quasiexperimental, and observational designs; internal and external validity issues associated with specific designs; sampling and data collection methods; survey design; mixed methods; measurement quality indices; and the writing of a quantitative research proposal. In addition, topics addressing power analysis for calculating desired sample size and internal consistency reliability in SPSS are covered. Students have the opportunity to administer an instrument of choice and analyze collected survey data. By the end of the course, students develop an original quantitative research proposal that addresses an area of interest.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 708, Qualitative Nursing Research Design I, 3 Units

This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

## GNRS 709, Advanced Statistical Analysis II, 3 Units

This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized.
**Prerequisite:** GNRS 707

## GNRS 710, Advanced Qualitative Research Methods, 3 Units

This course provides advanced knowledge and training in the use of qualitative research methods including phenomenological interpretation, grounded theory interpretation, ethnographic interpretation, focus groups interpretation, and feminist interpretation. Intensive interpretive and structured approaches to analysis and methods of establishing plausibility, credibility, and adequacy of qualitative data are emphasized.
**Prerequisite:** GNRS 708

## GNRS 711, Advanced Research Methods in the Humanities, 3 Units

This seminar and consultation course introduces PhD students to nonscientific research methodologies as used in the arts, letters, humanities and aspects of the social sciences for the (a) conduct of original dissertation research on one of the disciplines of arts, letters, humanities, or nonscientific aspects of one of the social sciences, (b) conduct humanities-based research to widen and deepen a scientific dissertation topic, or (c) to enlarge the student's methodological repertoire, knowledge, and skill. The course is intended for those whose primary research education and experience has been in scientific methods and disciplines. (Enrollment limited to eight.)
**Prerequisite:** (a) successful completion of GNRS 701 and GNRS 706, (b) permission of the instructor

## GNRS 712, Healthcare Quality Improvement, Program Planning, and Evaluation, 3 Units

This core course bridges the gap between the uptake of new health research discoveries and their translation, adaption, and implementation in practice. Course content includes the examination, integration, and application of quality improvement, program planning, and evaluation processes, strategies, and tools. The outcome of the course is a well-designed evaluation plan for an evidence-based quality improvement project.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 713, Advanced Statistical Analysis I, 3 Units

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published healthcare research is also emphasized.

## GNRS 715, Psychosocial Issues of Older Adults, 3 Units

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

## GNRS 716, Translation of Research to Practice, 3 Units

The goal of this core course is to help prepare Doctor of Nursing Practice (DNP) nursing students to be nurse scholars and to identify strategies within a multidisciplinary model and in intraprofessional relationships that promote the ready translation of research into practice. This course exposes DNP students to evidence-based practice, quality improvement methodologies, concepts and theories, and deepens their knowledge regarding the phenomenon of interest. This prepares them for foundational competencies needed for evidence-based problem identification, PICOT writing, literature search, integrated literature review, evidence appraisal, and synthesis. There are iterative assignments to develop skill and the milestone assignment is a final integrated review and synthesis paper with in-depth knowledge of their phenomenon (vs. topic) of interest.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 717, Health Technology and Informatics, 3 Units

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

## GNRS 718, Organizational Leadership and Strategic Planning, 3 Units

In this core course, students acquire knowledge and skill to effectively manage systems level change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions, professional organizations, and in healthcare policy making arenas, using knowledge of nursing and other professions to address healthcare needs and direct interprofessional activities and initiatives. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services and outcomes at reasonable costs and lead the development of a business plan for quality improvement initiatives. Students advocate for change related to financial policies that impact the relationship between economics and quality care delivery. Focus is on organizational process, including the associated management of conflict, change, promotion of safety for clients and providers, and control of risk within a dynamic healthcare environment.
**Prerequisite:** Admission to DNP or PhD program

### GNRS 720, Wellness Promotion and Health Maintenance, 3 Units

This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases; health hazards; high-risk health factors; acute and chronic illness across ethnicities, genders, and the life span; and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.
**Prerequisite:** Admission to DNP or PhD program

### GNRS 721, Health Disparities and Vulnerable Populations, 3 Units

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved ethnic or minority vulnerable populations as well as an analysis of research that describes, explains, and examines variables influencing health disparities and intervention strategies to reduce these disparities.

### GNRS 722, Research in Nursing and Health, 3 Units

This course is team taught and reflects the research expertise and program of study of the nursing doctoral faculty. It focuses on analysis of determinants of health and illness across demographic, biological, psychological, familial/cultural, and societal dimensions. Attention is given to theoretical explanations toward promoting development of students' programs of research.

### GNRS 724, Quantitative Nursing Research Design II: Survey Methodology, 3 Units

This course introduces students to the fundamental and advanced methods and approaches in survey research. Course material covers the theory and practice of survey development and administration, including principles of measurement and measurement error, selection of survey data collection methods, measurement design of a multidimensional concept, and locating and evaluating existing survey instruments. In addition, topics addressing instrument construction, reliability, and validity, with attention to statistical techniques, are covered. Throughout the course, students develop a comprehensive critical review of select instruments that measure a construct of their choice.
**Prerequisite:** GNRS 707

### GNRS 725, Research Practicum, 1 Unit

The practicum further develops, mentors, and socializes students into the roles and activities of research scientists and scholars. Emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can chose either a quantitative or qualitative practicum experience.

### GNRS 726, Advanced Scientific Writing, 3 Units

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

### GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.
**Prerequisite:** GNRS 620

### GNRS 728, Genome Science Research Methods, 3 Units

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.
**Prerequisite:** GNRS 620, GNRS 622, GNRS 727

### GNRS 729, Population Health and Epidemiology, 3 Units

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 730, Comparative Health Care Systems, 3 Units

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

## GNRS 732, DNP Clinical Residency, 0 Units

This course provides students enrolled in the Doctor of Nursing Practice (DNP) program with opportunities to develop professional nursing skills at the doctoral level. The focus of the course is to explore the development and scientific underpinnings of components of expert advanced clinical practice. Students select a population of interest for the DNP clinical residency and apply evidence-based practice and research findings in order to develop and improve practice. Over the course of the DNP program, students integrate previous nursing education and practice experiences with the DNP residency and concurrent doctoral coursework to meet the AACN Essentials of Doctoral Education for Advanced Nursing Practice and complete a DNP scholarly project. The course may be repeated to enable the student to obtain a minimum of 1,000 residency hours. Previous hours from graduate clinical courses may apply, so residency hour requirements will vary.
**Prerequisite:** Admission to DNP program

## GNRS 733A, Residency IA, 1 Unit

This is the first in a series of three residency courses designed to enhance students' critical thinking, diagnostic reasoning, interpretation, and management skills for advanced clinical practice. This course broadens and enhances understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice clinical nurse scholarship. Students practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts. The course focuses on exploring the development and scientific underpinnings of components of expert advanced clinical practice, and attention is given to the development of skills necessary to attain that goal. By the end of this course, students select their population of interest for their clinical residency and apply evidence-based findings to this population to identify potential areas of intervention.
**Prerequisite:** Admission to DNP program

## GNRS 733B, Residency IB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

## GNRS 733C, Residency IC, 1 Unit

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

## GNRS 734A, Residency IIA, 1 Unit

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

## GNRS 734B, Residency IIB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

## GNRS 734C, Residency IIC, 1 Unit

This is the last of a three-course series of clinical residencies with a focus on transformative and collaborative leadership, including completion of the evidence-based practice project, assessment of project outcomes, and planned dissemination of findings. Students apply relevant clinical and research findings to develop and improve practice. Content emphasizes critical appraisal of skills and interventions necessary to ensure meaningful translation of scientific evidence into practice, including a cost-benefit analysis for implementing a change into clinical practice. The course also emphasizes the professional role of the nurse as a collaborator, leader, and provider of care with nursing colleagues and other members of the interprofessional healthcare team within the context of complex healthcare systems, preparing students to implement an advanced nursing practice role that results in practice and/or policy change at the local, state, and/or national levels.
**Prerequisite:** Successful completion of GNRS 733A, GNRS 733B, GNRS 733C, GNRS 734A and GNRS 734B

## GNRS 735, DNP Scholarly Project Seminar, 3 Units

The DNP program requires a rigorous clinical project focused on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP scholarly project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project also serves as a foundation for future scholarly practice.

## GNRS 736, DNP Scholarly Project Seminar: Evaluation and Dissemination, 2 Units

This course focuses on presentation to and approval of a completed DNP Scholarly Project. The DNP program requires a rigorous clinical project focused on translating scientific research to health care to improve the patients experience utilizing the best evidence of science and practice. This scholarly project is a culminating, independent experience which demonstrates the student's synthesis of coursework and lays the foundation for future scholarship.

## GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units

This seminar directs the development of either a PhD dissertation or a DNP Scholarly Project proposal draft that details a problem, the research/project purpose, questions or hypotheses to be examined, a synopsis of the relevant literature, the design and methods of the study including its timeline, protection of human subjects, plans for analysis, and the budget. The seminar also includes preparation of IRB applications, and peer review and critique of student proposals.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units

This doctoral seminar provides students with the opportunity to acquire knowledge, skills, and insights in the writing of a grant proposal. Discussion will focus on the value of writing grant proposals, the basic principles in writing a grant proposal, the components of a grant proposal, identification of funding sources, the difference between a research and a program grant proposal, as well as administrative factors in submitting a grant proposal. Students will craft and a grant proposal in response to a Request for Funding Proposal (RFP) that aligns with the guidelines of the funding agency, and additionally, a budget plan with justification, timelines, and a bio-sketch. In addition, students will conduct a peer review of class completed grant proposals.

## GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units

This seminar focuses on various aspects of writing for publication and directs the development of a manuscript suitable for publication from a previously written paper (e.g., a course term paper). This course will help the student get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books; and determine appropriate journals to consider for article submission. The student will acquire practice in reviewing and critiquing scholarly writing by others. It will also address the editorial and publication process, as well as ethical aspects of writing for publication.

## GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units

This seminar course identifies approaches to developing an effective and successful presentation, helping students find their voice and showcase their areas of expertise. Discussions focus on planning as essential to deciding on the content and the order in which the information is presented. Emphasis is on developing a logical sequence, one that flows naturally and is accompanied by audiovisuals that facilitate understanding of the material.

## GNRS 784, Dissertation Seminar V, 2-4 Units

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.
**Prerequisite:** GNRS 783

## GNRS 791, Doctor of Nursing Practice Intensive I, 1 Unit

This is the first of four intensive courses that give DNP students an interactive experience through out-of-classroom work, introducing them to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice as part of an evidence-based DNP scholarly project consistent with the DNP role within an organizational healthcare setting. Generally offered in the same semester as GNRS 716.
**Prerequisite:** Admission to the DNP program

## GNRS 792, Doctor of Nursing Practice Intensive II, 1 Unit

This is the third of four intensive courses that give DNP students an interactive experience through out-of-classroom work. This course helps students identify strategies within a multidisciplinary model that promotes evidence-based practice or quality improvement in various clinical, community, and educational settings. Students receive support and direction in collaboration with the sponsoring facility and mentor to develop a comprehensive, site-specific DNP scholarly project proposal. Generally offered in the same semester as GNRS 780.
**Prerequisite:** GNRS 791 and GNRS 793

## GNRS 793, Doctor of Nursing Practice Intensive III, 1 Unit

This is the second of four intensive courses that give DNP students an interactive experience through out-of-classroom work. This course introduces students to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice as part of an evidence-based DNP scholarly project consistent with the DNP role within an organizational healthcare setting. Generally offered in the same semester as GNRS 712.
**Prerequisite:** Admission to the DNP program and completion of GNRS 791

## GNRS 794, Doctor of Nursing Practice Intensive IV, 1 Unit

This is the last of four intensive courses that give DNP students an interactive experience through out-of-classroom work. As in the other intensive experiences, course content for each student reflects the interests of the student and is designed to meet that student's needs and career goals. This course allows students, with guidance from their mentors and faculty, to complete the DNP scholarly project and finalize the written and oral scholarly reports that disseminate and integrate new knowledge. Each student's final product reflects their ability to employ effective communication and collaboration skills, take a leadership role, integrate core DNP concepts and competencies that influence healthcare quality and safety, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems across a broad spectrum of health care. Generally offered in the same semester as GNRS 736.
**Prerequisite:** GNRS 791, GNRS 792, and GNRS 793

## GNRS 795, Special Topics, 1-4 Units

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

## GNRS 798, Continuous Doctoral Study, 0 Units

This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

## GNRS 799, Independent Study, 1-4 Units

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department

# ELM-MSN: Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS)

The Master of Science in Nursing with Adult-Gerontology (https://www.apu.edu/nursing/programs/adult-cns-certificate/) or Pediatric Clinical Nurse Specialist (CNS) (https://www.apu.edu/nursing/programs/pediatric-cns-certificate/) program allows students to concentrate on one of these two clinical areas of content and practice. Nurses with advanced practice preparation may work in acute, primary, or long-term care settings. Students learn the process of developing and sustaining evidence-based practice in illness management, advancing the practice of other nurses and nursing personnel, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS roles of expert clinical practice, consultation, clinical leadership, research, and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence. Graduates are eligible to apply to the state of California for certification as clinical nurse specialists, and may apply for national certification through examination by the American Nurses Credentialing Center (ANCC).

Contact the School of Nursing (https://www.apu.edu/nursing/) for specific program availability and locations. Prelicensure coursework (p. 711) must be completed prior to beginning advanced practice nursing coursework.

## Adult-Gerontology Clinical Nurse Specialist (CNS) Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **13** |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 613 | Graduate Statistics | 3 |
| GNRS and/or GSPH XXX Electives | | 7 |
| **Academic and Advanced Practice Core Courses** | | **12** |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning | 4 |
| **Advanced Practice Specialty Courses** | | **22** |
| GNRS 520 | Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients [1] | 6 (2/4) |
| GNRS 521 | Clinical Specialization in the Care of Adult-Gerontology Patients | 6 (2/4) |
| GNRS 543 | Transitions Across the Care Continuum | 6 (2/4) |
| GNRS 548 | Health Promotion Across the Lifespan | 2 |
| GNRS 580 | Gerontology | 2 |

| Code | Title | Units |
|---|---|---|
| **Concluding Course(s)** | | **1-3** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 | Thesis | 3 |
| & GNRS 514 | and Research Proposal Writing | |
| **Total Units** | | **48-50** |

[1] Units in parentheses are classroom/clinical units.

## Pediatric Clinical Nurse Specialist (CNS) Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **13** |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 613 | Graduate Statistics | 3 |
| GNRS and/or GSPH XXX Electives | | 7 |
| **Academic and Advanced Practice Core Courses** | | **12** |
| GNRS 511 | Advanced Pediatric Health Assessment and Health Promotion [1] | 4 (3/1) |
| or GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning | |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| **Advanced Practice Specialty Courses** | | **20** |
| GNRS 530 | Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient | 6 (2/4) |
| GNRS 531 | Clinical Specialization in the Care of the Pediatric Patient | 6 (2/4) |
| GNRS 543 | Transitions Across the Care Continuum | 6 (2/4) |
| GNRS 548 | Health Promotion Across the Lifespan | 2 |
| **Specialized Option Course** | | **2** |
| GNRS 589 | Adolescent Health Care | 2 |
| - or - | | |
| GNRS 510 | Family Theory in Health Care | 2 |
| **Concluding Course(s)** | | **1-3** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 | Thesis | 3 |
| & GNRS 514 | and Research Proposal Writing | |
| **Total Units** | | **48-50** |

[1] Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# ELM-MSN: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)

This specialty program (https://www.apu.edu/nursing/programs/gerontology-nurse-practitioner/) prepares students to be nurse practitioners for patients across the adult years in a primary healthcare setting. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner and may apply for national AGPCNP certification through examination. This advanced clinical practice specialty

includes direct patient assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, and program planning, implementation, evaluation, and research.

Contact the School of Nursing (https://www.apu.edu/nursing/) for specific program availability and locations. Prelicensure coursework (p. 711) must be completed prior to beginning advanced practice nursing coursework.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **10** |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS and/or GSPH XXX Electives | | 7 |
| **Advanced Practice Core Courses** | | **10** |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning [1] | 4 (3/1) |
| **Advanced Practice Specialty Courses** | | **21 (9/12)** |
| GNRS 600 | Nurse Practitioner Clinical Experience [2] | 12 |
| GNRS 601 | Primary Healthcare I: Adult and Aging | 3 |
| GNRS 602 | Primary Healthcare II: Population-based Health Interventions | 3 |
| GNRS 603 | Primary Healthcare III: Restorative and Palliative Interventions | 3 |
| **Other Specialization Course** | | **2** |
| GNRS 580 | Gerontology | 2 |
| **APRN Intensives** | | **4** |
| GNRS 615 | APRN Intensive I | 1 |
| GNRS 616 | APRN Intensive II | 1 |
| GNRS 617 | APRN Intensive III | 1 |
| GNRS 618 | APRN Intensive IV | 1 |
| **Concluding Course** | | **1** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| **Total Units** | | **48** |

[1]    Units in parentheses are classroom/clinical units.

[2]    Students may enroll in 2-6 clinical units per semester with faculty approval.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# ELM-MSN: Family Nurse Practitioner (FNP)

This specialty program (https://www.apu.edu/nursing/programs/fnp-certificate/) prepares students to be nurse practitioners for patients across the human lifespan in the primary healthcare setting. Graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national FNP certification through examination. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment; client advocacy; and client/family education, consultation, and program planning, implementation, evaluation, and research.

Contact the School of Nursing (https://www.apu.edu/nursing/) for specific program availability and locations. Prelicensure coursework (p. 711) must be completed prior to beginning advanced practice nursing coursework.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **10** |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS and/or GSPH XXX Electives | | 7 |
| **Advanced Practice Core Courses** | | **10** |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning [1] | 4 (3/1) |
| **FNP Specialty Courses** | | **21 (9/12)** |
| GNRS 600 | Nurse Practitioner Clinical Experience [2] | 12 |
| GNRS 601 | Primary Healthcare I: Adult and Aging | 3 |
| GNRS 602 | Primary Healthcare II: Population-based Health Interventions | 3 |
| GNRS 603 | Primary Healthcare III: Restorative and Palliative Interventions | 3 |
| **Other Specialization Course** | | **3** |
| GNRS 590D | Primary Health Care of the Young Family | 3 |
| **APRN Intensives** | | **4** |
| GNRS 615 | APRN Intensive I | 1 |
| GNRS 616 | APRN Intensive II | 1 |
| GNRS 617 | APRN Intensive III | 1 |
| GNRS 618 | APRN Intensive IV | 1 |
| **Concluding Course** | | **1** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| **Total Units** | | **49** |

[1] Units in parentheses are classroom/clinical units.

[2] Students may enroll in 2-6 clinical units per semester with faculty approval.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# ELM-MSN: Healthcare Administration and Leadership

The entry-level master's option in healthcare administration and leadership (https://www.apu.edu/nursing/programs/masters-in-healthcare-administration/) prepares nurses for early to mid-level management and leadership roles in a variety of healthcare settings. Students acquire the knowledge and skills necessary to lead and manage a team of healthcare providers in organizations, functioning in areas such as operations management, project management, and healthcare consulting. The program emphasizes competencies needed for graduates to apply for the American Nurses Credentialing Center (ANCC) and American Organization for Nursing Leadership (AONL) nursing leadership certification exams.

Contact the School of Nursing (https://www.apu.edu/nursing/) for specific program availability and locations. Prelicensure coursework (p. 711) must be completed prior to beginning Healthcare Administration and Leadership coursework. Students must have the equivalent of one year of RN clinical experience prior to enrollment in GNRS 567 Healthcare Administration and Leadership Supervised Practicum.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **13** |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |

| GNRS 613 | Graduate Statistics | 3 |
|---|---|---|
| GNRS and/or GSPH XXX Electives | | 7 |
| **Healthcare Administration and Leadership Courses** | | **23** |
| GNRS 543 | Transitions Across the Care Continuum [1] | 4 (2/2) |
| MGMT 516 | High-Performance People Management | 3 |
| MGMT 517 | Managing Human Capital | 3 |
| GNRS 560 | Strategic Leadership in Health Care | 3 |
| GNRS 567 | Healthcare Administration and Leadership Supervised Practicum | 3 (0/3) |
| GNRS 568 | Healthcare Finance | 4 |
| GNRS 596 | Foundations of Healthcare Informatics | 3 |
| **Concluding Course** | | **1** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| **Total Units** | | **37** |

[1]    Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting health care.
5. Use information systems and other technology to communicate, manage knowledge, promote quality, mitigate error, and support decision making.
6. Demonstrate the ability to coordinate and collaborate with other healthcare team professionals.
7. Engage in clinical reasoning and effective communication, and act as a change agent to develop professional identity and practice skill.

# ELM-MSN: Nursing Education

The Entry-Level Master of Science in Nursing (ELM) (p. 711) option in nursing education (https://www.apu.edu/nursing/programs/masters-in-nursing-education/) prepares nurses for teaching roles in a variety of settings, including traditional and nontraditional academic settings, online/distance settings, and clinical and community settings, using cutting-edge technology and teaching-learning methods. The program emphasizes competencies needed for students to complete the Certified Nurse Educator (CNE) certification examination, and is aligned with the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing* (AACN, 2011) and the National League for Nursing's *Nurse Educator Competencies* (NLN, 2013).

Contact the School of Nursing (https://www.apu.edu/nursing/) for specific program availability and locations. Prelicensure coursework (p. 711) must be completed prior to beginning nursing education coursework. Students must have the equivalent of one year of RN clinical experience prior to enrollment in GNRS 663.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **15** |
| GNRS 501 | Theoretical Thinking in Nursing | 2 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 613 | Graduate Statistics | 3 |

| | | |
|---|---|---|
| GNRS and/or GSPH XXX Electives | | 7 |
| **Clinical Role Courses** | | **6** |
| GNRS 516 | Integrative Disease and Symptom Management | 3 |
| GNRS 518 | Supervised Practicum in Health Care [1] | 3 (1/2) |
| **Nurse Educator Role Courses** | | **15** |
| GNRS 660 | Theories of Teaching and Instruction | 3 |
| GNRS 664 | Teaching and Learning Strategies for Nursing Education | 3 |
| GNRS 662 | Assessment, Curriculum, Development, and Outcomes | 3 |
| GNRS 661 | Leadership and Role Development in Nursing Education | 3 |
| GNRS 663 | Clinical Practicum in Nursing Education | 3 |
| **Concluding Course** | | **1** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| **Total Units** | | **37** |

[1] Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# ELM-MSN: Pediatric Nurse Practitioner– Primary Care (PNP-PC)

The Entry-Level Master of Science in Nursing (ELM) (p. 711) with a Pediatric Nurse Practitioner-Primary Care (PNP-PC) (https://www.apu.edu/nursing/programs/pediatric-nurse-practitioner/) specialty prepares registered nurses to be nurse practitioners with children and their families in primary healthcare settings. This advanced practice specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, and program panning, implementation, evaluation, and research. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner and may apply for national PNP-PC certification through examination.

Contact the School of Nursing (https://www.apu.edu/nursing/) for specific program availability and locations. Prelicensure coursework (p. 711) must be completed prior to beginning advanced practice nursing coursework.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **10** |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS and/or GSPH XXX Electives | | 7 |
| **Academic and Advanced Practice Core Courses** | | **14** |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 511 | Advanced Pediatric Health Assessment and Health Promotion [1] | 4 (3/1) |
| or GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning | |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| **Advanced Practice Specialty Courses** | | **19** |
| GNRS 532 | Advanced Nursing Practice in Pediatrics | 6 (3/3) |
| GNRS 542 | Advanced Concepts and Competencies in Pediatric Primary Health Care | 3 (1/2) |
| GNRS 590A | Primary Health Care of the Young Family | 6 (3/3) |
| GNRS 590B | Clinical Practicum in Pediatrics | 4 (0/4) |
| **Specialization Option Courses: No requirement** | | |

| The following course is optional: | | |
|---|---|---|
| GNRS 543 | Transitions Across the Care Continuum | 4 (2/2) |
| **Concluding Course(s)** | | **1-3** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| or | | |
| GNRS 598<br>& GNRS 514 | Thesis<br>and Research Proposal Writing | 3 |
| **Total Units** | | **44-50** |

[1]    Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# ELM-MSN: Psychiatric Mental Health Nurse Practitioner (PMHNP) Specialty

This specialty master's program (https://www.apu.edu/nursing/programs/psychiatric-nurse-practitioner/) prepares students for roles as psychiatric mental health nurse practitioners for clients with psychiatric and mental health problems across the lifespan. Students learn to work respectfully and collaboratively with clients/consumers who are experiencing severe or chronic mental illnesses to determine biopsychosocial healthcare needs within a complex and changing environment. Theory and clinical coursework focuses on assessment; differential diagnosis and disease management; intervention planning; individual, family, and group psychotherapy; health promotion; and disease prevention. Mental-health-related policy, and the application of research and evidence-based practice, informs the psychiatric mental health nurse practitioner.

The inherent equality and worthiness of those who are vulnerable and disenfranchised; the role of spirituality; the value of diversity; and the ability to engender hope, empowerment, self-responsibility, and a meaningful role in life are threaded throughout the program. Graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PMHNP certification through examination.

Contact the School of Nursing (https://www.apu.edu/nursing/) for specific program availability and locations. Prelicensure coursework (p. 711) must be completed prior to beginning advanced practice nursing coursework.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **10** |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS and/or GSPH XXX Electives | | 7 |
| **Academic and Advanced Practice Core Courses** | | **14** |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning [1] | 4 (3/1) |
| **Advanced Practice Specialty Courses** | | **29** |
| GNRS 533 | Psychiatric Theories across the Life Span | 2 |
| GNRS 534 | Integrated Psychiatric and Health Assessment across the Life Span | 2 |
| GNRS 535 | Psychiatric Interventions and Health Promotion across the Life Span | 6 (3/3) |
| GNRS 536 | Psychiatric Mental Health Care with Adults and Older Adults | 6 (3/3) |
| GNRS 537 | Psychiatric Mental Health Care with Children and Adolescents | 6 (3/3) |
| GNRS 538 | Psychiatric Mental Health Care with Selected Populations | 5 (2/3) |
| GNRS 539 | Psychopharmacology | 2 |

| Concluding Course(s) | | 1-3 |
|---|---|---|
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 | Thesis | 3 |
| & GNRS 514 | and Research Proposal Writing | |
| **Total Units** | | **54-56** |

[1] Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# ELM-MSN: School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP)

This combined specialty program prepares nurses to be effective practitioners of school health and provide primary care for people of all ages in a variety of other settings. Students develop theoretical and practical expertise in nursing and education applied to basic health services in public schools (K-12). This prepares nurses to establish, maintain, and coordinate a comprehensive school health program. The advanced practice family nurse practitioner specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, program planning, implementation, evaluation, and research.

Graduates are eligible to apply to the state of California for the School Nurse Services Credential, and to apply for certification as a Family Nurse Practitioner. They are also qualified for and may seek national FNP certification by examination through specialty organizations. For details about academic core, advanced practice core, and concluding courses, see the MSN program requirements (p. 654). Students must also take a state-of-California-approved audiometry course to meet the SNSC requirements.

Contact the School of Nursing (https://www.apu.edu/nursing/) for specific program availability and locations. Prelicensure coursework (p. 711) must be completed prior to beginning advanced practice nursing coursework.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **10** |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS and/or GSPH XXX Electives | | 7 |
| **Advanced Practice Core Courses** | | **10** |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning [1] | 4 (3/1) |
| **FNP Specialty Courses** | | **24 (12/12)** |
| GNRS 600 | Nurse Practitioner Clinical Experience [2] | 12 |
| GNRS 601 | Primary Healthcare I: Adult and Aging | 3 |
| GNRS 602 | Primary Healthcare II: Population-based Health Interventions | 3 |
| GNRS 603 | Primary Healthcare III: Restorative and Palliative Interventions | 3 |
| GNRS 590D | Primary Health Care of the Young Family | 3 |
| **Other Specialization Courses** | | **11** |
| GNRS 510 | Family Theory in Health Care | 2 |
| EDUC 537 | Curriculum Development, Revision, and Evaluation Process | 3 |

| | | |
|---|---|---|
| GNRS 550A | Theory and Practice in School Nursing | 6 (3/3) |
| **APRN Intensives** | | **4** |
| GNRS 615 | APRN Intensive I | 1 |
| GNRS 616 | APRN Intensive II | 1 |
| GNRS 617 | APRN Intensive III | 1 |
| GNRS 618 | APRN Intensive IV | 1 |
| **Concluding Course** | | **1** |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| **Total Units** [3] | | **60** |

[1]     Numbers in parentheses are classroom/clinical units.
[2]     Students may enroll in 2-6 clinical units per semester with faculty approval.
[3]     Students must also take a California-approved audiometry course to meet SNSC requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# ELM-MSN: School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner–Primary Care (PNP-PC)

This combined specialty program prepares nurses to be effective practitioners of school health and provide primary care for children in a variety of settings. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12). This enables them to establish, maintain, and coordinate a comprehensive school health program. The advance practice pediatric primary care nurse practitioner specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to the state of California for the school nurse services credential. They are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PNP certification by examination. Students must take a California-approved audiometry course to meet the SNSC requirements.

Contact the School of Nursing (https://www.apu.edu/nursing/) for specific program availability and locations. Prelicensure coursework (p. 711) must be completed prior to beginning advanced practice nursing coursework.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **10** |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS and/or GSPH XXX Electives | | 7 |
| **Advanced Practice Core Courses** | | **14** |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 511 | Advanced Pediatric Health Assessment and Health Promotion [1] | 4 (3/1) |
| or GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning | |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| **Advanced Practice Specialty Courses** | | **28** |
| EDUC 537 | Curriculum Development, Revision, and Evaluation Process | 3 |
| GNRS 532 | Advanced Nursing Practice in Pediatrics | 6 (3/3) |
| GNRS 542 | Advanced Concepts and Competencies in Pediatric Primary Health Care | 3 (1/2) |

| | | |
|---|---|---|
| GNRS 550A | Theory and Practice in School Nursing | 6 (3/3) |
| GNRS 590A | Primary Health Care of the Young Family | 6 (3/3) |
| GNRS 590B | Clinical Practicum in Pediatrics | 4 (0/4) |
| **Concluding Course(s)** | | **1-3** |
| Select from the following: | | |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 | Thesis | 3 |
| & GNRS 514 | and Research Proposal Writing | |
| **Total Units [2]** | | **53-55** |

[1]   Numbers in parentheses are classroom/clinical units.

[2]   Students must also take a California-approved audiometry course to meet SNSC requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Entry-Level Master of Science in Nursing (ELM)

The Entry-Level Master of Science in Nursing (https://www.apu.edu/nursing/programs/entry-level-masters-in-nursing/) is an accelerated graduate nursing program designed for students who desire to enter the nursing profession and hold a baccalaureate or higher degree in other disciplines. During their first four semesters, admitted students complete all prelicensure courses (theoretical and clinical) in an accelerated format, as well as selected graduate nursing courses, followed by a clinical residency, in preparation for the RN licensure examination. Students then continue with courses and preparation leading to a Master of Science in Nursing (MSN).

This program meets the California Board of Registered Nursing (BRN) (https://www.rn.ca.gov/) requirements for licensure and is available at APU's regional locations in Monrovia (https://www.apu.edu/monrovia/), San Diego (https://www.apu.edu/sandiego/), and the Inland Empire (https://www.apu.edu/inland/) (San Bernardino).

The ELM program prepares nurses to enter professional nursing and, subsequently, advanced practice roles. Students are prepared to take the NCLEX for RN licensure, to apply for a California PHN certificate, and to be eligible to apply for state certification, and may also apply for national certification by examination in advanced practice specialties upon successful completion of the required postlicensure courses.

## Additional Requirements

At the beginning of clinical coursework, graduate students are required to provide documentation concerning certifications, results of background checks, screening tests, and immunizations. Refer to the Student Handbook and specific program manuals or course syllabi for details.

## Program Requirements

The four-semesters-plus-clinical-residency prelicensure portion of this program is offered in an intensive cohort model format and **must** be taken in full-time study. Courses are offered primarily in a face-to-face format, on a fixed schedule, with required clinical experiences that may be scheduled Monday through Sunday on any shift.

| Code | Title | Units |
|---|---|---|
| **Semester 1** | | |
| GNRS 500 | Conceptual Foundations of Professional Nursing | 3 |
| GNRS 517 | Fundamentals in Nursing Practice | 2 |
| GNRS 554 | Medical-Surgical Care of the Adult and Geriatric Patient [1] | 5 (3/2) |
| GNRS 578 | Health Assessment | 3 (2/1) |
| GNRS 582A | Pathophysiology | 2 |
| **Semester 2** | | |

| GNRS 558 | Intermediate Medical-Surgical Care of the Adult | 6 (3/3) |
|---|---|---|
| GNRS 564 | Nutrition and Therapeutics (may be taken in semester 1 if spring program start) | 2 |
| GNRS 576 | Pharmacology (may be taken in semester 1 if spring program start) | 2 |
| GNRS 582B | Pathophysiology | 2 |
| GNRS 584 | Mental Health Nursing | 4 (2/2) |
| **Semester 3** | | |
| GNRS 504 | Bioethics and Healthcare Policy | 3 |
| GNRS 505 | Christian Formation for Holistic Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| GNRS 575 | Nursing Care in Maternal, Newborn, and Women's Health | 4 (2/2) |
| GNRS 583 | Nursing Care of Children and Young Adults | 4 (2/2) |
| **Semester 4** | | |
| GNRS 507 | Scientific Writing | 3 |
| GNRS 586 | Leadership and Management in Professional Practice | 2 |
| GNRS 587 | Community Health Nursing | 5 (2/3) |
| GNRS 588 | Advanced Nursing Care of Adults - Leadership | 6 (3/3) |
| **Clinical Residency/Internship [2]** | | |
| GNRS 573 | Clinical Residency [2] | 4 |
| **Total Units** | | **69** |

[1]   Numbers in parentheses are classroom/clinical units.

[2]   This intensive period of clinical education and continuing preparation for practice takes place in a healthcare agency under the direct supervision of a clinical preceptor and supported by clinical faculty in the graduate program. At the same time, students review prelicensure subject matter in preparation for NCLEX examination (RN licensing exam). Successful completion of the clinical residency is required to complete the prelicensure portion of the program. The BSN is awarded at the completion of the prelicensure portion of the program.

**NOTE:** Before taking advanced practice clinical courses for completion of the MSN degree, the student must achieve the passing score required by the California BRN on the NCLEX exam.

# Postlicensure

In addition to coursework and clinical practicums, postlicensure students are expected to have outside clinical work experience.

To ensure that credit will be given, students should request approval prior to taking coursework at outside institutions. A maximum of 6 units may be transferred in with prior approval.

Students **must** take 7 units of electives during this component of the program. Students' programs are planned individually according to course sequencing for their clinical specialty. As an alternative to full-time study, students may elect to complete master's degree requirements in a part-time format while taking courses each semester. Courses are offered in several modalities and will vary depending on the postlicensure specialty track. These include face-to-face, online asynchronous, and online synchronous options.

Students may elect to write a thesis or take a comprehensive exam to complete the degree. Any student who elects to write a thesis must take GNRS 514.

# Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.

3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# MSN-ELM with School Nurse Services Credential (SNSC)

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Academic Core Courses** | | |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS and/or GSPH XXX Electives | | 7 |
| **Advanced Practice Core Courses** | | |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 511 | Advanced Pediatric Health Assessment and Health Promotion [1] | 4 (3/1) |
| or GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning | |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| **Advanced Practice Specialty Courses** | | |
| GNRS 550A | Theory and Practice in School Nursing | 6 (3/3) |
| EDUC 537 | Curriculum Development, Revision, and Evaluation Process | 3 |
| GNRS 589 | Adolescent Health Care | 2 (2/0) |
| GNRS 590C | Primary Health Care of the Young Family for the School Nurse Services Credential [2] | 6 |
| **Concluding Courses** | | **1-3** |
| Select from the following: | | |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| - or - | | |
| GNRS 598 | Thesis | 1 |
| - and - | | |
| GNRS 514 | Research Proposal Writing (required for thesis) | 2 |
| **Total Units for MSN with SNSC [3]** | | **39-41** |

[1]  Units in parentheses are classroom/clinical units.

[2]  Students contemplating a nurse practitioner certificate may substitute GNRS 590A in place of GNRS 590C if they have completed GNRS 513 and GNRS 611 in addition to GNRS 610 **and** GNRS 511 or GNRS 612.

[3]  Student must also take a California-approved audiometry course to meet the SNSC requirements.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting health care.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error, and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# Department of Nursing Education

The Master of Science in Nursing (MSN) in Nursing Education (p. 714) prepares nurses for teaching roles in a variety of settings, including traditional and nontraditional academic settings, online/distance settings, and clinical and community settings, using cutting-edge technology and teaching-learning methods. The program emphasizes competencies needed for students to complete the Certified Nurse Educator (CNE) certification examination, and is aligned with the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing* (AACN, 2011) and the National League for Nursing's *Nurse Educator Competencies* (NLN, 2022).

## Programs

- Master of Science in Nursing (MSN) in Nursing Education (p. 714)
- Post-Master's Nursing Education Certificate (p. 715)

# MSN in Nursing Education

The Master of Science in Nursing (MSN) in Nursing Education (https://www.apu.edu/nursing/programs/masters-in-nursing-education/) prepares nurses for teaching roles in a variety of settings, including traditional and nontraditional academic settings, online/distance settings, and clinical and community settings, using cutting-edge technology and teaching-learning methods. The program emphasizes competencies needed for students to complete the Certified Nurse Educator (CNE) certification examination, and is aligned with the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing* (AACN, 2011) and the National League for Nursing's *Nurse Educator Competencies* (NLN, 2022).

## Requirements

| Code | Title | Units |
|---|---|---|
| **Academic Core Courses** | | **15** |
| GNRS 504 | Bioethics and Healthcare Policy | 3 |
| GNRS 501 | Theoretical Thinking in Nursing | 2 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 613 | Graduate Statistics | 3 |
| **Clinical Role Courses** | | **6** |
| GNRS 516 | Integrative Disease and Symptom Management | 3 |
| GNRS 518 | Supervised Practicum in Health Care [1] | 3 (1/2) |
| **Nurse Educator Role Courses** | | **16** |
| GNRS 660 | Theories of Teaching and Instruction | 3 |
| GNRS 664 | Teaching and Learning Strategies for Nursing Education | 3 |
| GNRS 662 | Assessment, Curriculum, Development, and Outcomes | 3 |
| GNRS 661 | Leadership and Role Development in Nursing Education | 3 |
| GNRS 663 | Clinical Practicum in Nursing Education | 3 (0/3) |
| **Concluding Course** | | |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| **Total Units** | | **37** |

[1]    Units in parentheses are classroom/clinical units

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Post-Master's Certificate in Nursing Education

The Nursing Education Certificate program (https://www.apu.edu/nursing/programs/nursing-education-certificate/) prepares nurses for teaching roles in various clinical and/or academic settings. This program builds on skills and knowledge obtained in a Master of Science in Nursing (MSN) program. **Note: Students must be admitted to the university before registering for this program (see Admission section below).**

## Requirements

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| GNRS 516 | Integrative Disease and Symptom Management | 3 |
| GNRS 518 | Supervised Practicum in Health Care [1] | 3 (1/2) |
| GNRS 660 | Theories of Teaching and Instruction | 3 |
| GNRS 661 | Leadership and Role Development in Nursing Education | 3 |
| GNRS 662 | Assessment, Curriculum, Development, and Outcomes | 3 |
| GNRS 663 | Clinical Practicum in Nursing Education | 3 (0/3) |
| GNRS 664 | Teaching and Learning Strategies for Nursing Education | 3 |
| **Total Units** | | **21** |

[1]     Units in parentheses are classroom/clinical units

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting health care.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error, and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other healthcare team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# Department of Healthcare Administration

Welcome to the Department of Healthcare Administration.

The Master of Science in Healthcare Administration (p. 719) is for those with bachelor degrees in nonclinical fields who are working professionals that want to advance and are interested in management and leadership positions in healthcare settings. The program provides students with the competencies necessary to develop and implement solutions that address today's unique challenges facing the healthcare industry. Conceptual, analytical, and experiential skills required to manage contemporary healthcare organizations are emphasized with field experience designed to advance preparation for a management role.

Courses are taught by faculty from both the School of Nursing and the School of Business and Management. The program includes topics in contemporary healthcare delivery models, leadership and management, healthcare informatics and technology, healthcare finance and business analysis, decision making and project management, legal and ethical principles in healthcare, and workforce management. Students choose a specialty track in quality and innovation, or financial management in healthcare, or international health. This Christian-value-driven, competency-based Master

of Science in Healthcare Administration program provides students with the capacity to lead and manage healthcare organizations both effectively and ethically. The program is offered as an asynchronous online program.

The Master of Science in Nursing (MSN) in Healthcare Administration and Leadership (p. 720) is for BSN-prepared registered nurses who are looking to advance their careers and move into early- to mid-level management and leadership roles in myriad healthcare settings. The program provides values-based education to develop nursing leaders who are effective collaborators, motivated by a spirit of commitment to the profession, and have a genuine compassion for others. Students acquire the knowledge and skills necessary to lead and manage healthcare teams in organizations, functioning in areas such as operations management, project management, and healthcare consulting.

The program includes graduate nursing core courses focused on a critical analysis of nursing and healthcare research and theory, bioethics, healthcare policy, and the integration of spirituality in health care. Interdisciplinary administration and leadership coursework is offered through the School of Nursing and APU's School of Business and Management. Content includes leadership styles and theories, strategic planning, quality improvement and patient safety, change management, effective communication and conflict resolution skills, staffing challenges and constraints, financial management, and healthcare informatics. Students apply their knowledge and develop competencies in healthcare settings during practicum experiences. Upon completion of this program, students will have had the educational content required to sit for the American Nurses Credentialing Center (https://www.nursingworld.org/ancc/) and American Organization for Nursing Leadership (https://www.aonl.org/) nurse leadership examinations.

# Programs
## Master's

- Master of Science in Healthcare Administration
- Master of Science in Nursing in Healthcare Administration and Leadership (p. 720)

## Certificate

- Post-Master's Certificate in Healthcare Administration and Leadership (p. 721)

# Courses
## MHA 560, Strategic Leadership in Health Care, 3 Units

Students in this course develop knowledge, skills, and attitudes about leadership across the healthcare continuum as they consider the professional role of the healthcare administrator from leadership and management perspectives. Areas of emphasis include leadership theory, structure of healthcare institutions, systems thinking and decision making, and performance improvement including quality and safety issues, risk management, and effective communication skills. Application of business skills is integrated, and students consider the theoretical and research background, current issues and trends, and leadership and administrative implications of specific topics.
**Prerequisite:** Admission to the M.S. in Healthcare Administration program.

## MHA 570, Quality Management, 3 Units

The course focuses on the conceptual foundation of healthcare quality, systems thinking, and the principles of healthcare quality management that include measurement, assessment, and improvement. Students use improvement models, apply tools and process techniques to communicate organizational, clinical, and safety outcomes. The integration of evidence for organizational decision-making with quality improvement processes serve as the framework for students to create a data-driven, quality management project plan. Students incorporate practical solutions to craft measurable expectations, realistic timelines, and an organized project management approach for direct application.
**Prerequisite:** PADM 512

## MHA 571, Integrative Theories of Innovation in Health Care, 3 Units

This course helps student identify and develop skills in producing lasting innovations in healthcare settings. Course material builds on past theories of change, such as those by Lewin and Kotter, and includes other theories that support and sustain organizational change. It also features content on Rogers' diffusion of innovation theory, disruptive innovation, and strategies to promote the adoption of innovation.

## MHA 574, Global Field Study in Health Care, 3 Units

This course provides a framework for graduate students to engage in field study in various countries around the world. Students participate in organizational assessment visits to healthcare organizations locally and globally to discuss the role of the administrator and how they apply and practice leadership, management, and change principles, concepts, and theories covered in the graduate curriculum. The global competency domains for healthcare leaders - leadership, communication and relationship management, professional and social responsibility, health and the healthcare environment, and business - are explored as part of the healthcare management profession.

## MHA 580, Administrative Practicum, 2 Units

This course gives students the opportunity to experience the role of the healthcare administrator. Each student chooses an individualized administration practicum in a specific area of emphasis, approved and monitored by the faculty member and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth, and students focus on the context for enacting the role of an administrator in a healthcare delivery system.
**Prerequisite:** All Academic Core and Administrative courses; MHA 597 can be taken concurrently.

## MHA 586, Healthcare Analytics, Big Data, and Applied Statistics, 3 Units

This course is an introduction to healthcare data science and analysis that builds knowledge of the technical infrastructure, sources, and storage of electronic data. Statistical analysis, data mining, text analytics, and predictive analytics are explored to frame questions and inform decision making. Students utilize different information retrieval methods to answer clinical and operational questions by performing simple data analysis and visualization of healthcare data. Strategies are discussed for how to optimally use data and glean knowledge from within big data to advance healthcare organizations and demonstrate value. Students also explore Christian worldview principles demonstrating ethical data use in health informatics that respects the dignity and uniqueness of others, and the security and privacy of data.
**Prerequisite:** MHA 596

## MHA 595, Special Topics, 3 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.

## MHA 596, Foundations of Healthcare Informatics, 3 Units

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision-making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

## MHA 597, Capstone, 1 Unit

Students integrate prior learning through the formulation of a case report providing strategic direction to a healthcare organization. The completed strategic plan demonstrates integration of theoretical, clinical, and research knowledge from coursework throughout the program, and is applied to a healthcare problem in an actual healthcare setting: Students perform a SWOT analysis, a review and synthesis of current literature, select an appropriate theoretical framework, determine solutions to the problem, and develop an implementation plan. Students also create an electronic professional portfolio to highlight competencies gained throughout the program. Course success is dependent upon the candidate's ability to clearly identify a healthcare problem and develop an evidence-based solution. Participation in writing assignments is required for successful completion of this course. The responsibility for deep exploration of the chosen scenario and preparation for writing the case report rests with each candidate.
**Prerequisite:** All Academic Core and Administrative courses must be completed; MHA 580 may be taken concurrently.

## MHA 599, Readings in Healthcare Administration, 1-3 Units

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation.

## FIN 502, Business Finance for Managers, 3 Units

This course provides an introduction to concepts and tools of business finance for managers. Students study financial statements and their interpretation, business performance measures, the management of cash and the short term financial needs of the organization, and how to make good capital budgeting decisions. Students will analyze company performance and make recommendations by applying class content to financial issues.

## FIN 536, Entrepreneurial Finance, 3 Units

This course examines the financial decisions of entrepreneurs and venture capital investors based on the stages of a venture development. Topics include financial options for entrepreneurs and investors, preparations for and analysis of a new business' financial statements, and the valuation of the venture.

## FIN 567, Advanced Financial Analysis, 3 Units

Students explore the practical applications of financial management based on case studies. Major topics include financial statement analysis, financial forecasting, cost of capital estimation, capital budgeting decisions, capital structure decisions, equity financing, and mergers and acquisitions.
**Prerequisite:** FIN 513 (MBA/Accounting students only), FIN 502 (MSHA students only)

## GNRS 504, Bioethics and Healthcare Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.
**Prerequisite:** Graduate standing

## GNRS 506, Spiritual Concept Analysis in Health Care, 3 Units

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.
**Prerequisite:** Graduate standing

## GNRS 508B, Research and Theory in Healthcare, 4 Units

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.
**Prerequisite:** GNRS 613

## GNRS 543, Transitions Across the Care Continuum, 4-6 Units

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes healthcare delivery through integration of services and transition management. Students are introduced to decision making related to allocation of resources and services, development of protocols, and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational, and research dimensions of patient care are emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.
**Prerequisite:** NP students: completion of Advanced Practice Core; CNS students: completion of Advanced Practice Core and GNRS 520 or GNRS 530; HAL students: completion of MSN Core and GNRS 560.
**Corequisite:** Practicum

## GNRS 560, Strategic Leadership in Health Care, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

## MGMT 561, Managing Teams and Conflict, 3 Units

This course helps the student understand small-group behavior. It uses experience-based methods, cases, reading material, and simulation, and examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

## GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.
**Prerequisite:** All core and role courses

## GNRS 568, Healthcare Finance, 4 Units

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

## GNRS 597, Comprehensive Examination Directed Study, 1 Unit

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar.
**Prerequisite:** Completion of all Academic Core and degree specialty courses. Final specialty course may be taken concurrently.

## GNRS 613, Graduate Statistics, 3 Units

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

## MGMT 502, Developing Management Skills, 3 Units

This course provides an introduction to management skills necessary for the twenty-first century characterized by chaotic, transformational, and rapid-fire change. Scientific evidence demonstrates how management skills are associated with personal and organizational successes. Although management skills are applicable in most areas of your life, this course will focus on work setting management skills to help students improve their own competency in a managerial role.

## MGMT 503, Business Strategy: Theory and Practice, 3 Units

This course provides a review of management as an area of theoretical development as well as a field of practice. It comprises classical management theories and modern approaches to organization and business. Main blocks of the course are functions of management, managerial processes and interaction between organizations and their environment. This course includes elements of organizational behavior. Business cases are used as application of theoretical concepts.

## MGMT 516, High-Performance People Management, 3 Units

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change.

## MGMT 517, Managing Human Capital, 3 Units

Students study the establishment of human resource objectives and requirements in an organization. Emphasis is on executive decision making in dealing with formal employee-employer relationships. Collective bargaining, organization of employees, negotiation, and administration of collective bargaining agreements are covered.
**Prerequisite:** HROD 500 or GNRS 560

## MGMT 541, Global Business Management, 3 Units

This course focuses on the environmental and functional differences between U.S. and international business, including exporting, balance payments, strategic planning, organization of multinational firms, international financial planning and cash management, foreign exchange planning, comparative management philosophies, international marketing strategies, incorporation for international operations and external relations of the multinational corporation.

## PADM 512, Healthcare Administration, 3 Units

This course covers the foundations of healthcare administration in the United States, introducing students to the structure and function of the healthcare system. Topics include theory and models of healthcare administration, public policy impacts and scarcity, partnerships and achieving equality in healthcare governance at the national, state, and local levels, community environments, and critical issues in health services. Students explore Christian faith-based alternatives for alleviating healthcare burdens, and conduct a community health system analysis.
**Prerequisite:** Admitted to MPA or M.S. in Healthcare Administration program, Nursing, MBA/MBM Program or permission of MPA director.

# MS in Healthcare Administration

Learn more about the MS in Healthcare Administration. (https://www.apu.edu/nursing/programs/healthcare-administration-degree/)

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Academic Core Courses** [1] | | |
| GNRS 504 | Bioethics and Healthcare Policy | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| MHA 586 | Healthcare Analytics, Big Data, and Applied Statistics | 3 |
| MHA 570 | Quality Management | 3 |
| **Administrative Courses** | | |
| MHA 560 | Strategic Leadership in Health Care | 3 |
| PADM 512 | Healthcare Administration | 3 |
| MGMT 516 | High-Performance People Management | 3 |
| MGMT 502 | Developing Management Skills | 3 |
| FIN 502 | Business Finance for Managers | 3 |
| MHA 596 | Foundations of Healthcare Informatics | 3 |
| MHA 580 | Administrative Practicum | 2 |
| MHA 597 | Capstone | 1 |
| **Specialization** | | **6** |
| Select one of the following: | | |
| **Quality and Innovation in Health Care** | | |
| MGMT 561 | Managing Teams and Conflict | |
| MHA 571 | Integrative Theories of Innovation in Health Care | |
| **Financial Management in Healthcare Systems** | | |
| MGMT 503 | Business Strategy: Theory and Practice | |
| FIN 567 | Advanced Financial Analysis | |
| **International Health** | | |
| MGMT 541 | Global Business Management | |
| MHA 574 | Global Field Study in Health Care | |
| **Optional 12-Unit Postbaccalaureate Certificate** | | |

| | | |
|---|---|---|
| **Quality and Innovation in Healthcare** | | |
| MHA 560 | Strategic Leadership in Health Care | |
| MGMT 561 | Managing Teams and Conflict | |
| MHA 570 | Quality Management | |
| MHA 571 | Integrative Theories of Innovation in Health Care | |
| **Financial Management in Health Systems** | | |
| MHA 560 | Strategic Leadership in Health Care | |
| FIN 502 | Business Finance for Managers | |
| FIN 536 | Entrepreneurial Finance | |
| FIN 567 | Advanced Financial Analysis | |
| **International Health** | | |
| MHA 560 | Strategic Leadership in Health Care | |
| PADM 512 | Healthcare Administration | |
| MGMT 541 | Global Business Management | |
| MHA 574 | Global Field Study in Health Care | |
| **Total Units** | | **39** |

[1] Students must have successfully completed a college-level statistics course to be admitted to the MSHA program.

## Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Guided by a Christian worldview, demonstrate ethical conduct, integrity, transparency, and accountability for one's actions, valuing diversity, and respecting the dignity and uniqueness of others.
2. Use analytical, quantitative and critical thinking skills to implement actions, foster innovation, and advance healthcare priorities.
3. Apply principles of leadership to promote teamwork and collaborative decision-making among diverse stakeholders.
4. Employ system-level thinking and communication to address healthcare delivery issues, organizational outcomes of quality and safety, efficiency, cost-effectiveness, and health equity.
5. Use information systems, data, and technology to communicate, manage risk, promote quality, and inform decision-making and strategic growth.
6. Exhibit knowledge of financial management, regulatory factors, and ethical principles to meet organizational challenges in healthcare.
7. Exemplify personal and professional accountability, a professional identity and reflective, self-directive learning for ongoing professional development.

# MSN in Healthcare Administration and Leadership

The Master of Science in Nursing (MSN) in Healthcare Administration and Leadership (https://www.apu.edu/nursing/programs/masters-in-healthcare-administration/) is designed for BSN-prepared registered nurses who are looking to advance their careers and move into early- to midlevel management and leadership roles in a variety of healthcare settings. The program provides values-based education to develop nursing leaders who are effective collaborators, motivated by a spirit of commitment to the profession, and have a genuine compassion for others. Students will acquire the knowledge and skills necessary to lead and manage healthcare teams in organizations, functioning in areas such as operations management, project management, and healthcare consulting.

The program focuses on nursing leadership, advancing understanding of core aspects including nursing and healthcare research and theory, healthcare policy, bioethics, and spirituality. Administration and leadership coursework is interdisciplinary and offered through the School of Nursing and the School of Business and Management. Content includes leadership styles and theories, strategic planning, quality improvement and patient safety, change management, effective communication and conflict resolution skills, staffing challenges and constraints, financial management, and healthcare informatics. Students apply their knowledge and develop competencies in healthcare settings during practicum experiences. Upon completion of this program, students will have had the educational content required to sit for the American Nurses Credentialing Center (https://www.nursingworld.org/ancc/) and American Organization for Nursing Leadership (https://www.aonl.org/) nurse leadership examinations.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Academic Core Courses** | | |
| GNRS 504 | Bioethics and Healthcare Policy | 3 |
| GNRS 613 | Graduate Statistics | 3 |
| GNRS 506 | Spiritual Concept Analysis in Health Care | 3 |
| GNRS 508A | Research and Theory in Advanced Practice Nursing | 4 |
| **Heathcare Administration and Leadership** | | |
| GNRS 560 | Strategic Leadership in Health Care | 3 |
| GNRS 596 | Foundations of Healthcare Informatics | 3 |
| GNRS 568 | Healthcare Finance | 4 |
| MGMT 516 | High-Performance People Management | 3 |
| MGMT 517 | Managing Human Capital | 3 |
| GNRS 543 | Transitions Across the Care Continuum [1] | 4 (2/2) |
| GNRS 567 | Healthcare Administration and Leadership Supervised Practicum | 3 (0/3) |
| **Concluding Course** | | |
| GNRS 597 | Comprehensive Examination Directed Study | 1 |
| **Total Units** | | **37** |

[1]    Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting health care.
5. Use information systems and other technology to communicate, manage knowledge, promote quality, mitigate error, and support decision making.
6. Demonstrate the ability to coordinate and collaborate with other healthcare team professionals.
7. Engage in clinical reasoning and effective communication, and act as a change agent to develop professional identity and practice skill.

# Post-Master's Certificate in Healthcare Administration and Leadership

The Post-Master's Certificate in Healthcare Administration and Leadership (https://www.apu.edu/nursing/programs/nursing-administration-certificate/) program prepares professionals for administrative positions and leadership opportunities in nursing in a variety of healthcare settings. Coursework focuses on strategic leadership, leading change, managing teams and resources, and the business of healthcare finance and patient care delivery. This program is a way for nurses to advance their career options and builds on skills and knowledge obtained in a Master of Science in Nursing program. **Note: Students must be admitted to the university before registering for this program (see Admission section below).**

## Requirements

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| GNRS 560 | Strategic Leadership in Health Care | 3 |
| GNRS 567 | Healthcare Administration and Leadership Supervised Practicum [1] | 3 (0/3) |
| GNRS 568 | Healthcare Finance | 4 |
| GNRS 596 | Foundations of Healthcare Informatics | 3 |
| MGMT 516 | High-Performance People Management | 3 |
| MGMT 517 | Managing Human Capital | 3 |
| **Total Units** | | **19** |

[1] Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Department of Doctoral Studies

The Department of Doctoral Studies offers two doctoral programs, the Doctor of Philosophy (PhD) in Nursing and the Doctor of Nursing Practice (DNP). Scholarship is fundamental to both programs. The PhD is a research-based program that primarily prepares students to conduct independent research and disseminate their findings. The DNP program is clinically focused and provides graduates with the expertise to assess nursing research evidence, evaluate the impact of nursing research on nursing practice (evidence-based practice), and take a leadership role in making changes in the healthcare environment to enhance the quality of care. The department also offers a Bachelor of Science in Nursing (BSN) to DNP pathway that allows RNs with a BSN to enter directly into the DNP program without first earning an MSN degree.

## Programs

- Doctor of Philosophy (PhD) in Nursing (p. 746)
- Bachelor of Science in Nursing (BSN) to Doctor of Nursing Practice (DNP) Pathway (p. 740)
- Doctor of Nursing Practice (DNP) (p. 743)

## Courses

## GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units

This course focuses on the introductory concepts crucial to the socialization of second career students to professional nursing. The history of nursing, the evolution of nursing in the U.S., the art and science of nursing, the legal and professional basis of nursing, the role of nursing in the health care delivery system, and current issues and trends in nursing education, practice and research are emphasized.

## GNRS 501, Theoretical Thinking in Nursing, 2 Units

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined, and selected theoretical models and theories are explored.
**Prerequisite:** Completion of undergraduate research course or instructor's consent; admission to ELM or MSN program.

## GNRS 503, Cultural Competency in Health Care, 3 Units

This course focuses on transforming graduate nursing students, preparing them for nursing leadership in nursing practice, nursing research, education, and public health policy for the improvement of patient healthcare outcomes in our increasingly diverse society. Students move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. The Essentials of Master's Education in Nursing (American Association of Colleges of Nursing, 2011) serves as the foundation for the development of core cultural competencies.
**Prerequisite:** Graduate standing in the School of Nursing.

## GNRS 504, Bioethics and Healthcare Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.
**Prerequisite:** Graduate standing

## GNRS 505, Christian Formation for Holistic Care, 3 Units

Students engage in the process of discovering the foundational values of Azusa Pacific University that serve as guiding principles for the distinctive education they will receive. They are made aware of the Christian worldview and its implications for personal holistic development and care. With a focus on developing motivating character and integrated caregivers, the course brings heightened self-awareness, the impact of a Christian worldview on vocation, scriptural awareness especially emphasizing healing themes in the life of Christ, and the importance of spiritual growth on the journey toward formation.

## GNRS 506, Spiritual Concept Analysis in Health Care, 3 Units

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.
**Prerequisite:** Graduate standing

## GNRS 507, Scientific Writing, 3 Units

This course provides opportunities for students to learn how to introduce a topic or issue, articulate a thesis, support and develop a thesis and subordinate claims, work with secondary sources, and organize an argument.

## GNRS 508A, Research and Theory in Advanced Practice Nursing, 4 Units

This course prepares nurses to use theory and research evidence in advanced clinical practice. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theoretical models and theories are explored, and students learn how ideas are developed and used in nursing practice and research. Students deepen their understanding of the research process by engaging in a systematic search, critique, and summary of research studies with direct application to nursing practice. Experience in statistical analysis of research data is included.
**Prerequisite:** Computer literacy, undergraduate research course, undergraduate statistics course, and graduate standing

## GNRS 508B, Research and Theory in Healthcare, 4 Units

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.
**Prerequisite:** GNRS 613

## GNRS 510, Family Theory in Health Care, 2 Units

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.
**Prerequisite:** Graduate standing

## GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units

This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and 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.
**Prerequisite:** Undergraduate health assessment and GNRS 610;
**Corequisite:** Practicum

## GNRS 513, Advanced Nursing Practice Role, 2 Units

This course focuses on the concepts of role development and performance competence of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, clinical program manager, consultant, researcher, and case manager roles of the advanced practice nurse. The leadership aspects of the roles of advanced practice are explored in relation to health care delivery, policy formulation, and legislation. The course explores theories and issues related to the advanced nursing practice role.
**Prerequisite:** Graduate standing

## GNRS 514, Research Proposal Writing, 2 Units

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.
**Prerequisite:** GNRS 508A

## GNRS 516, Integrative Disease and Symptom Management, 3 Units

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

## GNRS 517, Fundamentals in Nursing Practice, 2 Units

This is an experiential learning course designed to teach basic nursing skills in a clinical skills or simulation laboratory setting to prepare students to deliver safe and patient-focused nursing care. Utilizing the nursing process, students perform basic skills in assessment, patient care across the continuum, documentation, patient-family teaching, and infection control.

## GNRS 518, Supervised Practicum in Health Care, 3 Units

This course prepares students to integrate and apply theory, evidence-based practice, and national guidelines and standards in practicum settings. Students select practicum areas in which, with faculty approval, they will participate in experiences led by preceptors. The purpose of the course is to equip students with current, evidence-based knowledge in a selected practice area.

## GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.
**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patients, 6 Units

The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.
**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 522, Disaster Nursing and Emergency Preparedness, 3 Units

This course explores the nature of disasters and prepares nurses to respond to various types of disasters - including natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism - by utilizing essential knowledge, skills, values, meanings, and experience in the basic competencies of emergency preparedness and disaster nursing. In accordance with the position of major nursing organizations, emphasis is placed on evidence-based best practices for personal preparedness.
**Prerequisite:** Comparable course, such as UNRS 312 Nursing Management of Adults, a human growth and development course, a lifespan course OR an RN licensure.

## GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.
**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.
**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, and meets health screening requirements;
**Corequisite:** Practicum

## GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units

This course emphasizes physiological and psychological bases for critical and chronic conditions in children, focusing on an advanced science base for the assessment, diagnosis, and management of children and families to promote wellness. Exploration of traditional versus alternate medicine treatment plans, as well as relevant cultural, spiritual, and health promotion strategies, is incorporated.
**Prerequisite:** Graduate status and GNRS 590A;
**Corequisite:** Practicum

## GNRS 533, Psychiatric Theories across the Life Span, 2 Units

This course presents neurobiologic, neuroendocrine, genomic, behavioral, and psychodynamic theories of psychiatric mental illnesses as they manifest among members of diverse cultural groups across the life span. A theoretical foundation for subsequent coursework in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.
**Prerequisite:** Graduate standing, Advanced Practice Core

## GNRS 534, Integrated Psychiatric and Health Assessment across the Life Span, 2 Units

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.
**Prerequisite:** Advanced Practice Core, GNRS 533 (May be taken concurrently)

## GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.
**Prerequisite:** Advanced Practice Core, GNRS 533 and GNRS 534; GNRS 539 may be taken concurrently;
**Corequisite:** Practicum

## GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.
**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 539;
**Corequisite:** Practicum

## GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.
**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;
**Corequisite:** Practicum

## GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.

**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;
**Corequisite:** Practicum

## GNRS 539, Psychopharmacology, 2 Units

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.

**Prerequisite:** GNRS 533, GNRS 534; GNRS 535 (May be taken concurrently)

## GNRS 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement, and also allows for a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.

**Prerequisite:** Graduate standing, GNRS 532 (may be taken concurrently with instructor's permission), and GNRS 590A;
**Corequisite:** Practicum

## GNRS 543, Transitions Across the Care Continuum, 4-6 Units

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes healthcare delivery through integration of services and transition management. Students are introduced to decision making related to allocation of resources and services, development of protocols, and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational, and research dimensions of patient care are emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.

**Prerequisite:** NP students: completion of Advanced Practice Core; CNS students: completion of Advanced Practice Core and GNRS 520 or GNRS 530; HAL students: completion of MSN Core and GNRS 560.
**Corequisite:** Practicum

## GNRS 544, Clinical Specialization Residency, 2-4 Units

This elective residency program, formed through a partnership between the School of Nursing and selected community healthcare organizations, is an intensive, precepted clinical experience that helps students transition to beginning professional nurses in a specialized setting. It enhances students' skill and practice knowledge in preparation for the RN licensing examination, and increases their ability to perform clinical reasoning with the assigned patient population and evaluate the QSEN competencies of patient-centered care, safety, evidence-based practice, informatics, and teamwork and collaboration.

**Prerequisite:** ELM students must complete GNRS 573 (may be taken concurrently), but GNRS 573 is not required for nurses in community partnerships who are taking GNRS 544 for continuing education credit.

## GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs.

**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;
**Corequisite:** Practicum

## GNRS 547, Nursing Leadership in Acute Care Settings, 6 Units

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate.

**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;
**Corequisite:** Practicum

## GNRS 548, Health Promotion Across the Lifespan, 2 Units

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.
**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

## GNRS 550A, Theory and Practice in School Nursing, 6 Units

This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. Students participate in field experiences and classroom learning activities that focus on the assessment and management of children's healthcare needs in various school settings. This course equips students with the necessary tools and skills to successfully function as professional school nurses. At the conclusion of this course, students are able to successfully function as providers of health education as well as providers, planners, and coordinators of health care in school settings.
**Prerequisite:** GNRS 612 or instructor consent, and admission to School Nurse Services Credential program;
**Corequisite:** Practicum

## GNRS 554, Medical-Surgical Care of the Adult and Geriatric Patient, 5 Units

This course introduces crucial concepts in professional nursing care, such as the nursing process, communication, therapeutic interventions, critical thinking, and critical reasoning. Course material focuses on the application of biological, psychosocial, and spiritual concepts to adult and elderly clients in various healthcare settings with acute and/or chronic illnesses. The nursing process is utilized to provide care to one or two adult clients within the healthcare delivery system. The clinical practicum focuses on the cognitive basics, scientific principles, and manipulative components of psychomotor skills used when providing nursing care.
**Prerequisite:** Admission to the ELM program, completion of all prerequisite courses for the program.
**Corequisite:** GNRS 554P

## GNRS 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students have an opportunity to practice simulated clinical skills.
**Prerequisite:** Admission to the ELM program, completion of all prerequisite courses for the program;
**Corequisite:** Practicum

## GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.
**Prerequisite:** Admission to the ELM program; successful completion of GNRS 555;
**Corequisite:** Practicum

## GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units

This course provides non-Spanish-speaking advanced-practice nursing students with foundational knowledge of Spanish language structure and vocabulary, helping them build appropriate phrasing to facilitate communication in healthcare settings. Cultural issues relevant to health and illness in the Latino community are also addressed.
**Prerequisite:** Graduate nursing student standing, or instructor's permission

## GNRS 558, Intermediate Medical-Surgical Care of the Adult, 6 Units

This course is designed to build on the base of medical-surgical nursing knowledge from prior nursing courses. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, restorative care settings and long-term care settings.
**Corequisite:** GNRS 558P

## GNRS 559, Audiometry for School Nurses, 3 Units

This course provides didactic instruction via eCollege and eight hours of on-site practicum experience that emphasizes the content and clinical expertise necessary to fulfill the requirements of the State of California School Hearing Conservation Program and training for the school audiometrist. The course focuses on the physiologic process of hearing and how to assess for deficits in hearing in children of all ages. At the conclusion of the course, and after having completed successfully all learning objectives, the student is eligible to submit an Application for Registration as a School Audiometrist in the State of California (a $10 registration fee is required with the application).

## GNRS 560, Strategic Leadership in Health Care, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

## GNRS 564, Nutrition and Therapeutics, 2 Units

Students in this course explore the functions of nutrients and the consequences of nutrient deficiencies and excesses in the body. Course material introduces a variety of tools for planning and evaluating diets, including a computer diet analysis, and the application of nutrition concepts is interwoven into health care and fitness conditions. Students also study the prevention of chronic disease as it relates to proper nutrition and adequate exercise.
**Prerequisite:** Admission to the ELM program

## GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.
**Prerequisite:** All core and role courses

## GNRS 568, Healthcare Finance, 4 Units

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

## GNRS 569, Quality and Safety for Health Care Practice, 3 Units

This course is designed to deepen and advance students' knowledge of, and ability to systematically apply the principles of, patient quality and safety in nursing practice. Based on national standards, the focus is on examining and applying quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

## GNRS 570, Parish Nursing/Health Ministries, 2 Units

This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

## GNRS 571, International Health Care, 2-4 Units

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

## GNRS 573, Clinical Residency, 4 Units

The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.
**Prerequisite:** Successful completion of all pre-licensure clinical courses

## GNRS 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;
**Corequisite:** Practicum

## GNRS 576, Pharmacology, 2 Units

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.
**Prerequisite:** Admission to the ELM program

## GNRS 578, Health Assessment, 3 Units

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physicalexamination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.
**Prerequisite:** Admission to the ELM program;
**Corequisite:** Practicum

## GNRS 580, Gerontology, 2 Units

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary - course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing, and psychiatry. Development in adulthood is viewed from multiple perspectives including cognitive, behavioral, biological, sociocultural, and spiritual, and the influences these perspectives have on the successful negotiation of age-related issues are considered. Finally, students examine aspects of human aging in contemporary American society and from a cross-cultural and ethnic perspective.
**Prerequisite:** Graduate standing in the School of Nursing.

## GNRS 581, Primary Health Care of the Older Adult, 5 Units

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.
**Prerequisite:** Graduate status in the School of Nursing, completion of Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 582A, Pathophysiology, 2 Units

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
**Prerequisite:** Admission to the ELM program

## GNRS 582B, Pathophysiology, 2 Units

This course continues the presentation an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
**Prerequisite:** Admission to the ELM program, successful completion of GNRS 582A

## GNRS 583, Nursing Care of Children and Young Adults, 4 Units

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;
**Corequisite:** Practicum

## GNRS 584, Mental Health Nursing, 4 Units

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;
**Corequisite:** Practicum

## GNRS 586, Leadership and Management in Professional Practice, 2 Units

This course emphasizes leadership and management theory including systems theory in a number of applications and settings, equipping students with the ability to adjust to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to clinical settings are presented using a systems approach. Emphasis on nursing case management is included.

## GNRS 587, Community Health Nursing, 5 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.
**Prerequisite:** Admission to the ELM program, successful completion of semesters one, two, and three;
**Corequisite:** Practicum

## GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.
**Prerequisite:** Admission to the ELM program;
**Corequisite:** Practicum

## GNRS 589, Adolescent Health Care, 2-4 Units

This course focuses on the growth and development of adolescents, including assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is on age-appropriate and culturally competent provision of primary health care to adolescents in a family system.
**Prerequisite:** Graduate status in the School of Nursing; 2-unit version of this course requires prior completion of GNRS 610, while the 4-unit version requires prior completion of GNRS 610, GNRS 611, and GNRS 511 or GNRS 612.

## GNRS 590A, Primary Health Care of the Young Family, 6 Units

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families. Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 590B, Clinical Practicum in Pediatrics, 4 Units

The student develops expanded skills in the comprehensive assessment and management of common childhood illnesses and problems and continues to gain skill in promoting child wellness. Application of theory and research is emphasized in the care of common illnesses throughout the childhood years.
**Prerequisite:** GNRS 511 or GNRS 612, and GNRS 590A

## GNRS 590C, Primary Health Care of the Young Family for the School Nurse Services Credential, 6 Units

Using a system-based approach, this combined didactic and practical course focuses on assessment, nursing interventions, and follow-up for common illness presentations in children, as well as illness-related impact on social, emotional, and educational functioning. The effects of culture on child development, parenting, and healthcare practices is also emphasized.
**Prerequisite:** GNRS 612;
**Corequisite:** Practicum

## GNRS 590D, Primary Health Care of the Young Family, 3 Units

This theory course focuses on management of health care of children (from birth through adolescence) and their families, with an emphasis on 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 in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.
**Prerequisite:** Advanced Practice Core courses

## GNRS 591, Primary Health Care of the Childbearing Family, 4 Units

This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 592A, Primary Health Care of the Adult and Aging Family, 6 Units

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults is addressed.
**Prerequisite:** Advanced Practice Core courses;
**Corequisite:** Practicum

## GNRS 592B, Primary Health Care Clinical Practicum, 2 Units

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.

**Prerequisite:** Completion of clinical courses for the FNP or AGNP program track

## GNRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## GNRS 595, Special Topics in Nursing, 1-6 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.

**Prerequisite:** Graduate standing

## GNRS 596, Foundations of Healthcare Informatics, 3 Units

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

## GNRS 597, Comprehensive Examination Directed Study, 1 Unit

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar.

**Prerequisite:** Completion of all Academic Core and degree specialty courses. Final specialty course may be taken concurrently.

## GNRS 598, Thesis, 1 Unit

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed.

**Prerequisite:** GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses

## GNRS 599, Readings/Independent Study in Nursing, 1-4 Units

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation.

**Prerequisite:** Graduate standing

## GNRS 600, Nurse Practitioner Clinical Experience, 2-6 Units

The AGPCNP and NP programs require 765 hours of supervised direct patient care experience. Students in this course function in the role of student nurse practitioners under the direct supervision of approved preceptors, and receive feedback from their preceptors and from their clinical faculty. This course gives students an opportunity to complete the documentation necessary to be awarded clinical units. Students progressively integrate advanced-practice nursing competencies, demonstrate professional nursing behavior, and keep accurate records. Upon completion of 765 hours, students are given access to a clinical portfolio.

**Prerequisite:** GNRS 612 and faculty permission

## GNRS 601, Primary Healthcare I: Adult and Aging, 3 Units

This course integrates knowledge from advanced pathophysiology, advanced pharmacology, and advanced health assessment and apply it to create a diagnostic hypothesis for common acute and chronic primary care health problems in adolescents, adults, and older adults. The course examines a variety of treatment options for each disease presented and for diseases that don't respond to first-line therapy.

**Prerequisite:** GNRS 612

**Corequisite:** GNRS 600

## GNRS 602, Primary Healthcare II: Population-based Health Interventions, 3 Units

Primary Healthcare II recognizes that individuals with healthcare needs belong to a variety of discrete groups. This course introduces population health principles to be integrated with psychosocial assessment, cultural competency, social determinants of health, and the nurse-client relationship to foster the development of competence to motivate patients in a way that respects their diversity and to assist them to find resources to address social vulnerabilities. Students will employ statistical analysis as well as nursing experience to analyze risk to create a patient education plan.
**Prerequisite:** GNRS 601
**Corequisite:** GNRS 600

## GNRS 603, Primary Healthcare III: Restorative and Palliative Interventions, 3 Units

This course is designed to integrate disease management and communication techniques to support the physical, emotional, and spiritual transitions of chronic illness. The course examines developing a prognosis, transitioning care, interprofessional care planning, and care of the caregiver. Grounded in spiritual concepts, this course is designed to provide the student with tools to give patients and families unpleasant information that will likely evoke fear or sadness.
**Prerequisite:** GNRS 602

## GNRS 610, Advanced Pathophysiology, 3 Units

This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on the development of an advanced understanding of the pathophysiologic mechanisms of human health disorders including those that are genetic. 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. This course introduces epidemiological principles and methods to be applied to population health models.
**Prerequisite:** Graduate standing and undergraduate pathophysiology

## GNRS 611, Advanced Pharmacology, 3 Units

This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. The course introduces the principles of pharmacogenomics and their application to clinical practice. 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.
**Prerequisite:** GNRS 610 (may be taken concurrently)

## GNRS 612, Advanced Health Assessment and Diagnostic Reasoning, 4 Units

This course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within family, community, and cultural contexts. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and 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.
**Prerequisite:** Undergraduate health assessment and GNRS 610;
**Corequisite:** lab

## GNRS 613, Graduate Statistics, 3 Units

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

## GNRS 615, APRN Intensive I, 1 Unit

This is the first of four Intensive courses that give NP students an interactive experience through in-class and out-of-classroom work. This course introduces students to the professional role and practice of the nurse practitioner in primary care.
**Prerequisite:** GNRS 612 (may be taken concurrently)

## GNRS 616, APRN Intensive II, 1 Unit

This is the second of four APRN Intensive courses that give NP students an interactive experience through out-of-classroom work. Course activities and games will evaluate the student's ability to perform the clinical role of the NP. Students will understand and develop the skills of virtuous leadership and collaboration from a biblical perspective.
**Prerequisite:** GNRS 615;
**Corequisite:** GNRS 601

## GNRS 617, APRN Intensive III, 1 Unit

This is the third of the APRN intensives that give APRN students an interactive experience with out-of-classroom work that includes team activities, simulation experiences, and problem-solving activities. Topical content includes managing patients with complex co-morbidities, ethical reasoning, and advanced communication skills. Students will be observed performing the professional and clinical skills of the APRN.
**Prerequisite:** GNRS 616;
**Corequisite:** GNRS 602

## GNRS 618, APRN Intensive IV, 1 Unit

This is the fourth of the APRN intensives that give APRN students an interactive experience with out-of-classroom work that includes team activities, simulation experiences, and problem-solving activities. Topical content practice-based quality improvement, office-based procedures, and certification exam preparation. Students will be observed performing the professional and clinical skills to demonstrate readiness to enter NP practice.
**Prerequisite:** GNRS 617; Faculty permission.

## GNRS 620, Genome Science in Healthcare, 3 Units

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

## GNRS 622, Genome Science and Ethical Issues, 3 Units

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.
**Prerequisite:** GNRS 620

## GNRS 630A, Oncology Nurse Practitioner Fellowship A, 4 Units

This course is the first in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## GNRS 630B, Oncology Nurse Practitioner Fellowship B, 4 Units

This course is the second in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## GNRS 630C, Oncology Nurse Practitioner Fellowship C, 4 Units

This course is the third in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## GNRS 631, ONP: Cancer Biology and Assessment, 2 Units

This course builds on knowledge of the anatomy and physiology of DNA, RNA, and differentiated and nondifferentiated human cells. Focus is on the pathophysiologic mechanisms of human cancer disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms is a key process undergirding the course. The course also provides the foundation for the integration of diagnostic testing, physical assessment, and understanding of the predictable pathophysiology of cancer in order to stage tumors and predict metastatic risk in individuals.
**Prerequisite:** Admission to the Oncology Nurse Practitioner Post-Master's Certificate program.

## GNRS 632, ONP: Cancer Therapeutics, 2 Units

This course builds on knowledge of the predicted behavior of human cancer. Technology in cancer treatment is evolving rapidly, and this course provides a pathophysiological foundation for understanding cancer protocols. Current cancer protocols, classes and categories of therapeutics, technologies in development, and tumor resistance are discussed, along with the cost benefit, side effects, and availability of the covered therapeutics.
**Corequisite:** GNRS 631

## GNRS 633, ONP: Symptom and Side Effect Burden, 2 Units

Patients with advanced cancer often suffer significant symptomatic burden and the iatrogenic complications of treatment. This course helps students develop a patient-centered approach to evidence-based management of common symptoms of cancer and side effects of treatment.
**Prerequisite:** GNRS 631 and GNRS 632

## GNRS 634, ONP: Survivorship and the Psychosocial Impact of Cancer, 2 Units

Cancer patients and their caregivers face complicated psychological, financial, and spiritual changes, beginning at diagnosis and extending into the posttreatment phases. This course covers the common problems related to those changes, and best-practice strategies and techniques to help patients and families cope with cancer.

## GNRS 635, ONP: Team-Based Care and the Role of the Oncology Nurse Practitioner, 2 Units

The clinician role of the oncology nurse practitioner requires familiarity with the incidence, prevalence, and risk assessment competencies for all common cancers. In addition, the oncology nurse practitioner must be prepared for a wide variety of leadership roles. Strategies for care coordination, designing and measuring interdisciplinary team outcomes, mentoring, collaborating with primary care providers, and rapid-cycle quality improvement are examined.

## GNRS 636, ONP: Clinical Trials in Oncology Nursing, 2 Units

The advanced-practice oncology nurse practitioner is prepared to provide direct patient care, design a plan for outcome evaluation, and take a leadership role in medical and nursing oncological research.
**Prerequisite:** GNRS 610, GNRS 611, GNRS 612, and GNRS 613

## GNRS 650, History of Professional Nursing: From Origins to Nursing in Transition, 3 Units

Students in this course explore conceptual and methodological issues in historical nursing research, including the use of biographic methods in nursing history and working with primary sources/archival materials/artifacts and material culture. Focus is on the origins of professional nursing up to the period of nursing in transition in the United States. Students examine ethics guidelines and standards for historical research in nursing, and critically analyze the origins of nursing and early nursing contributions to the evolution of modern health systems and interventions. Class discussion and composition facilitate critical thinking about the history of nursing as a scholarly inquiry, focusing on issues and methods of nursing historical research.

## GNRS 651, History of Professional Nursing: From Colonial Times to Present Day, 3 Units

Students in this course explore the foundations of professional nursing in the United States in the context of influential historical, global, societal, and scientific events. Students examine issues faced by nurses from colonial times to today, critically analyzing nurses' contributions to the development of modern health systems and interventions. Class discussion and composition facilitate critical thinking about the history of nursing as a scholarly inquiry, since historical perspectives form the basis for analysis of contemporary healthcare issues and projected development of the nursing profession, its practice, and healthcare policy.

## GNRS 660, Theories of Teaching and Instruction, 3 Units

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

## GNRS 661, Leadership and Role Development in Nursing Education, 3 Units

This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

## GNRS 662, Assessment, Curriculum, Development, and Outcomes, 3 Units

This course addresses theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes. Emphasis is given to the importance of incorporating Christian values in the curriculum. The course also includes critical analyses of related topics based upon current research in nursing and higher education literature.

## GNRS 663, Clinical Practicum in Nursing Education, 3 Units

This practicum course builds on the academic and clinical preparation of previous courses and prepares students to teach in academic and clinical settings. Under the supervision of a preceptor, this practical classroom experience focuses on: a) writing of learning/teaching objectives, b) selecting teaching strategies and learning activities, c) designing and implementing teaching plans for units of instruction, d) evaluating student learning outcomes, and e) obtaining feedback on teaching performance from faculty mentors/preceptors, fellow students, and self-evaluation and reflection. It is recommended that students take GNRS 660, GNRS 661, and GNRS 662 prior to taking this class. GNRS 664 may be taken concurrently.

## GNRS 664, Teaching and Learning Strategies for Nursing Education, 3 Units

This course equips academic nurse educators to develop and evaluate teaching and learning strategies that facilitate learning in different nursing educational settings. Course material includes examining the challenges nursing faculty face in implementing this role, and strategies to successfully navigate those challenges. Also included are two projects to prepare students for the application process of the nurse educator. It is recommended that students take GNRS 660 prior to taking this class.

## GNRS 695, Special Topics, 1-4 Units

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

## GNRS 700, Philosophy of Science, 3 Units

This course equips students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

## GNRS 701, Nursing Knowledge Development, 3 Units

Students in this course focus on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance go hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

## GNRS 702, Nursing Theory, 3 Units

This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

## GNRS 703, Spirituality and Health, 3 Units

This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic religious and Christian spiritualities. While the course covers theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality for spiritual integration as well as for its development in nursing practice.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 704, Faith Integration and Nursing Scholarship, 3 Units

This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

## GNRS 705, Social Ethics and Health Policy, 3 Units

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 706, Methods of Inquiry, 3 Units

Students in this course explore various methods of inquiry as they focus 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 reason and interpretation, the perception of reality, and empirical generalizations are discussed, and their influence on the definition of research problems and designs is explored. Research designs and methods are introduced as they relate to problem definition and theory, including an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. Students are required to explore, synthesize, and debate current issues that will affect their research careers.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 707, Quantitative Nursing Research Design I, 3 Units

This course introduces students to fundamental quantitative research design and methodology. Course material covers key concepts in the research process; literature search; experimental, quasiexperimental, and observational designs; internal and external validity issues associated with specific designs; sampling and data collection methods; survey design; mixed methods; measurement quality indices; and the writing of a quantitative research proposal. In addition, topics addressing power analysis for calculating desired sample size and internal consistency reliability in SPSS are covered. Students have the opportunity to administer an instrument of choice and analyze collected survey data. By the end of the course, students develop an original quantitative research proposal that addresses an area of interest.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 708, Qualitative Nursing Research Design I, 3 Units

This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

## GNRS 709, Advanced Statistical Analysis II, 3 Units

This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized.
**Prerequisite:** GNRS 707

## GNRS 710, Advanced Qualitative Research Methods, 3 Units

This course provides advanced knowledge and training in the use of qualitative research methods including phenomenological interpretation, grounded theory interpretation, ethnographic interpretation, focus groups interpretation, and feminist interpretation. Intensive interpretive and structured approaches to analysis and methods of establishing plausibility, credibility, and adequacy of qualitative data are emphasized.
**Prerequisite:** GNRS 708

## GNRS 711, Advanced Research Methods in the Humanities, 3 Units

This seminar and consultation course introduces PhD students to nonscientific research methodologies as used in the arts, letters, humanities and aspects of the social sciences for the (a) conduct of original dissertation research on one of the disciplines of arts, letters, humanities, or nonscientific aspects of one of the social sciences, (b) conduct humanities-based research to widen and deepen a scientific dissertation topic, or (c) to enlarge the student's methodological repertoire, knowledge, and skill. The course is intended for those whose primary research education and experience has been in scientific methods and disciplines. (Enrollment limited to eight.)
**Prerequisite:** (a) successful completion of GNRS 701 and GNRS 706, (b) permission of the instructor

## GNRS 712, Healthcare Quality Improvement, Program Planning, and Evaluation, 3 Units

This core course bridges the gap between the uptake of new health research discoveries and their translation, adaption, and implementation in practice. Course content includes the examination, integration, and application of quality improvement, program planning, and evaluation processes, strategies, and tools. The outcome of the course is a well-designed evaluation plan for an evidence-based quality improvement project.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 713, Advanced Statistical Analysis I, 3 Units

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published healthcare research is also emphasized.

## GNRS 715, Psychosocial Issues of Older Adults, 3 Units

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

## GNRS 716, Translation of Research to Practice, 3 Units

The goal of this core course is to help prepare Doctor of Nursing Practice (DNP) nursing students to be nurse scholars and to identify strategies within a multidisciplinary model and in intraprofessional relationships that promote the ready translation of research into practice. This course exposes DNP students to evidence-based practice, quality improvement methodologies, concepts and theories, and deepens their knowledge regarding the phenomenon of interest. This prepares them for foundational competencies needed for evidence-based problem identification, PICOT writing, literature search, integrated literature review, evidence appraisal, and synthesis. There are iterative assignments to develop skill and the milestone assignment is a final integrated review and synthesis paper with in-depth knowledge of their phenomenon (vs. topic) of interest.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 717, Health Technology and Informatics, 3 Units

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

## GNRS 718, Organizational Leadership and Strategic Planning, 3 Units

In this core course, students acquire knowledge and skill to effectively manage systems level change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions, professional organizations, and in healthcare policy making arenas, using knowledge of nursing and other professions to address healthcare needs and direct interprofessional activities and initiatives. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services and outcomes at reasonable costs and lead the development of a business plan for quality improvement initiatives. Students advocate for change related to financial policies that impact the relationship between economics and quality care delivery. Focus is on organizational process, including the associated management of conflict, change, promotion of safety for clients and providers, and control of risk within a dynamic healthcare environment.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 720, Wellness Promotion and Health Maintenance, 3 Units

This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases; health hazards; high-risk health factors; acute and chronic illness across ethnicities, genders, and the life span; and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 721, Health Disparities and Vulnerable Populations, 3 Units

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved ethnic or minority vulnerable populations as well as an analysis of research that describes, explains, and examines variables influencing health disparities and intervention strategies to reduce these disparities.

## GNRS 722, Research in Nursing and Health, 3 Units

This course is team taught and reflects the research expertise and program of study of the nursing doctoral faculty. It focuses on analysis of determinants of health and illness across demographic, biological, psychological, familial/cultural, and societal dimensions. Attention is given to theoretical explanations toward promoting development of students' programs of research.

## GNRS 724, Quantitative Nursing Research Design II: Survey Methodology, 3 Units

This course introduces students to the fundamental and advanced methods and approaches in survey research. Course material covers the theory and practice of survey development and administration, including principles of measurement and measurement error, selection of survey data collection methods, measurement design of a multidimensional concept, and locating and evaluating existing survey instruments. In addition, topics addressing instrument construction, reliability, and validity, with attention to statistical techniques, are covered. Throughout the course, students develop a comprehensive critical review of select instruments that measure a construct of their choice.
**Prerequisite:** GNRS 707

## GNRS 725, Research Practicum, 1 Unit

The practicum further develops, mentors, and socializes students into the roles and activities of research scientists and scholars. Emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can chose either a quantitative or qualitative practicum experience.

## GNRS 726, Advanced Scientific Writing, 3 Units

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

## GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.
**Prerequisite:** GNRS 620

## GNRS 728, Genome Science Research Methods, 3 Units

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.
**Prerequisite:** GNRS 620, GNRS 622, GNRS 727

## GNRS 729, Population Health and Epidemiology, 3 Units

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.
**Prerequisite:** Admission to DNP or PhD program

## GNRS 730, Comparative Health Care Systems, 3 Units

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

## GNRS 732, DNP Clinical Residency, 0 Units

This course provides students enrolled in the Doctor of Nursing Practice (DNP) program with opportunities to develop professional nursing skills at the doctoral level. The focus of the course is to explore the development and scientific underpinnings of components of expert advanced clinical practice. Students select a population of interest for the DNP clinical residency and apply evidence-based practice and research findings in order to develop and improve practice. Over the course of the DNP program, students integrate previous nursing education and practice experiences with the DNP residency and concurrent doctoral coursework to meet the AACN Essentials of Doctoral Education for Advanced Nursing Practice and complete a DNP scholarly project. The course may be repeated to enable the student to obtain a minimum of 1,000 residency hours. Previous hours from graduate clinical courses may apply, so residency hour requirements will vary.
**Prerequisite:** Admission to DNP program

## GNRS 733A, Residency IA, 1 Unit

This is the first in a series of three residency courses designed to enhance students' critical thinking, diagnostic reasoning, interpretation, and management skills for advanced clinical practice. This course broadens and enhances understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice clinical nurse scholarship. Students practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts. The course focuses on exploring the development and scientific underpinnings of components of expert advanced clinical practice, and attention is given to the development of skills necessary to attain that goal. By the end of this course, students select their population of interest for their clinical residency and apply evidence-based findings to this population to identify potential areas of intervention.
**Prerequisite:** Admission to DNP program

## GNRS 733B, Residency IB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

## GNRS 733C, Residency IC, 1 Unit

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

## GNRS 734A, Residency IIA, 1 Unit

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

## GNRS 734B, Residency IIB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

## GNRS 734C, Residency IIC, 1 Unit

This is the last of a three-course series of clinical residencies with a focus on transformative and collaborative leadership, including completion of the evidence-based practice project, assessment of project outcomes, and planned dissemination of findings. Students apply relevant clinical and research findings to develop and improve practice. Content emphasizes critical appraisal of skills and interventions necessary to ensure meaningful translation of scientific evidence into practice, including a cost-benefit analysis for implementing a change into clinical practice. The course also emphasizes the professional role of the nurse as a collaborator, leader, and provider of care with nursing colleagues and other members of the interprofessional healthcare team within the context of complex healthcare systems, preparing students to implement an advanced nursing practice role that results in practice and/or policy change at the local, state, and/or national levels.

**Prerequisite:** Successful completion of GNRS 733A, GNRS 733B, GNRS 733C, GNRS 734A and GNRS 734B

## GNRS 735, DNP Scholarly Project Seminar, 3 Units

The DNP program requires a rigorous clinical project focused on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP scholarly project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project also serves as a foundation for future scholarly practice.

## GNRS 736, DNP Scholarly Project Seminar: Evaluation and Dissemination, 2 Units

This course focuses on presentation to and approval of a completed DNP Scholarly Project. The DNP program requires a rigorous clinical project focused on translating scientific research to health care to improve the patients experience utilizing the best evidence of science and practice. This scholarly project is a culminating, independent experience which demonstrates the student's synthesis of coursework and lays the foundation for future scholarship.

## GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units

This seminar directs the development of either a PhD dissertation or a DNP Scholarly Project proposal draft that details a problem, the research/project purpose, questions or hypotheses to be examined, a synopsis of the relevant literature, the design and methods of the study including its timeline, protection of human subjects, plans for analysis, and the budget. The seminar also includes preparation of IRB applications, and peer review and critique of student proposals.

**Prerequisite:** Admission to DNP or PhD program

## GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units

This doctoral seminar provides students with the opportunity to acquire knowledge, skills, and insights in the writing of a grant proposal. Discussion will focus on the value of writing grant proposals, the basic principles in writing a grant proposal, the components of a grant proposal, identification of funding sources, the difference between a research and a program grant proposal, as well as administrative factors in submitting a grant proposal. Students will craft and a grant proposal in response to a Request for Funding Proposal (RFP) that aligns with the guidelines of the funding agency, and additionally, a budget plan with justification, timelines, and a bio-sketch. In addition, students will conduct a peer review of class completed grant proposals.

## GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units

This seminar focuses on various aspects of writing for publication and directs the development of a manuscript suitable for publication from a previously written paper (e.g., a course term paper). This course will help the student get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books; and determine appropriate journals to consider for article submission. The student will acquire practice in reviewing and critiquing scholarly writing by others. It will also address the editorial and publication process, as well as ethical aspects of writing for publication.

## GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units

This seminar course identifies approaches to developing an effective and successful presentation, helping students find their voice and showcase their areas of expertise. Discussions focus on planning as essential to deciding on the content and the order in which the information is presented. Emphasis is on developing a logical sequence, one that flows naturally and is accompanied by audiovisuals that facilitate understanding of the material.

## GNRS 784, Dissertation Seminar V, 2-4 Units

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.

**Prerequisite:** GNRS 783

### GNRS 791, Doctor of Nursing Practice Intensive I, 1 Unit

This is the first of four intensive courses that give DNP students an interactive experience through out-of-classroom work, introducing them to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice as part of an evidence-based DNP scholarly project consistent with the DNP role within an organizational healthcare setting. Generally offered in the same semester as GNRS 716.
**Prerequisite:** Admission to the DNP program

### GNRS 792, Doctor of Nursing Practice Intensive II, 1 Unit

This is the third of four intensive courses that give DNP students an interactive experience through out-of-classroom work. This course helps students identify strategies within a multidisciplinary model that promotes evidence-based practice or quality improvement in various clinical, community, and educational settings. Students receive support and direction in collaboration with the sponsoring facility and mentor to develop a comprehensive, site-specific DNP scholarly project proposal. Generally offered in the same semester as GNRS 780.
**Prerequisite:** GNRS 791 and GNRS 793

### GNRS 793, Doctor of Nursing Practice Intensive III, 1 Unit

This is the second of four intensive courses that give DNP students an interactive experience through out-of-classroom work. This course introduces students to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice as part of an evidence-based DNP scholarly project consistent with the DNP role within an organizational healthcare setting. Generally offered in the same semester as GNRS 712.
**Prerequisite:** Admission to the DNP program and completion of GNRS 791

### GNRS 794, Doctor of Nursing Practice Intensive IV, 1 Unit

This is the last of four intensive courses that give DNP students an interactive experience through out-of-classroom work. As in the other intensive experiences, course content for each student reflects the interests of the student and is designed to meet that student's needs and career goals. This course allows students, with guidance from their mentors and faculty, to complete the DNP scholarly project and finalize the written and oral scholarly reports that disseminate and integrate new knowledge. Each student's final product reflects their ability to employ effective communication and collaboration skills, take a leadership role, integrate core DNP concepts and competencies that influence healthcare quality and safety, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems across a broad spectrum of health care. Generally offered in the same semester as GNRS 736.
**Prerequisite:** GNRS 791, GNRS 792, and GNRS 793

### GNRS 795, Special Topics, 1-4 Units

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

### GNRS 798, Continuous Doctoral Study, 0 Units

This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

### GNRS 799, Independent Study, 1-4 Units

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department

# BSN to DNP Pathway

The BSN to DNP (https://www.apu.edu/nursing/programs/bsn-to-dnp/) pathway allows RNs with a Bachelor of Science in Nursing to enter directly into the DNP program without first earning an MSN degree. This allows for a seamless progression from the completion of a baccalaureate degree to advanced nursing practice. The BSN to DNP pathway includes two specialty tracks: Advanced Practice Registered Nursing (APRN)–Adult Geronotology Primary Care Nurse Practitioner (AGPCNP) or Family Nurse Practitioner (FNP), and Health Systems Leadership. The pathway meets the program learning outcomes for the DNP degree at APU and is aligned with *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021)[1].

[1]     American Association of Colleges of Nursing (2021). *The Essentials: Core Competencies for Professional Education*. AACN.

## APRN-AGPCNP or FNP Options

| Code | Title | Units |
| --- | --- | --- |
| **APRN Core Courses** | | **10** |
| GNRS 610 | Advanced Pathophysiology | 3 |

| GNRS 611 | Advanced Pharmacology | 3 |
|---|---|---|
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning [1] | 4 (3/1) |
| **FNP and AGPCNP Common Core** | | **26** |
| GNRS 600 | Nurse Practitioner Clinical Experience [2] | 2-6 |
| GNRS 601 | Primary Healthcare I: Adult and Aging | 3 |
| GNRS 602 | Primary Healthcare II: Population-based Health Interventions | 3 |
| GNRS 603 | Primary Healthcare III: Restorative and Palliative Interventions | 3 |
| **APRN-FNP Specialty Courses [3]** | | **2-3** |
| GNRS 590D | Primary Health Care of the Young Family | 2-3 |
| or GNRS 580 | Gerontology | |
| **APRN Intensives** | | **4** |
| GNRS 615 | APRN Intensive I | 1 |
| GNRS 616 | APRN Intensive II | 1 |
| GNRS 617 | APRN Intensive III | 1 |
| GNRS 618 | APRN Intensive IV | 1 |
| **Role-Specific Total Units** | | **42-43** |
| **Additional DNP Courses** | | **21** |
| GNRS 703 | Spirituality and Health | 3 |
| GNRS 705 | Social Ethics and Health Policy | 3 |
| GNRS 712 | Healthcare Quality Improvement, Program Planning, and Evaluation | 3 |
| GNRS 713 | Advanced Statistical Analysis I | 3 |
| GNRS 716 | Translation of Research to Practice | 3 |
| GNRS 717 | Health Technology and Informatics | 3 |
| GNRS 718 | Organizational Leadership and Strategic Planning | 3 |
| GNRS 732 | DNP Clinical Residency [4] | 0 |
| **Intensives** | | **4** |
| GNRS 791 | Doctor of Nursing Practice Intensive I | 1 |
| GNRS 792 | Doctor of Nursing Practice Intensive II | 1 |
| GNRS 793 | Doctor of Nursing Practice Intensive III | 1 |
| GNRS 794 | Doctor of Nursing Practice Intensive IV | 1 |
| **Doctoral Seminars** | | **5** |
| GNRS 780 | Doctoral Seminar I: Elements of a Proposal and IRB Application | 3 |
| GNRS 736 | DNP Scholarly Project Seminar: Evaluation and Dissemination | 2 |
| **TOTAL BSN to DNP PATHWAY UNITS** | | **72-73** |
| **DNP Clinical Residency Hours [4]** | | |
| **NFLP Options [5]** | | |
| GNRS 660 | Theories of Teaching and Instruction | 3 |
| GNRS 661 | Leadership and Role Development in Nursing Education | 3 |
| GNRS 662 | Assessment, Curriculum, Development, and Outcomes | 3 |
| GNRS 663 | Clinical Practicum in Nursing Education | 3 |
| GNRS 664 | Teaching and Learning Strategies for Nursing Education | 3 |

# Health Systems Leadership Option

| Code | Title | Units |
|---|---|---|
| **Leadership Courses** | | |
| GNRS 613 | Graduate Statistics | 3 |
| LDRS 512 | EQ I: Self-Leadership | 3 |
| MGMT 502 | Developing Management Skills | 3 |
| GNRS 560 | Strategic Leadership in Health Care | 3 |
| GNRS 568 | Healthcare Finance | 4 |
| GNRS XXX Elective Course | | 3 |
| MGMT 516 | High-Performance People Management | 3 |

| MGMT 561 | Managing Teams and Conflict | 3 |
|---|---|---|
| MHA 571 | Integrative Theories of Innovation in Health Care (Total Units) | 3 |
| **Leadership Total Units** | | **28** |
| **DNP Courses** | | |
| GNRS 703 | Spirituality and Health | 3 |
| GNRS 705 | Social Ethics and Health Policy | 3 |
| GNRS 712 | Healthcare Quality Improvement, Program Planning, and Evaluation | 3 |
| GNRS 713 | Advanced Statistical Analysis I | 3 |
| GNRS 716 | Translation of Research to Practice | 3 |
| GNRS 717 | Health Technology and Informatics | 3 |
| GNRS 718 | Organizational Leadership and Strategic Planning | 3 |
| GNRS 720 | Wellness Promotion and Health Maintenance | 3 |
| GNRS 721 | Health Disparities and Vulnerable Populations | 3 |
| GNRS 729 | Population Health and Epidemiology | 3 |
| GNRS 732 | DNP Clinical Residency | 0 |
| **Intensives** | | |
| GNRS 791 | Doctor of Nursing Practice Intensive I | 1 |
| GNRS 792 | Doctor of Nursing Practice Intensive II | 1 |
| GNRS 793 | Doctor of Nursing Practice Intensive III | 1 |
| GNRS 794 | Doctor of Nursing Practice Intensive IV | 1 |
| **Doctoral Seminars** | | |
| GNRS 780 | Doctoral Seminar I: Elements of a Proposal and IRB Application | 3 |
| GNRS 736 | DNP Scholarly Project Seminar: Evaluation and Dissemination | 2 |
| **DNP Total Units** | | **39** |
| **TOTAL BSN to DNP PATHWAY UNITS** | | **67** |
| **DNP Clinical Residency Hours [4]** | | |
| **NFLP Courses [5]** | | |
| GNRS 660 | Theories of Teaching and Instruction | 3 |
| GNRS 661 | Leadership and Role Development in Nursing Education | 3 |
| GNRS 662 | Assessment, Curriculum, Development, and Outcomes | 3 |
| GNRS 663 | Clinical Practicum in Nursing Education | 3 |
| GNRS 664 | Teaching and Learning Strategies for Nursing Education | 3 |
| **Elective Options [6]** | | |
| GNRS 650 | History of Professional Nursing: From Origins to Nursing in Transition | 3 |
| GNRS 651 | History of Professional Nursing: From Colonial Times to Present Day | 3 |
| GNRS 704 | Faith Integration and Nursing Scholarship | 3 |
| GNRS 715 | Psychosocial Issues of Older Adults | 3 |
| GNRS 722 | Research in Nursing and Health | 3 |
| GNRS 730 | Comparative Health Care Systems | 3 |
| GNRS 781 | Doctoral Seminar II: Developing a Grant Proposal | 3 |
| GNRS 782 | Doctoral Seminar III: Writing for Publication | 3 |
| GNRS 783 | Doctoral Seminar IV: Developing Professional Presentations | 3 |
| GNRS 795 | Special Topics | 1-4 |

[1]   Units in parentheses are classroom/clinical units.
[2]   Students may enroll in 2-6 clinical units per semester with faculty approval, with a total of 17 units for the program.
[3]   Students in the FNP track must take GNRS 590D. Students in the AGPCNP track must take GNRS 580.
[4]   Total required DNP clinical hours = 1,000 hours.
[5]   12 units required if enrolled in Nurse Faculty Loan Program (NFLP).
[6]   Electives may be taken in either pathway option where appropriate.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize nursing, bioethical, physical, spiritual, psychosocial, and organizational sciences in the planning, implementation, and evaluation of advanced clinical nursing practice.
2. Provide transformative and collaborative leadership in the organization and management of health care delivery systems for ethnically and culturally diverse populations to improve patient and population outcomes.
3. Critically examine, develop and translate research and other evidence as a basis for developing, implementing, and evaluating advanced clinical nursing practice and health care delivery.
4. Employ current technological and informational advances from health care and other disciplines to promote the highest level of health care delivery.
5. Actively participate in evaluating, formulating and implementing health care policies that address health disparities and health care from a social justice and ethical framework.
6. Integrate faith traditions and Christian values in the development of professional and advanced nursing practice.

# Doctor of Nursing Practice (DNP)

## Program Overview

Based on a strong scientific foundation, evidence-based practice, leadership, and organizational analysis, the Doctor of Nursing Practice (DNP) (https://www.apu.edu/nursing/programs/dnp/) program is designed to prepare nurses at the highest level of practice for the current, complex healthcare environment. An evidence-based clinical approach emphasizes the prevention, assessment, and treatment of complex health issues. The Doctor of Nursing Practice degree is considered the terminal practice degree for nursing and is accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE/) and the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org/).

## Program Details

The Doctor of Nursing Practice program offers doctoral-level studies in a clinically-focused learning environment. The DNP prepares advanced practice nurses to bring the highest level of clinical expertise to patients, nursing students, health care systems, health policy formation, and clinical research. Graduates of the DNP program help contribute to the body of nursing knowledge and the practice of nursing to improve health care globally.

## Program Goals

DNP graduates are well-prepared to translate new knowledge from research into cost-effective and culturally competent clinical practice. They can contribute to the development of health policy in the promotion of health, reducing the burden of disability and maintaining the quality of life.

## Curriculum

The curriculum provides theoretical and empirical knowledge essential for advanced nursing practice, clinical research, health policy formation, and nursing education.

Core courses include: wellness promotion theory, statistical analysis, social ethics, epidemiology and population health, program evaluation, translational research, informatics, spirituality and health, and organizational leadership. The courses prepare students to implement the use of translational research approaches in health care. Coursework in these areas enables students to identify and formulate a translational research project as the culmination of their program.

The program courses address DNP Essentials[1] to:

- Provide students with the theoretical and scientific foundations of the discipline.
- Enable students to use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Enable students to critique, articulate, test, apply, evaluate, and implement translational research.
- Enable students to articulate the intersections of the profession with the Christian worldview.
- Empower students with the knowledge base to formulate healthcare policies.
- Allow students to critically examine, evaluate, and effectively translate nursing and other scientific knowledge with the goal of bringing positive changes to healthcare practice and general population health. (DNP Essentials I)
- Empower students to, based on scientific findings, utilize organizational and systems leadership competencies to effectively and ethically engage current and future health, safety, and other quality improvement issues to diverse organizational cultures and populations. (DNP Essentials II)
- Enable students to engage in collaborative leadership for the implementation, evaluation, and generation of evidence-based practice to guide improvements in practice and health outcomes. (DNP Essentials III)

- Enable students to demonstrate proficiency in the analysis and utilization of information systems/technology and patient care technology to improve quality in health care delivery. (DNP Essentials IV)
- Empower students to critically analyze health policy proposals/policies and advocate for equitable and ethical policies within health care. (DNP Essentials V)
- Help students effectively lead in the development and implementation of interprofessional collaboration for the improvement of patient and population health outcomes. (DNP Essentials VI)
- Allow students to employ evidence-based prevention through the analysis of epidemiological, bio-statistical, environmental, and other appropriate data related to individual, aggregate, and population health. (DNP Essentials VII)
- Prepare students to practice a specialization within the larger domain of nursing by demonstrating refined assessment skills and base practice on the application of nursing and other sciences as appropriate to their area. (DNP Essentials VIII)

The DNP program aligns with the American Association of Colleges of Nursing (AACN) (http://www.aacnnursing.org/) *Essentials of Doctoral Education for Advanced Nursing Practice*.[1] The APU School of Nursing is in the process of fully integrating the newly revised AACN *Essentials: Core Competencies for Professional Nursing Education*[2] into the curricula.

1	American Association of Colleges of Nursing. (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*. AACN.
2	American Association of Colleges of Nursing (2021). *The Essentials: Core Competencies for Professional Education*. AACN.

# Requirements

| Code | Title | Units |
|---|---|---|
| **Required Coursework** | | |
| **DNP Core Courses** [1] | | |
| GNRS 716 | Translation of Research to Practice | 3 |
| GNRS 712 | Healthcare Quality Improvement, Program Planning, and Evaluation | 3 |
| GNRS 718 | Organizational Leadership and Strategic Planning | 3 |
| GNRS 780 | Doctoral Seminar I: Elements of a Proposal and IRB Application | 3 |
| **Additional Required Coursework** | | |
| GNRS 703 | Spirituality and Health | 3 |
| GNRS 705 | Social Ethics and Health Policy | 3 |
| GNRS 713 | Advanced Statistical Analysis I | 3 |
| GNRS 717 | Health Technology and Informatics | 3 |
| GNRS 720 | Wellness Promotion and Health Maintenance | 3 |
| GNRS 729 | Population Health and Epidemiology | 3 |
| GNRS 732 | DNP Clinical Residency [2, 3] | 0 |
| GNRS 791 | Doctor of Nursing Practice Intensive I | 1 |
| GNRS 792 | Doctor of Nursing Practice Intensive II | 1 |
| GNRS 793 | Doctor of Nursing Practice Intensive III | 1 |
| GNRS 794 | Doctor of Nursing Practice Intensive IV | 1 |
| GNRS 736 | DNP Scholarly Project Seminar: Evaluation and Dissemination | 2 |
| **Optional Course** | | |
| GNRS 798 | Continuous Doctoral Study | 0 |
| **Total Units** [4] | | **39** |
| **Elective Options** [5] | | **3-4** |
| GNRS 633 & GNRS 634 | ONP: Symptom and Side Effect Burden and ONP: Survivorship and the Psychosocial Impact of Cancer [6] | |
| GNRS 650 | History of Professional Nursing: From Origins to Nursing in Transition | |
| GNRS 651 | History of Professional Nursing: From Colonial Times to Present Day | |
| GNRS 704 | Faith Integration and Nursing Scholarship | |
| GNRS 715 | Psychosocial Issues of Older Adults | |
| GNRS 721 | Health Disparities and Vulnerable Populations | |
| GNRS 722 | Research in Nursing and Health | |
| GNRS 730 | Comparative Health Care Systems | |
| GNRS 781 | Doctoral Seminar II: Developing a Grant Proposal | |
| GNRS 782 | Doctoral Seminar III: Writing for Publication | |

| | | |
|---|---|---|
| GNRS 783 | Doctoral Seminar IV: Developing Professional Presentations | |
| GNRS 795 | Special Topics [7] | |
| **Oncology Fellowship (Post-Master's ONP Certificate) Co-Enrollment Option [8]** | | |
| GNRS 631 & GNRS 632 | ONP: Cancer Biology and Assessment and ONP: Cancer Therapeutics [9] | |
| GNRS 635 & GNRS 636 | ONP: Team-Based Care and the Role of the Oncology Nurse Practitioner and ONP: Clinical Trials in Oncology Nursing [10] | |
| GNRS 633 | ONP: Symptom and Side Effect Burden | |
| **Nurse Faculty Loan Program (NFLP) [11]** | | **12** |
| GNRS 660 | Theories of Teaching and Instruction [11] | |
| GNRS 661 | Leadership and Role Development in Nursing Education [11] | |
| GNRS 662 | Assessment, Curriculum, Development, and Outcomes [11] | |
| GNRS 663 | Clinical Practicum in Nursing Education [11] | |
| GNRS 664 | Teaching and Learning Strategies for Nursing Education [11] | |

[1] There are four core courses in the DNP course progression. The courses should be taken in the following sequence: GNRS 716 in Semester 1, GNRS 712 and GNRS 718 in Semester 2, and GNRS 780 in Semester 3.

[2] GNRS 732 may be repeated until the student accrues the minimum number of practice hours (1000 total hours) depending on the student study plan.

[3] Clinical fee required.

[4] Includes 3 units of electives. Does not include GNRS 613, which is a program prerequisite for GNRS 713.

[5] Additional doctoral elective options may be approved by petition. Students choosing to take GNRS 633 and GNRS 634 will need a minimum of 4 units.

[6] Must be taken together in the same semester. These alternatives are primarily intended for students in the Oncology Nurse Practitioner Certificate program and may count as the 3-unit elective in the curriculum.

[7] Students in the DNP program may enroll in 3 units of GNRS 795 to fulfill their Elective requirement.

[8] Students interested in the Oncology Nurse Practitioner Certificate may apply some didactic and clinical units from the DNP program requirements. Ask your admissions representative about this option.

[9] Must be taken together in the same semester. These alternatives are primarily intended for students in the Oncology Nurse Practitioner Certificate program, and count as a substitute for GNRS 729.

[10] Must be taken together in the same semester. These alternatives are primarily intended for students in the Oncology Nurse Practitioner Certificate program, and count as a substitute for GNRS 720.

[11] Content required for students receiving assistance from the Nurse Faculty Loan Program. It is advised that GNRS 662 be taken prior to GNRS 663.

## DNP Scholarly Project

The DNP is a practice-focused doctorate that includes integrative practice experiences and an intense practice immersion experience. This is reflected in the clinical residency courses. Each student generates an evidence-based scholarly project as an integral part of their practice experience. There are a number of practice doctorates at the university, so DNP students have opportunities for interprofessional coursework and collaborative projects.

## Residency

The DNP program offers clinical and leadership residency. The clinical and leadership residency course is GNRS 732, in which students concentrate on the development of their clinical and leadership roles in advanced nursing practice. The focus of the clinical portion of the residency hours is within an advanced nursing practice specialty area. The focus of the leadership portion of the residency hours is developing students for leadership roles in healthcare organizations. During the leadership residency, students are expected to progress in the conceptualization, implementation, and evaluation of their DNP scholarly project.

## Residency Practice Hours

The American Association of Colleges of Nursing (AACN) requires a minimum of 1,000 hours of clinical residency in a DNP program, and Azusa Pacific University's School of Nursing requires 1,000 hours of clinical and leadership experience. Students who have completed an Advanced Practice RN (APRN) program, such as Nurse Practitioner (NP), Clinical Nurse Specialist (CNS), Certified Registered Nurse Anesthetist (CRNA), or Certified Nurse Mid-Wife (CNMW) from an accredited institution may transfer up to 500 clinical hours from the APRN program to the DNP program, and must then complete the other 500 clinical hours. Students who have not completed an APRN program are required to complete a total of 1,000 hours of advanced clinical and leadership experience. Non-APRN students who graduate from an accredited institution may also transfer up to 500 direct clinical hours from their master's program (though generally there are fewer clinical hours in other master's programs) to the DNP program and must then complete the other 500 clinical hours. The DNP program requires that students have ongoing clinical work experience.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize nursing, bioethical, physical, spiritual, psychosocial and organizational sciences in the planning, implementation and evaluation of advanced clinical nursing practice.
2. Provide transformative and collaborative leadership in the organization and management of health care delivery systems for ethnically and culturally diverse populations to improve patient and population outcomes.
3. Critically examine, develop and translate research and other evidence as a basis for developing, implementing, and evaluating advanced clinical nursing practice and health care delivery.
4. Employ current technological and informational advances from health care and other disciplines to promote the highest level of health care delivery.
5. Actively participate in evaluating, formulating and implementing health care policies that address health disparities and health care from a social justice and ethical framework.
6. Integrate faith traditions and Christian values in the development of professional and advanced nursing practice.

# PhD in Nursing

The PhD in Nursing (https://www.apu.edu/nursing/programs/phd-in-nursing/) program is designed for nurses who hold a master's degree in nursing or a related field and wish to pursue a doctoral degree in nursing. Graduates of this program, in roles as academicians, contribute to the body of nursing knowledge to improve the health of society and prepare the next generation of nurses.

## Program Details

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.

## Screening of Applicants

Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) and the School of Nursing handle screening of applicants for admission into the nursing PhD program. Screening of applicants' portfolios is conducted by Graduate and Professional Admissions and is evaluated according to the admission criteria. The school reviews completed applications for admission to the doctoral program to discern an applicant's academic qualifications and preparation for advanced graduate study. Upon completion of the screening and review process, the School of Nursing Graduate Recruitment and Admissions Committee forwards a list of qualified/alternate applicants to Graduate and Professional Admissions, which officially notifies applicants of admission decisions.

## DNP to PhD Pathway

The DNP to PhD Pathway enables professionals who have a DNP, or transferable doctoral-level units, to further utilize the DNP program's evidence for improving patient and population outcomes, and expand their research skills to further nursing science and clinical practice, as they earn a PhD. The PhD in Nursing program is a 55-unit-plus-dissertation program. The School of Nursing may accept for transfer up to 15 units of coursework completed in an accredited DNP program, thereby requiring the student to complete 40 units of doctoral coursework in residence, and complete the dissertation, to earn the PhD in Nursing degree.

The proposed plan of study can be completed either on a full-time (6 semesters) or part-time basis. Upon application to the PhD program, a transfer evaluation/gap analysis of the DNP coursework will be conducted by the Nursing Graduate Recruitment and Admission Committee.

## Curriculum

The curriculum is designed to provide students with discipline-specific and interdisciplinary, theoretical, and empirical knowledge that is essential for the conduct of original research, and for the advancement of the profession's knowledge for both practice and education.

The core courses in nursing science, theory construction, research methodology, statistical analysis, ethics, and spirituality are designed to prepare students in the process of scientific inquiry, enabling them to articulate, conceptualize, critique, and test theory, and use methods of scientific inquiry

in researching questions in their substantive area of interest. Coursework in the substantive area of interest enables students to identify and formulate a research focus and to create and conduct original research toward the development of a program of scientific inquiry. The core courses are offered sequentially and are designed to:

- Provide students with the scientific and theoretical foundations of the discipline.
- Enable students to use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Enable students to critique, articulate, test, use, and develop theories.
- Enable students to articulate how the nursing profession is informed by the Christian faith.
- Empower students with the knowledge base and ethical framework to promote social change.

The overarching rubric of the curriculum is wellness promotion and health maintenance within specific areas of concentration:

- Health of the Family and the Community
- International Health
- Nursing Historical Research

A subspecialization in nursing education is also available.[1]

These areas of concentration and the subspecialization reflect the changing trends in health care and accommodate the diverse research interests of students.

Coursework consists of 46 units with an additional 9 units allocated for dissertation research. The 46 units of required and elective courses include an area of concentration. A total of 46 units are allocated to core courses in nursing science, theory development, research methodologies, and statistical analysis.

Based on the student's area of interest and chosen method of inquiry, a 3-unit core course is required in one of the following research methods:

- Advanced Quantitative Methods
- Advanced Qualitative Research Methods
- Advanced Evaluation Research

A maximum of 9 doctoral-level semester units may be transferred from another regionally accredited university with approval of the program chair.

[1]    The Nursing Education Certificate program (p. 715) comprises 21 units consisting of seven required courses.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Knowledge/Theory** | | |
| GNRS 700 | Philosophy of Science | 3 |
| GNRS 701 | Nursing Knowledge Development | 3 |
| GNRS 702 | Nursing Theory | 3 |
| GNRS 703 | Spirituality and Health | 3 |
| GNRS 705 | Social Ethics and Health Policy | 3 |
| **Statistical Analysis** | | |
| GNRS 713 | Advanced Statistical Analysis I | 3 |
| **Research** | | |
| GNRS 706 | Methods of Inquiry | 3 |
| GNRS 707 | Quantitative Nursing Research Design I | 3 |
| GNRS 708 | Qualitative Nursing Research Design I | 3 |
| GNRS 724 | Quantitative Nursing Research Design II: Survey Methodology | 3 |
| GNRS 725 | Research Practicum | 1 |
| **Method of Inquiry** | | |
| Select one of the following: | | 3 |
| GNRS 709 | Advanced Statistical Analysis II | |
| GNRS 710 | Advanced Qualitative Research Methods | |
| GNRS 711 | Advanced Research Methods in the Humanities | |
| GNRS 712 | Healthcare Quality Improvement, Program Planning, and Evaluation | |
| **Concentration** | | **6** |

| | | |
|---|---|---|
| Select one of the following: | | |
| Health of the Family and Community | | |
| Select two of the following: | | |
| GNRS 720 | Wellness Promotion and Health Maintenance | |
| GNRS 721 | Health Disparities and Vulnerable Populations | |
| GNRS 722 | Research in Nursing and Health | |
| International Health | | |
| GNRS 722 | Research in Nursing and Health | |
| GNRS 730 | Comparative Health Care Systems | |
| Nursing Historical Research | | |
| Select two of the following: | | |
| GNRS 650 | History of Professional Nursing: From Origins to Nursing in Transition | |
| GNRS 651 | History of Professional Nursing: From Colonial Times to Present Day | |
| GNRS 799 | Independent Study (permission required) | |
| **Electives (selected from two areas)** | | **6** |
| **Dissertation Research** | | |
| Select three of the following four: | | 9 |
| GNRS 780 | Doctoral Seminar I: Elements of a Proposal and IRB Application | |
| GNRS 781 | Doctoral Seminar II: Developing a Grant Proposal | |
| GNRS 782 | Doctoral Seminar III: Writing for Publication | |
| GNRS 783 | Doctoral Seminar IV: Developing Professional Presentations | |
| Optional Course | | |
| GNRS 798 | Continuous Doctoral Study | |
| **Total Units** | | **55** |

## 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 and successful completion of the qualifying exam, proposal defense, and dissertation defense. See the Graduate Academic Policies and Procedures (p. 1063) section of this catalog for more information.

## 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 reenroll. Leaves of absence must be approved by the director of doctoral studies program in nursing and the dean of the School of Nursing in advance of the semester for which the leave is requested.

The petition for return to enrolled status should be filed one full term before the intended date of reenrollment. If the student went on leave with conditions for reenrollment, 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 reenrollment petition. Depending upon the amount of time elapsed, the student's stage of study in the program, and the student's academic activity during the leave, readmission may be contingent.

## Qualifying Examination

The qualifying examination is taken upon the completion of 12-24 units of doctoral work, including:

| Code | Title | Units |
|---|---|---|
| GNRS 700 | Philosophy of Science | 3 |
| GNRS 701 | Nursing Knowledge Development | 3 |
| GNRS 702 | Nursing Theory | 3 |
| GNRS 706 | Methods of Inquiry | 3 |

(The student must petition for exceptions.) The examination is composed of a paper (25-30 pages) and a review by a committee of faculty. The purpose of the paper is to encourage the synthesis of first-year coursework as it relates to the student's current research interest area. The paper incorporates relevant aspects of the philosophical foundations of applicable scientific theories and nursing knowledge, and addresses the philosophical foundations and linkages among relevant conceptual models, theories, and research designs.

## Dissertation Proposal Defense

Successful completion of the dissertation proposal signifies competence to pursue independent research with the advice and guidance of the dissertation committee. The dissertation proposal defense allows the student to demonstrate familiarity with the state of the science in a particular area, awareness of currently active topics of investigation in the area, theoretical dimensions and design issues related to potential questions, and recognition of potential practical and ethical challenges arising at the intersection of research questions, population, and instruments.

## Dissertation Defense

The dissertation reports the results of original, independent research of substantial but circumscribed scope, undertaken in consultation with the student's dissertation committee. The student presents a prospectus or proposal specifying the question, method, design, data collection instruments or strategy, projected data analysis, plan for access to subjects/participants/data, and projected timeline for data collection, analysis, and dissertation completion.

The dissertation committee serves in an advisory capacity to the student and ensures that the dissertation research and the written dissertation demonstrate the student's competence to conduct independent research in the discipline. Committee members work with the student throughout the process of data collection, analysis, and writing, with primary support provided by the chair/sponsor. When the student has substantially finished the work to the satisfaction of each committee member, the committee meets to hear the student's defense of the overall work and the decisions it entailed, and to discuss the student's plans for publication and post degree program of research.

Students may not participate in commencement or have the degree posted to their transcript until the document has been accepted by the University Libraries (https://www.apu.edu/library/). Any exceptions are by petition only.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop, test, and use theoretical knowledge to advance nursing science and improve health outcomes.
2. Pursue systematic intellectual inquiry relevant to the discipline of nursing and health care.
3. Use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
4. Develop ethical, social, and health policies for the advancement of nursing education, research, and the health of those whom nursing serves.
5. Articulate the intersection of the Christian tradition with the nursing profession.

# Post-Master's Certificate Programs

The School of Nursing offers certificate programs to prepare nurses for advanced practice, education, and administrative roles. The curriculum for these programs reflects the School of Nursing mission and philosophy, and professional education standards for nursing. The programs are accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE/) and the California Board of Registered Nursing (https://www.rn.ca.gov/). The following are offered:

- Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate (p. 750)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate (p. 751)
- Family Nurse Practitioner (FNP) Certificate (p. 752)
- Post-Master's Certificate in Healthcare Administration and Leadership (p. 721)
- Nursing Education Certificate (p. 715)
- Oncology Nurse Practitioner Certificate (p. 753)
- Pediatric Clinical Nurse Specialist (CNS) Certificate (p. 754)
- Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate (p. 755)
- Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate (p. 756)

## Prerequisites

1. Master's degree in nursing
2. Completion of a graduate research course
3. Completion of an undergraduate health assessment course

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate

The Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate (https://www.apu.edu/nursing/programs/adult-cns-certificate/) program is a nondegree course credit option for nurses with a master's degree in nursing.[1] This program provides theory and clinical experiences to prepare nurses to apply to the state of California Board of Registered Nursing for certification and to apply for national certification as an adult clinical nurse specialist (CNS) by examination. **Note: Students must be admitted to the university before registering for this program (see Admission section below).**

[1]   Students may be given transfer credits for previous content completed in a master's degree program.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Advanced Practice Core Courses** [1] | | **12** |
| GNRS 513 | Advanced Nursing Practice Role [2] | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning [3] | 4 (3/1) |
| **Advanced Practice Specialty Courses** | | **22** |
| GNRS 520 | Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients | 6 (2/4) |
| GNRS 521 | Clinical Specialization in the Care of Adult-Gerontology Patients | 6 (2/4) |
| GNRS 543 | Transitions Across the Care Continuum | 6 (2/4) |
| GNRS 548 | Health Promotion Across the Lifespan | 2 |
| GNRS 580 | Gerontology | 2 |
| **Total Units** | | **34** |

[1]   Students may be given transfer credits for previous content completed in a master's degree program.
[2]   This requirement is waived for 1992-96 APU master's graduates, as the content was integrated in the clinical courses.
[3]   Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate

The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate (https://www.apu.edu/nursing/programs/gerontology-nurse-practitioner/) program is designed as a nondegree course credit option for nurses with a master's degree in nursing.[1] This program prepares students to provide primary care to the young adult, adult, and older adult age spectrum across the continuum of care from wellness to illness, in settings including community health centers and clinics, private medical practices, long-term care facilities, and patient homes. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for the national AGPCNP certification examination. **Note: Students must be admitted to the university before registering for this program (see Admission section below).**

[1]    Students may be given credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS), may challenge or request a waiver of the coursework required for the Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Advanced Practice Core Courses** | | **10** |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning [1] | 4 (3/1) |
| **AGPCNP Specialty Courses** | | **21 (9/12)** |
| GNRS 600 | Nurse Practitioner Clinical Experience [2] | 12 |
| GNRS 601 | Primary Healthcare I: Adult and Aging | 3 |
| GNRS 602 | Primary Healthcare II: Population-based Health Interventions | 3 |
| GNRS 603 | Primary Healthcare III: Restorative and Palliative Interventions | 3 |
| **Other Specialization Course** | | **2** |
| GNRS 580 | Gerontology | 2 |
| **APRN Intensives** | | **4** |
| GNRS 615 | APRN Intensive I | 1 |
| GNRS 616 | APRN Intensive II | 1 |
| GNRS 617 | APRN Intensive III | 1 |
| GNRS 618 | APRN Intensive IV | 1 |
| **Total Units** | | **37** |

[1]    Units in parentheses are classroom/clinical units.
[2]    Students may enroll in 2-6 clinical units per semester with faculty approval.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# Family Nurse Practitioner (FNP) Certificate

The Family Nurse Practitioner (FNP) Certificate program (https://www.apu.edu/nursing/programs/fnp-certificate/) is a nondegree course credit option for nurses with a master's degree in nursing.[1] This program prepares students with primary healthcare skills through didactic education and clinical supervision. Nurses are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national FNP certification through examination. **Note: Students must be admitted to the university before registering for this program (see Admission section below).**

[1]    Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS), may challenge or request waiver of the coursework required for the Family Nurse Practitioner program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Advanced Practice Core Courses** | | **10** |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning [1] | 4 (3/1) |
| **FNP Specialty Courses** | | **21 (9/12)** |
| GNRS 600 | Nurse Practitioner Clinical Experience [2] | 12 |
| GNRS 601 | Primary Healthcare I: Adult and Aging | 3 |
| GNRS 602 | Primary Healthcare II: Population-based Health Interventions | 3 |
| GNRS 603 | Primary Healthcare III: Restorative and Palliative Interventions | 3 |
| **Other Specialization Course** | | **3** |
| GNRS 590D | Primary Health Care of the Young Family | 3 |
| **APRN Intensives** | | **4** |
| GNRS 615 | APRN Intensive I | 1 |
| GNRS 616 | APRN Intensive II | 1 |
| GNRS 617 | APRN Intensive III | 1 |
| GNRS 618 | APRN Intensive IV | 1 |
| **Total Units** | | **38** |

[1]    Units in parentheses are classroom/clinical units.
[2]    Students may enroll in 2-6 clinical units per semester with faculty approval.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# Oncology Nurse Practitioner Post-Master's Certificate

The oncology nurse practitioner predoctoral fellowship program (https://www.apu.edu/nursing/programs/oncology-nurse-practitioner/) is designed for licensed nurse practitioners interested in providing high-quality care across the illness span to cancer patients and their families. To maximize survivorship and minimize distress, candidates are prepared to address the unique physiologic and psychosocial needs of cancer patients across the illness span in a program that emphasizes screening, surveillance, diagnosing, staging, and team-building. The curriculum is based on Oncology Nursing Society competencies, and students participate in 540 hours of supervised direct patient care experiences in multiple specialty services at a comprehensive cancer care center. Candidates enrolled in Azusa Pacific's Doctor of Nursing Practice program may apply these hours toward the residency requirement and may petition to apply didactic units toward the specialty courses. Candidates for the certificate meet the eligibility criteria for the Advanced Oncology Certified Nurse Practitioner examination offered by the Oncology Nursing Certification Corporation.

## Prerequisites

- Master's degree in nursing that includes advanced pathophysiology, advanced pharmacology, and advanced health assessment.
- Experience in oncology nursing.
- Current California nurse practitioner license.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| GNRS 630A | Oncology Nurse Practitioner Fellowship A | 4 |
| GNRS 630B | Oncology Nurse Practitioner Fellowship B | 4 |
| GNRS 630C | Oncology Nurse Practitioner Fellowship C | 4 |
| GNRS 631 | ONP: Cancer Biology and Assessment | 2 |
| GNRS 632 | ONP: Cancer Therapeutics | 2 |
| GNRS 633 | ONP: Symptom and Side Effect Burden | 2 |
| GNRS 634 | ONP: Survivorship and the Psychosocial Impact of Cancer | 2 |
| GNRS 635 | ONP: Team-Based Care and the Role of the Oncology Nurse Practitioner | 2 |
| GNRS 636 | ONP: Clinical Trials in Oncology Nursing | 2 |
| **Total Units** | | **24** |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote, quality, mitigate error and support decision making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as a change agent to develop professional identity and practice skill.

# Pediatric Clinical Nurse Specialist (CNS) Certificate

The Pediatric Clinical Nurse Specialist (CNS) Certificate (https://www.apu.edu/nursing/programs/pediatric-cns-certificate/) program is a nondegree course credit option for nurses with a master's degree in nursing.[1] Pediatric clinical nurse specialists influence best-practice care of pediatric populations across the care continuum through direct care and as consultants and educators. This program provides theory and clinical experiences to prepare nurses to apply to the state of California for certification as a CNS. Graduates may also apply for national certification as a pediatric CNS through examination. **Note: Students must be admitted to the university before registering for this program (see Admission section below).**

## Requirements

| Code | Title | Units |
|---|---|---|
| **Advanced Practice Core Courses** [1] | | **12** |
| GNRS 513 | Advanced Nursing Practice Role [2] | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning | 4 |
| **Advanced Practice Specialty Courses** | | **20** |
| GNRS 530 | Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient [3] | 6 (2/4) |
| GNRS 531 | Clinical Specialization in the Care of the Pediatric Patient | 6 (2/4) |
| GNRS 543 | Transitions Across the Care Continuum | 6 (2/4) |
| GNRS 548 | Health Promotion Across the Lifespan | 2 |
| **Specialized Option Courses** | | **2** |
| Select from the following: | | |
| GNRS 589 | Adolescent Health Care | 2 |
| -or- | | |
| GNRS 510 | Family Theory in Health Care | 2 |
| **Total Units** | | **34** |

[1]    Students may be given transfer credits for previous content completed in a master's degree program.
[2]    This requirement is waived for 1992-96 APU master's graduates, as the content was integrated in the clinical courses.
[3]    Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate

The Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate (https://www.apu.edu/nursing/programs/pediatric-nurse-practitioner/) program is a nondegree course credit option for nurses with a master's degree in nursing.[1] This program prepares students with primary healthcare skills through didactic education and clinical supervision. Nurses who complete this program are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PNP-PC certification through examination. **Note: Students must be admitted to the university before registering for this program (see Admission section below).**

[1]    Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS), may challenge or request waiver of the coursework required for the Pediatric Nurse Practitioner program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Advanced Practice Core Courses** | | **12** |
| GNRS 511 | Advanced Pediatric Health Assessment and Health Promotion [1] | 4 (3/1) |
| or GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning | |
| GNRS 513 | Advanced Nursing Practice Role [2] | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| **Advanced Practice Specialty Courses** | | **21** |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 532 | Advanced Nursing Practice in Pediatrics | 6 (3/3) |
| GNRS 542 | Advanced Concepts and Competencies in Pediatric Primary Health Care | 3 (1/2) |
| GNRS 590A | Primary Health Care of the Young Family | 6 (3/3) |
| GNRS 590B | Clinical Practicum in Pediatrics | 4 (0/4) |
| **Specialization Option Course** | | |
| The following course is optional: | | |
| GNRS 543 | Transitions Across the Care Continuum | 4 (2/2) |
| **Total Units** | | **33-37** |

[1]    Units in parentheses are classroom/clinical units.

[2]    This requirement is waived for 1992-96 APU master's graduates, as the content was integrated in the clinical courses.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate

The Psychiatric Mental Health Nurse Practitioner Certificate program (https://www.apu.edu/nursing/programs/psychiatric-nurse-practitioner/) is a nondegree course credit option for nurses with a master's degree in nursing.[1] This program prepares students as psychiatric mental health nurse practitioners for clients with psychiatric and mental health problems across the lifespan. Nurses are eligible to apply to the California Board of Registered Nursing (https://www.rn.ca.gov/) for certification as a nurse practitioner, and may apply for national PMHNP certification through examination. **Note: Students must be admitted to the university before registering for this program (see Admission section below).**

[1] Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS), may challenge or request waiver of the coursework required for the Psychiatric Mental Health Nurse Practitioner program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Advanced Practice Core Courses** | | **14** |
| GNRS 510 | Family Theory in Health Care | 2 |
| GNRS 513 | Advanced Nursing Practice Role | 2 |
| GNRS 610 | Advanced Pathophysiology | 3 |
| GNRS 611 | Advanced Pharmacology | 3 |
| GNRS 612 | Advanced Health Assessment and Diagnostic Reasoning [1] | 4 (3/1) |
| **Advanced Practice Specialty Courses** | | **29** |
| GNRS 533 | Psychiatric Theories across the Life Span | 2 |
| GNRS 534 | Integrated Psychiatric and Health Assessment across the Life Span | 2 |
| GNRS 535 | Psychiatric Interventions and Health Promotion across the Life Span | 6 (3/3) |
| GNRS 536 | Psychiatric Mental Health Care with Adults and Older Adults | 6 (3/3) |
| GNRS 537 | Psychiatric Mental Health Care with Children and Adolescents | 6 (3/3) |
| GNRS 538 | Psychiatric Mental Health Care with Selected Populations | 5 (2/3) |
| GNRS 539 | Psychopharmacology | 2 |
| **Total Units** | | **43** |

[1]    Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# School of Business and Management

## Mission

The School of Business and Management (SBM) (https://www.apu.edu/business/) is a Christ-centered community of scholars and professionals pursuing academic excellence to advance the work of God in the world, developing students of character and competence as difference makers in business and society.

## Tenets

The School of Business and Management is committed to the following core principles:

### Academic Excellence

Learning and producing scholarship in a community of excellence by:

1. Viewing students as the first priority.
2. Maintaining a dynamic teaching environment where relevant business and management theories and practical tools are imparted.
3. Engaging in scholarship that advances the thinking in related fields, informs teaching, involves students, and serves communities in practical ways.
4. Investing in campus infrastructure, technology, and alliances to enhance capabilities to learn and produce scholarship.
5. Sustaining a learning environment that fosters critical analysis and creative thinking.

### Students of Character

Learning and producing scholarship in a community of faith by:

1. Modeling and infusing a Christian perspective of truth and life throughout SBM programs.
2. Enlivening the mind and transforming the heart by developing important links between faith, learning, and application.
3. Facilitating nurturing, caring, and mentoring relationships among faculty, staff, students, and alumni.
4. Practicing God-honoring diversity.

### Advance the Work of God in the World

Learning and producing scholarship to impact the world by:

1. Helping students identify their strengths and providing mentoring to ensure those strengths are developed and utilized to benefit business and society.
2. Using experiential, real-world, and service learning to create value for students and the community.

3. Developing programs, alumni, and students that have an impact around the world.
4. Preparing students academically, professionally, and spiritually to engage their field and community in God-honoring ways.
5. Actively advancing the work of God through research, teaching, and community service.
6. Teaching the ethical conduct of business throughout all SBM programs.

# LP and Timothy Leung School of Accounting

Housed within Azusa Pacific's School of Business and Management, the LP and Timothy Leung School of Accounting (https://www.apu.edu/business/accounting/) focuses on developing graduates with the Christian character and competence demanded by the public accounting profession.

## Vision Statement

To be a premier Christian accounting school, recognized as a thought leader on accounting character and competence to reflect the life of Christ and shine the light of Truth.

## Undergraduate and Graduate Business Programs

The School of Business and Management offers numerous and diverse undergraduate majors. The BA degrees requires students to complete the common professional component (the business core) and then select elective courses deemed most appropriate for their career objectives. The BS degrees require students to complete the business core and courses in an area of specialization. Curriculum content in undergraduate programs is aligned with graduate school requirements for those who wish to pursue a Master of Business Administration (MBA) (p. 825), Master of Business Management (MBM) (p. 828), or Master of Professional Accountancy (MAcc) (p. 881).

At the professional level, the school offers programs that feature learning that is immediately applicable in the workplace. The relevant coursework addresses current issues in business and encourages the integration of real-world work experiences and hands-on projects. Students can combine these experiences with internships or international study opportunities to further expand their portfolio and network.

The school's graduate programs are comprehensive and intensive, helping develop exceptional business management professionals with outstanding moral character, strong analytical and innovative decision-making skills, and a worldview that understands and appreciates the global diversity in cultures, markets, and economies. The programs provide advanced professional education and academic studies leading to successful careers in business firms, government agencies, and nonprofit organizations.

## Certificates, Credentials, and Microcredentials

The School of Business and Management offers students the opportunity to earn internationally recognized and marketplace-relevant certificates, credentials, and microcredentials as a complement to their diploma, allowing them to align their achievements with industry-current professional competencies and showcase their skills to current and potential employers.

As the demands of the workplace rapidly shift, employers are seeking career-ready professionals with the skills needed for the quickly changing workplace of today. A recognition of skill or achievement, certificates and credentials link learning to the skills that employers demand and employees need for the 21st-century workplace. By earning market-valued certificates, credentials, and microcredentials, SBM students are able to highlight their proficiencies and qualifications, giving them a competitive edge in their job search and career path.

Additionally, the Leung School of Accounting offers students the opportunity to prepare for specialized credentials, such as the Certified Public Accountant (CPA), the IRS Enrolled Agent (EA), and the Certified Information Systems Auditor (CISA), increasing their value to potential employers.

## Memberships

As a member of the Association to Advance Collegiate Schools of Business (AACSB) (https://www.aacsb.edu/), the School of Business and Management is committed to advancing how business education is taught. SBM leadership and faculty teams strive to shape the next generations of leaders and make a lasting, positive impact on society.

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (https://www.wscuc.org/)
- The School of Business and Management (SBM) is accredited by the International Accreditation Council for Business Education (IACBE) (https://iacbe.org/).

## Programs

## Majors

- Accounting (BS) (p. 877)
- Business Analytics (BS) (p. 814)

## Minors

## Professional

## Graduate

## Certificates

# Courses

## ACCT 120, Principles of Accounting I, 3 Units

This course introduces the financial accounting model and application of fundamental accounting principles. The corporate form of business serves as the primary model to demonstrate accounting principles for cash, accounts receivable, inventories, operational assets, liabilities, and stockholders' equity.

## ACCT 121, Principles of Accounting II, 3 Units

This course introduces basic managerial accounting concepts and emphasizes the use of accounting data in decision making. Topics covered include cost accumulation models, cost behavior, break-even analysis, variable costing, budgeting, differential analysis, product pricing, capital expenditure analysis, and financial statement analysis.
**Prerequisite:** ACCT 120

## ACCT 122, Accounting Perspectives, 1 Unit

This course introduces students pursuing an accounting degree to a broad overview of the various career paths available to successful accounting graduates.

## ACCT 320, Intermediate Accounting I, 3 Units

This course offers an intensive study of the accounting theory and principles underlying financial accounting. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. This course begins with a review of the accounting model and covers accounting theory as it relates to revenue recognition, current assets including cash, accounts receivable, inventories, and current liabilities.
**Prerequisite:** ACCT 121

## ACCT 321, Intermediate Accounting II, 3 Units

This course continues the study begun in ACCT 320, covering operational assets, intangible assets, investments, long-term liabilities, leases, income taxes, corporate capital transactions, and statement of cash flows. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants.
**Prerequisite:** ACCT 320

## ACCT 325, Cost Accounting, 3 Units

This course explores managerial accounting concepts used in planning and controlling operations, determining cost of production, inventory control and evaluation, budgeting, and long-range planning. Emphasis is placed on cost determination, cost accumulation, cost-volume-profit relationships, standard costs, variances analysis and reporting, and the relationship between controlling costs and controlling operations.
**Prerequisite:** ACCT 321

## ACCT 331, Federal Taxes I, 3 Units

This course offers an intensive study of the theory and principles of federal income tax law as it applies to individuals. Emphasis is on the theoretical framework and philosophy of the federal tax system, as well as practical application and planning. Course material covers basic concepts in the determination of income, classes of deductions, allowable credits, and property transactions. The importance of appropriate tax planning is stressed, and students prepare for the CPA (Certified Public Accountancy) test along with the IRS (Internal Revenue Service) Enrolled Agent (EA) test.
**Prerequisite:** ACCT 121

## ACCT 332, Federal Taxes II, 3 Units

This course offers an intensive study of the theory and principles of federal income tax law as it applies to business entities/corporations, partnerships, estates, and trusts. Emphasis is on the theoretical framework as well as practical application and planning. Course material covers basic concepts of taxation in corporate formation and operation, as well as in partnership and S corporation formation and operation, along with the fundamentals of estate, gift, and trust taxation. The course also covers the tax audit process and professional tax preparer responsibilities, and students prepare for the CPA (Certified Public Accountancy) test along with the IRS (Internal Revenue Service) Enrolled Agent (EA) test.
**Prerequisite:** ACCT 331 for accounting majors, ACCT 121 for accounting minors;
**Corequisite:** ACCT 333

## ACCT 333, Volunteer Income Tax Assistance (VITA), 1 Unit

This course gives students the opportunity to apply their knowledge of tax law and the available tools to successfully assist individuals and families in the community in preparing and filing accurate tax returns under the supervision of the instructor. Students gain hands-on experience working with clients and preparing tax returns according to the Volunteer Income Tax Assistance (VITA) and Tax Counseling for the Elderly (TCE) return preparation process.
**Prerequisite:** ACCT 331

## ACCT 336, Advanced Accounting, 3 Units

This course provides an in-depth study of accounting theory and principles. Topics include business combinations, consolidations, insolvency, foreign currency transactions, segment reporting, partnerships, fund accounting, and accounting for state and local governmental units and other non-business organizations.
**Prerequisite:** ACCT 321

## ACCT 425, Writing 3: Accounting Ethics, 3 Units

Students in this course are introduced to issues of accounting ethics that professionals encounter in practice, moral reasoning to resolve ethical dilemmas, and accountants' professional codes of conduct. Topics include major philosophical schools of thought, biblical perspectives on accountability, ethical reasoning strategies, earnings management, fraud, and corporate governance. Credit is not given for both ACCT 425 and ACCT 525. ACCT 425 does not satisfy the requirements of the Master of Professional Accounting (MAcc) program. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2 and ACCT 321.

## ACCT 426, Auditing Principles I, 3 Units

This course is an overview of auditing concepts, with special attention to auditing standards, professional ethics, the legal ability inherent in the attest function, the study and evaluation of internal control, the nature of evidence, statistical sampling, and the impact of electronic data processing. The basic approach to planning an audit is also addressed, as are the audit objectives and procedures applied to the elements in a financial statement.

## ACCT 427, Auditing Principles II, 3 Units

This course takes the concepts and procedures learned in ACCT 426 and applies them in a comprehensive audit case study. Students prepare audit work papers that demonstrate application of audit theory and objectives for various classes of financial statement accounts. Students are exposed to the planning, control, and review procedures used by many public accounting firms. The use of computerized audit software is covered.
**Prerequisite:** ACCT 426

## ACCT 500, Principles of Accounting I, 3 Units

This course introduces the financial accounting model and application of fundamental accounting principles. The corporate form of business serves as the primary model to demonstrate accounting principles for cash, accounts receivable, inventories, operational assets, liabilities and stockholders' equity.

## ACCT 501, Principles of Accounting II, 3 Units

This course introduces basic managerial accounting concepts and emphasizes the use of accounting data in decision making. Topics covered include cost accumulation models, cost behavior, break-even analysis, variable costing, budgeting, differential analysis, product pricing, capital expenditure analysis, and financial statement analysis.
**Prerequisite:** ACCT 500

## ACCT 502, Financial Accounting, 3 Units

This course introduces the financial accounting model and application of fundamental accounting principles. The corporate form of business serves as the primary model to demonstrate accounting principles for cash, accounts receivable, inventories, operational assets, liabilities and stockholders' equity. Students will interpret company performance by analyzing accounting statements and complete a computer simulation which demonstrates computer applications in accounting.

## ACCT 503, Intermediate Accounting I, 3 Units

This course offers an intensive study of the accounting theory and principles underlying financial accounting. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. This course begins with a review of the accounting model and covers accounting theory as it relates to current assets including cash, accounts receivable, inventories, and current liabilities.

## ACCT 504, Intermediate Accounting II, 3 Units

This course covers operational assets, intangible assets, investments, long-term liabilities, leases, income taxes, corporate capital transactions, and statements of cash flow. Emphasis is on the theoretical and conceptual framework of the financial reporting process, including the role and authority of official accounting pronouncements and the responsibilities of professional accountants.

## ACCT 506, Cost Accounting, 3 Units

This course provides the study of the theory and principles underlying cost and managerial accounting. Emphasis is placed on the following topics: Terminology, Job Order Costing, Activity Based Costing, Cost Volume Profit Analysis, Budgeting, Standard Cost, Non-Routine Decisions, Responsibility Accounting, Process Costing, Quality, Capital Budgeting, and Inventory Management.

## ACCT 507, Auditing Principles, 3 Units

This course takes the concepts and procedures learned in previous accounting courses and applies them in a comprehensive audit case study. Students prepare audit work papers that demonstrate application of audit theory and objectives for various classes of financial statement accounts. Students are exposed to the planning, control, and review procedures used by many public accounting firms.

## ACCT 508, Federal Taxes I, 3 Units

This course offers an intensive study of the theory and principles of federal income tax law as it applies to individuals. Emphasis is placed on the theoretical framework and philosophy of the federal tax system as well as practical application and planning. This course also covers basic concepts in the determination of income, classes of deductions, allowable credits, property transactions, as well as the tax audit process and professional tax preparer responsibilities. The importance of appropriate tax planning is stressed.

## ACCT 509, Federal Taxes II, 3 Units

This course offers an intensive study of the theory and principles of federal income tax law as it applies to business entities - corporations, partnerships, estates, and trusts. Emphasis is on the theoretical framework as well as practical application and planning. This course covers basic concepts of taxation in corporation formation and operation, and partnership and S corporation formation and operation, and fundamentals of estate, gift, and trust taxation.

## ACCT 510, Accounting and Tax Research Methods, 3 Units

In preparation for professional practice, students explore accounting research methods and tax issues utilizing professional online research databases to properly identify and focus research questions, interpret data, develop opinions, and effectively communicate the results.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 511, Advanced Accounting, 3 Units

This course provides an in-depth study of accounting theory and principles first encountered in Intermediate Accounting. Topics covered include, but are not limited to, partnerships and corporations. Extensive coverage is given to business combinations and consolidations, as well as bankruptcy reporting.

## ACCT 512, Management Accounting, 3 Units

Students investigate how management makes critical strategic and operational decisions using an organization's key financial and managerial accounting information, including Financial Statement, Balance Sheet, Income Statement, and Statement of Cash Flow. Students also discuss how to motivate and align management to act in the firm's best interests.

## ACCT 515, Accounting Information Systems, 3 Units

This course emphasizes the application of accounting information systems. Students gain experience in auditing data within the computer environment and learn the controls necessary to ensure the accuracy and reliability of the accounting system.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 520, Global Financial Accounting Standards, 3 Units

This course compares global accounting standards of the International Financial Reporting Standards to Generally Accepted Accounting Principles standards in the United States. Topics include statements of operations, financial position, stockholders' equity, and cash flow, as well as research and development, inventories, pensions, stock options, intangibles, leases, and taxes. Students learn through in-depth analysis of contemporary financial reporting requirements promulgated by the national and international accounting standards boards.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 525, Accounting Ethics, 3 Units

Students explore accounting ethics encountered in practice such as, moral reasoning to resolve ethical dilemmas and accountants' professional codes of conduct. Topics include major philosophical schools of thought, biblical perspective on accountability, ethical reasoning strategies, earnings management, fraud, and corporate governance.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 530, Advanced Business Law, 3 Units

Focusing on advanced legal issues encountered in financial and commercial business transactions, this course offers an in-depth study of business law, mergers and acquisitions, sales, commercial paper, secured transactions, documents of title, bankruptcy, securities regulations, and the legal liability of accountants.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 535, Advanced Managerial Accounting, 3 Units

Students investigate the various ways management uses accounting information to make critical strategic and operational decisions such as product pricing, line extensions, and activity-based costing, and to evaluate operating performance including EVA and balanced scorecard. Students discuss methods of distilling key financial and managerial accounting information, as well as motivating and aligning management to act in the firm's best interests. Case based.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 540, Forensic Accounting and Fraud Investigation, 3 Units

Discussion focuses on the principles and methodology of forensic accounting, including fraud detection and prevention. Students examine consumer, management, employee, and financial statement fraud. Prevention through internal controls and evidence gathering techniques are also addressed.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 545, Advanced Auditing, 3 Units

This course covers advanced auditing topics and helps students develop an understanding of auditing standards and practice through in-depth analysis of contemporary auditing theory as promulgated by the accounting profession. The course emphasizes pronouncements by the Auditing Standards Board and the Public Company Accounting Oversight Board.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 550, Accounting for Nonprofit Entities, 3 Units

Students in this course examine how nonprofit organizations measure financial performance and how they differ from for-profit organizations. Students also explore accounting principles and practices for nonprofit organizations including churches, hospitals, and health and welfare organizations. Utilizing case studies, students assess nonprofit and for-profit organizations that receive government assistance in the form of contracts, guaranties, grants, or assistance that may be subject to federal audit requirements. Other topics include ethical examination of accounting decisions, and the general characteristics and operational environment of nonprofit organizations, applying generally accepted standards, principles, and practices.

## ACCT 551, Government Financial Management, 3 Units

This course covers the principles of public financial accounting and follows the Association of Government Accountants (AGA) Certified Government Financial Manager (CGFM) exam structure, which focuses on three modules: governmental environment, governmental accounting; financial reporting and budgeting; and governmental financial management and control. Students taking this course are required to use AGA's CGFM study guide materials (which are purchased by the university) and take all three CGFM exams. Students taking this course must pass all three CGFM exams to obtain an automatic A in the course.

## ACCT 590, Integrative Accounting Review, 3 Units

In this course, students integrate the learning experience by completing modules related directly to CPA exam preparation.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 591, Accounting Internship, 3 Units

Students in this course engage in a practical application of principles and theory in a real-world business setting through an accounting internship with a CPA firm. Students without prior public accounting internships or work experience are required to take the course.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## BUSI 100, Personal Finance, 3 Units

This course covers financial challenges that our society faces, the impact that they have on our society, and personal and social responsibilities related to these issues. In addition, the course offers students power over financial resources, freedom to give generously, insight for better citizenship, and civic engagement opportunities. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## BUSI 109, Business Mathematics, 3 Units

Students in this course learn the basic concepts and practices of business mathematics, including business algebra, business calculus, and statistics. Topics include differentiation and statistics such as population and sample, descriptive statistics, variation and skewness, exploratory data analysis with visuals, probability, random variable, sampling distribution, central limit theorem, discrete distributions (binomial, Poisson), continuous distributions (normal, t, exponential, chi-square), confidence interval estimation, hypothesis testing, correlation, regression, and the analysis of variance (ANOVA) for business students.
**Prerequisite:** MATH 90 or an appropriate score on the APU mathematics placement assessment.

## BUSI 110, Business and Entrepreneurship, 3 Units

Students in this course learn about the role of business in society and the impact of the social environment on the firm, and become acquainted with the basic functional areas of business, including management, human resources, marketing, finance, and production. Students produce a comprehensive business plan incorporating the functions of business and examining the effect of the business on society. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## BUSI 111, Business Statistics, 3 Units

Students in this course learn basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for the business context. Among the topics covered are differentiation, population, sample, descriptive statistics, variation and skewness, exploratory data analysis with visuals, probability, random variable, sampling distribution, central limit theorem, discrete distributions (binomial, Poisson), continuous distributions (normal, t, exponential, chi-square), confidence interval estimation, hypothesis testing, correlation, regression, and the analysis of variance (ANOVA), to be applied in real-world business situations. *Meets the General Education Requirement: Quantitative Literacy (Math).*
**Prerequisite:** MATH 90 or an appropriate score on the APU mathematics placement assessment.

## BUSI 120, Business Communications, 3 Units

Students in this course explore current communication technologies and strategies in the modern marketplace to create and deliver audience-focused informative and persuasive messages using credible research, impactful visuals, and professional vocal and physical techniques delivered orally. Students are given scenario-based challenges often encountered in organizational settings and business situations, to help them determine the extent of information needed when communicating with key stakeholders, researching and utilizing credible support materials ethically, organizing information logically, and delivering messages through professional presentations using appropriate visual aids, graphics, posture, gesture, eye contact, and vocal expressiveness. *Meets the General Education Requirement: Oral Communication.*

## BUSI 213, Negotiation Strategies and Skills, 3 Units

Students in this course learn the basics of negotiation, then research and explore additional techniques that help them establish alternative criteria to expand and build upon their bargaining style. Each student is assessed on negotiating style, role playing, principled negotiation, and information gathering. Emphasis is on topics related to negotiations in a business context.

## BUSI 240, Introduction to Information Systems and Business Applications, 3 Units

This course offers the fundamentals of business information systems, methods, equipment, processes, computer characteristics, and concepts. Students also examine the ethical use of information, information systems, and business applications. The business applications of Formstack, QuickBooks, and Salesforce are taught with opportunities to earn an Expert Badge in Formstack and Competency Badge in QuickBooks.

## BUSI 244, Data Analytics, Spreadsheets, and Data Visualization, 3 Units

Integrating knowledge gained in BUSI 240, students gain hands-on experience in analyzing, managing, and reporting data in the business world, and use advanced statistical tools to frame business decisions for operations, finance, forecasting, etc. Students learn data applications of Microsoft Excel, Data Studio, and Tableau, and also have the opportunity to earn an Expert Badge in Excel.
**Prerequisite:** BUSI 240

## BUSI 246, Foundations of Business Analytics, 3 Units

Students in this course gain a basic understanding of data analytics to solve business problems. Students learn introductory use of Python, in an integrated environment.
**Prerequisite:** BUSI 111 or instructor's permission

## BUSI 296, Business Law, 3 Units

The course introduces the laws affecting business transactions. Included is an overview of the legal system as it relates to business and in-depth study of contracts, sales and commercial transactions, and secured transactions.

## BUSI 311, Quantitative Analysis for Management, 3 Units

This course comprises an overview of quantitative methods used to make data-driven decisions in business. Management tools include statistical analysis, simulation, and linear programming. The application of quantitative methods in project management, inventory management, time series forecasting, and data visualization is explored. Student evaluation is based on participation, assignment completion, exams, and a group project. This course prepares students to enter a changing business climate that requires knowledge of how to analyze data and create reports that help senior management make informed business decisions.
**Prerequisite:** BUSI 111

## BUSI 314, Big Data Analytics for Business, 3 Units

This course introduces students to the evolving domain of data science and business analytics, helping them understand the processes and tools for analyzing big data and discovering new information to support managerial decision-making. Students solve problems across all areas of business with descriptive, diagnostic, predictive, and prescriptive analytics. Main topics include a robust study of basic statistics, data visualization, exploratory data analysis, linear regression, logistic regression, ridge regression, classification, clustering, decision tree analysis, text analytics, and more. These skills are foundational for anyone interested in a career in big data analytics/data science, and they are beneficial for every manager in today's data-rich economy.
**Prerequisite:** BUSI 111 or instructor's permission

## BUSI 350, Business Internship, 3 Units

This course gives students the opportunity for practical application of principle and theory in an actual business setting through an internship. Students learn to set objectives and measure performance against those objectives in the business setting through a structured reporting process with the instructor. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Completion of 60 units and instructor's permission.

## BUSI 370, International Business, 3 Units

This course presents a survey of issues in international business, with a focus on managing in an international environment, understanding the global monetary system, and developing an international perspective on business operations including production, marketing, finance, and human resources. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** MGMT 210

## BUSI 405, Business Report Writing, 3 Units

Students practice writing clear, well-organized, effective formal and informal reports. Evaluation and preparation of business reports, utilizing business research methods and communication techniques are emphasized. Management of data and the use of graphics also are included.

## BUSI 414, Application of Business Analytics, 3 Units

This course gives students opportunities for practical application of advanced analytics tools and techniques to real-world problems to help business professionals make data-driven decisions. Students learn to manipulate real-world big data sets, develop the most appropriate models, evaluate AI/ML-based models, and create technical reports that describe their findings. Main topics include data wrangling, advanced data exploration methods, advanced data visualization techniques, linear/logistic/polynomial regression models, classification, decision trees, clustering, neural networks, text mining, financial technology, and more. This class is accessible for students who do not have good math/statistics foundations and technical backgrounds; no coding skills or experience required.
**Prerequisite:** BUSI 111 or instructor consent, BUSI 244, BUSI 314

## BUSI 430, Money and Banking, 3 Units

This course includes a study of monetary theories and banking principles, with special reference to contemporary developments in money and banking in the United States, the Federal Reserve System, and financial investment.
**Prerequisite:** ACCT 121, ECON 250, and ECON 251

## BUSI 495, Writing 3: Business Ethics, 3 Units

This course focuses on the integration of Christian faith, ethical issues, and professional concerns that confront business professionals in the workplace. Students explore biblical and moral principles for ethical analysis and reflection, and utilize the case method to research and write managerial responses to current ethical dilemmas in the workplace. This course fulfills the General Education Writing 3 requirement and is recommended for all business majors. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2

## BUSI 496, Senior Seminar: Business Ethics, 3 Units

This course focuses on the integration of Christian faith, ethical issues and professional concerns, which confront business professionals in the workplace with particular concern for leadership and transitions. The course will explore biblical and moral principles as related to real life case studies. In addition, the course offers the student the opportunity to complete in-depth study in a business related area to further prepare them as effective participants and leaders in the workplace. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Senior standing and upper-division writing intensive course, majority of God's Word and the Christian Response

## BUSI 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## BUSI 511, Big Data and Business Analytics, 3 Units

This course helps students understand the tools and processes for analyzing big data and discovering new information to support managerial decision making. Students solve problems across all areas of business with descriptive, diagnostic, predictive, and prescriptive analytics. Main topics include data preprocessing with database/SQL; descriptive analytics; exploratory data analysis and data visualization; diagnostic analytics such as linear regression and logistic regression; predictive analytics; and prescriptive analytics. Students also have an opportunity to earn a badge in business analytics.

## BUSI 513, Introduction to Supply Chain Management and Logistics, 3 Units

This course covers the formulation and implementation of logistics and supply chain strategy for competitive advantage, including analysis of logistics capabilities, enhancement of strategy-supportive capabilities, and integration with strategically chosen supply chain partners.

## BUSI 514, Operations Management, 3 Units

Different business strategies require different processes, and each strategy utilizes unique capabilities to gain competitive advantage. Students in this case-based course use a process view of operations to analyze key dimensions such as capacity planning, cycle time management, role of technology, logistics and supply chain management, and quality management. Students also connect to recent developments such as lean or world-class manufacturing, just-in-time operations, time-based competition, and business reengineering.

## BUSI 515, Artificial Intelligence (AI) and Machine Learning (ML) for Business, 3 Units

This course focuses on practical applications of AI/ML tools and techniques to real-world problems to help business professionals with their data-driven decision making. Students learn how to manipulate real-world big datasets, develop most appropriate prediction models, evaluate AI-/ML-based models, and create technical reports that describe their findings. Main topics include advanced data visualization techniques, linear/logistic/polynomial regression models, classification, decision trees, clustering, association rules, neural networks, text mining, financial technology, and more. Students also have an opportunity to earn a badge in business intelligence.

## BUSI 516, Organizational Behavior, 3 Units

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change through knowledge of competitive decision making, reward system design, team building, strategic negotiation, political dynamics, corporate culture, and strategic organizational design. Case based.

## BUSI 517, Quality Management, 3 Units

This course introduces fundamental concepts and methods of quality management and productivity improvement, and students examine the role of managers in designing and implementing programs to improve the quality of products and services. Emphasis is on understanding the forces that make quality and productivity critical organizational issues. Student ability to implement quality-management tools, techniques, and processes is demonstrated.

## BUSI 519, Research Design and Program Evaluation for Nonprofits, 3 Units

This practical methods course focuses on the available literature and research studies in the public and nonprofit sectors. In addition, it prepares students in such areas as setting research objectives, respondent selection/sample size, questionnaire development, evaluation, and the merits of conducting research in-house versus using an outside consultant or research firm. The course also covers qualitative research techniques, including depth interviews and focus groups. It includes a unit on copy testing (of brochures, direct mail, print, and video) to evaluate message communication before or after production.

## BUSI 522, Private Enterprise and Public Policy, 3 Units

This course provides an introduction to political economy, the role of government in a mixed economy, business-government relations, the public policy process, regulation of business, corporate political activity, and the creation of businesses to capitalize on opportunities driven by legislative or regulatory action. Case based.

## BUSI 523, Manufacturing Operations, 3 Units

This course provides an understanding of the concepts, methodologies, and applications of production operations management. Focus is on analysis and study of production methods and procedures available to line and staff management in various-sized U.S. and global business operations. Significant attention is given to decision-making processes appropriate for manufacturing or service organizations, including tactical and operational considerations. Coursework stresses the need and reasons for input, involvement, and interaction of operations personnel with all other disciplines and areas of a business organization.

## BUSI 528, Consulting for Organizations, 3 Units

This course provides an overview of the consulting and advisory process as it relates to external and internal consultation in industry. The course focuses on various aspects of the consulting process life cycle such as gaining and retaining clients, developing proposals and engagement letters, defining client needs and diagnosing problems, utilizing effective data collection and analysis methodologies, documenting information gathered, developing solutions, presenting recommendations, and managing project requirements. Several types of consulting services and related issues are addressed. Students gain experience in basic consulting skills by completing a real-life consulting project and presenting their findings orally and in writing.
**Prerequisite:** MGMT 521

## BUSI 530, Capstone Project: Entrepreneurial Emphasis, 3 Units

The project integrates the learning experience with a plan for development and implementation of a new, untried venture. The completed project describes the product or service offered, including necessary financing, proposed staffing, market size and niche, and the timetable associated with each element. Oral defense before a faculty panel completes the experience.

## BUSI 532, Ethical Issues in Nonprofit Management, 3 Units

Following introductory class sessions on moral philosophy and democratic capitalism, students explore a variety of issues/decisions confronting leaders/managers. Case study situations include such areas as stewardship, truth in advertising, social (behavior change) marketing, marketing research (privacy and confidentiality); corporate responsibility, board/staff relations (accountability), individual responsibility (limits of welfare), and global issues (government corruption, labor practices, etc.).

## BUSI 542, Managing Cultural Differences, 3 Units

Students learn how to identify, analyze, and plan for those elements within the cultural, economic, and political environments of international business that require specialized understanding and strategy for successful management or organized enterprise.

## BUSI 543, International Trade and Finance, 3 Units

Students learn about the financial-monetary-economic environment of international business. Topics include the balance of payments, foreign exchange markets and risk, trade finance, direct foreign investment, capital budgeting in the multinational firm, and the international money and capital markets. Emphasis is placed on decision making with regard to international investment and financing.

## BUSI 548, International Business, 3 Units

This course covers the various strategies businesses use in worldwide operations. Students explore the development of business strategies, the motivations for firms to expand operations globally, organizational challenges, and managerial implications. Students also examine political, economic, and social factors that shape the international business environment. The course focuses on competitive responses to these external pressures and identifies strategic models or approaches. Organizational capabilities, structures, and systems are examined to deliver optimal results. The necessary processes to acquire cross-border knowledge for creating joint ventures and alliances are examined. Finally, the future role of Multi-National Enterprises (MNE's) for the global economy is explored. Case and simulation based.

## BUSI 550, Capstone Project: International Emphasis, 3 Units

Students submit a business plan that summarizes the major areas within international business from organization to quantitative methods. Methodology and underlying theories are presented through an exploration of the present international business environment. Oral defense of the completed project before a faculty panel is required.

## BUSI 551, Situation Analysis and Diagnosis, 3 Units

This course introduces the purpose, methods, and skills of situation analysis and diagnosis in carefully selected case studies. Students benefit from a focused approach to interpreting, understanding, and developing skills to discover appropriate conclusions in differing business environments and situations.

## BUSI 552, Comparative Management, 3 Units

The course enables the international business student to understand how management objectives, goals, practices, and business-government interaction are related to the cultural settings in which they take place. The course includes: analysis of international similarities and differences in managerial functions, structure and process, etc., in light of environmental factors; identification of the impact and results of different management practices; and an inquiry into the "universals" of management.
**Corequisite:** BUSI 551

## BUSI 555, Integrated Decision Making in Nonprofits, 3 Units

This course, taken in the student's final semester, develops the students' ability to understand the decision-making process and execute the steps involved in identifying, evaluating, and implementing an effective business strategy for a nonprofit organization. The purpose is achieved as students identify their organization's mission, primary customers, and specific goals by integrating the functional knowledge acquired in previous nonprofit courses (i.e., management, marketing, finance, research, ethics, etc.) and by developing a comprehensive strategic plan for a new organization, an existing organization, or from the perspective of an organization that wants to review its current offerings. As such, the course also examines factors unique to a nonprofit (e.g., involvement of the board and lay members, government funders, communication with various customer groups, and assuring congruence between organizational mission and the strategic plan).

## BUSI 561, Fund Development: Planning, Implementing, and Evaluation, 3 Units

This course examines the principles and methods of fundraising that respond to one's understanding of what donors, funders, and volunteers value, that is, what inspires their giving and how to develop and nurture these relationships. It uses case studies to demonstrate successful/unsuccessful promotional techniques, including advertising campaigns, direct mail, and special events. It also explores such areas as if/when to use consultants and special forms of planned giving. Finally, the course includes units on philanthropy/corporate giving and foundations, as well as a unit on grant writing.

## BUSI 562, Effective Nonprofit Leadership and Management, 3 Units

This course addresses the questions: What are the characteristics of effective leadership and management? How can one organize for success and evaluate/strengthen the work already done? It explores the fundamental challenges to effective leadership including defining and articulating the organization's mission, identifying and understanding the multiple "customers" served, and identifying and prioritizing the critical managerial tasks that must be successfully executed. As such, it examines the roles of the executive director, the board, staff, and volunteers. Finally, this course introduces students to the Drucker Formulation Self-Assessment Tool for Nonprofit Organizations based on management expert Peter F. Drucker's principles of management.

## BUSI 563, Public Accounting: Legal and Financial Issues in Nonprofit Management, 3 Units

This course introduces the legal and financial issues relevant to managing a 501 (c)(3) nonprofit organization. Issues addressed include organizing the entity, qualifying for and maintaining nonprofit status, fundraising, and nonprofit enterprise. Financial areas covered include the principles of fiscal responsibility for nonprofits as well as cost accounting, budgeting, the presentation of financial statements, proposed development, and in-kind resources.

## BUSI 564, Strategic Marketing for Nonprofits, 3 Units

This course provides an introduction to the field of strategic marketing of nonprofit organizations (e.g., educational institutions, churches, the public and social sectors, health services, and the arts). The course texts, outside readings, videos, case studies, and class exercises focus on understanding three areas of effectiveness: 1) what makes an organization effective or not; 2) how individuals can improve their own effectiveness as managers, staff, or volunteers; and 3) how promotional strategies can be used to enhance the organization's effectiveness.

## BUSI 569, Nonprofits in America: History, Philosophy, and Tradition, 3 Units

This introductory course traces the history, philosophy, and societal role of nonprofits in the United States and how the independent sector today compares organizationally to business and government. As such, it examines the roles of government (at the state and federal levels), religion and churches (including constitutional issues), business (corporate philanthropy), and the rights/responsibilities of individuals (e.g., natural law and contemporary public policy).

## BUSI 576, Business Internship, 3 Units

This course gives students an opportunity to apply educational principles, theory, and disciplinary skills to a position with an organization, either for-profit or not-for-profit. Students are responsible for obtaining employment, and must submit the application for appropriate internship approvals. They also learn to set objectives and measure performance against those objectives in a business or related setting through a structured reporting process with the instructor. Projects and assignments are due throughout the term.
**Prerequisite:** Appropriate employment for internship, completion of 30 units of coursework, and instructor's permission.

## BUSI 577, Global Field Study, 3 Units

This course provides the framework for graduate students to register for and complete a global field study in various countries around the world. During the course, students conduct corporate visits to business firms locally and around the globe to discuss how they apply and practice the business management principles, concepts and theories covered in the graduate curriculum.

## BUSI 581, Strategic Leadership, 2 Units

Students learn to set an organization's strategic direction, align corporate organizational structure to implement strategy, and lead individuals. Students explore the power and strategic importance of their own formation and identity as a leader in creating value, mobilizing resources around opportunities, and influencing others through their corporate role. Class discussions serve as a framework for exploring high-performance impact, corporate culture, reputation, leading strategic change, and leadership theories and styles, with particular attention to servant leadership as an extension of a Christian worldview. Students further explore informal and formal authority and the strategic connection between personal leadership and organizational effectiveness.

## BUSI 583, Integrated Decision Making, 3 Units

Students seek to develop the capability to appreciate and carry out the decision-making processes involved in identifying, evaluating, selecting, and implementing strategy in a company. This purpose is achieved by requiring the student to set goals, analyze business problems, develop a framework for making decisions to reach these goals, integrate the functional knowledge acquired in previous courses, and experience, through computer simulation business cases, the processes and functions performed by executive officers in meeting goals, and coping with an uncertain business environment.

## BUSI 590, Capstone Project, 3 Units

This comprehensive capstone, intended for students with extensive workplace experience, gives students an opportunity to integrate their learning through the formulation of a corporate report providing strategic direction to a national, international, or global business. The completed strategic plan describes the general economic process applied to a business selected by the student: seasonal sales cycle, inflation/recession tendencies, and product life cycle. Emphasis is placed on the development of strategies, economic analysis, and flexibility of strategic alternatives within the plan.
**Prerequisite:** MGMT 578

## BUSI 591, Marketing Strategy for Competitive Advantage, 3 Units

This course concentrates on the strategic issues encountered in marketing, in terms of total corporate and business strategy. Emphasis centers on matching internal strengths with outside opportunities, giving attention to weaknesses of the firm and threats from the environment. The goal is attainment of a sustainable competitive advantage.
**Prerequisite:** MGMT 578

## BUSI 592, Financial Strategy for Competitive Advantage, 3 Units

This seminar stresses the enterprise-wide view of the strategic management of financial resources. Lectures and case studies present the tools and perspective necessary to gain a competitive advantage through financial management.
**Prerequisite:** FIN 513 and MGMT 578

## BUSI 593, Manufacturing Strategy for Competitive Advantage, 3 Units

This course concentrates on the strategic issues encountered in the manufacturing processes. Manufacturing is recognized as an important strategic resource which can provide major competitive strengths for a business. Today's manufacturing managers must look to the future to plan, set objectives, initiate strategy, establish policies, and commit resources. The goal is attainment of a sustainable competitive advantage.
**Prerequisite:** MGMT 578

## BUSI 594, Emerging Trends in Information Technology, 3 Units

This course, intended for students without a background in information technology (IT), surveys current topics in IT and their impact on business, management, organizations, and society. Course topics include business intelligence, cybersecurity, business analytics, social networks, data visualization, agile software development, and business process management. Students develop a sufficient understanding of how organizations can utilize technologies, get hands-on skill development using real-world tools and deliverables, and explore management and organizational issues associated with technological change.

## BUSI 595, Capability Design and Management of Strategic Change, 3 Units

Management capabilities and components, strategic diagnosis, and capability design are addressed. The course introduces state-of-the-art, real-time planning systems, including crisis management. Evaluation of organizational dynamics during discontinuous strategic changes is addressed. Strategic diagnosis and capability design are applied to a successful operation of a corporate firm.

## BUSI 596, Special Topics in Business, 1-3 Units

This course presents timely and new topics in business. Different material is covered each time the course is offered. The course may be repeated for credit. Some topics require prerequisites, which vary according to the topic.

## BUSI 597, Field Experience, 2 Units

This program of study exposes students to the inner workings of several different organizations, research and development, and manufacturing facilities. The commonalities and differences students observe stimulates their thinking with regard to what matters and what works. The course consists of an intensive fieldwork experience as well as assigned readings that focus on firsthand experiences of business leaders. Grading is Pass/Fail.

## BUSI 598, Executive Seminar, 1 Unit

This seminar introduces contemporary issues within business, human resources, and/or organizational development, and their impact on organizational effectiveness. Seminars focus on skill development to improve working environments and interactions among employees, leaders, organizations, and communities. May be taken three times with different topics.

## BUSI 599, Readings in Business, 1-3 Units

Students may enroll in an independent study for unit credit to investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. Such requests must be developed in consultation with a sponsoring faculty member and be approved by the graduate program chair and dean. Unit credit varies depending on the scope of the study plan.

## ECON 200, Survey of Economics, 3 Units

This course covers the concepts and tools of economic analysis for microeconomics and macroeconomics. Students study the basics of interactions between firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy. Students also study the fundamentals of national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies. *Meets the General Education Requirement: Social Science.*

## ECON 250, Principles of Macroeconomics, 3 Units

This course provides an introduction to concepts and tools of economic analysis for macroeconomics. Students study national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies. *Meets the General Education Requirement: Social Science.*

## ECON 251, Principles of Microeconomics, 3 Units

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Students study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy.
**Prerequisite:** C- or better in MATH 110 or MATH 151 or MATH 165, or 60 or higher on the ALEKS math placement assessment.

## ECON 350, Intermediate Macroeconomics, 3 Units

This course covers more complex economic models applicable to the study of such topics as economic growth; the effects of monetary policy on business cycles, prices, and interest rates; government spending and debt; and the macroeconomy with trade.
**Prerequisite:** ECON 200

## ECON 351, Intermediate Microeconomics, 3 Units

Material in this course expands on the concepts and tools of economic analysis. Students explore more in-depth models of interactions in society: consumer choice, firm decisions, perfect and imperfect competition. Issues of uncertainty and strategic interaction are addressed, as well as extensions to multiple markets.
**Prerequisite:** ECON 200

## ECON 355, Environmental Economics, 3 Units

Students in this course apply economic perspectives and analytical tools to the study of environmental problems, focusing on the effects of business activities on the environment and the effects of environmental policy on business.
**Prerequisite:** ECON 200

## ECON 356, Labor Economics, 3 Units

This course covers the allocation of labor in a society among its various possible uses. Students consider the role of markets in allocating this labor, issues of market power, and the role of government policy in accomplishing social objectives. Wage determination, job search, and labor productivity are also discussed.
**Prerequisite:** ECON 251

## ECON 357, Economics of the Developing World, 3 Units

This course introduces students to the economic and social issues confronting the majority of people in the world. Students survey the current conditions of people in the developing world and build ways of understanding the complex issues these people face. Using these tools, students examine economic and financial infrastructure, political conditions, levels and trends in poverty and income distribution, job creation and economic growth, health and education, and environmental conditions, which all affect the state of "development" of a people.
**Prerequisite:** ECON 250 and ECON 251

## ECON 359, Urban and Regional Economics, 3 Units

This course combines the disciplines of economics and geography. Economic interactions among individuals, firms, and governmental units are analyzed geographically by focusing on central cities, suburbs, and outlying regions. Within this urban and regional context, this course places particular emphasis on market forces, land use, transportation, crime, housing, and local government. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
**Prerequisite:** ECON 200

## ECON 371, Comparative Economics, 3 Units

Students are offered an integrated treatment of policy, institutions, business, and international trade theory within the different types of economic systems. The values that societies hold are examined as reasons for why different systems are chosen in different countries. The course studies the economics of both market economies and socialist economies, examining their domestic and international policies toward economic interactions.
**Prerequisite:** ECON 250

## ECON 452, Econometrics, 3 Units

This course introduces students to econometric analysis to better understand the economic environment. Cross-sectional regression analysis and time series methods are covered, and serial correlation and heteroskedasticity are addressed. Panel data methods are introduced, as well as such topics as instrumental variables and simultaneous equation estimation.
**Prerequisite:** ECON 350; ECON 351 (may be taken concurrently); BUSI 111

## ECON 453, Microfinance and Microenterprise, 3 Units

Microfinance and microenterprise development are strategies for strengthening the economic opportunities of poorer households to enable families to build assets, provide income, and plan for a better future. This course examines these approaches in depth and evaluates the effectiveness of various projects at accomplishing their stated goals.
**Prerequisite:** ECON 250, ECON 251, and Junior Standing

## ECON 454, Industrial Organization and Regulation, 3 Units

This course investigates the importance of market structure for firm and consumer outcomes beyond the standard perfect competition and monopoly models. Students will learn to incorporate real world attributes into their understanding of market activity through case studies and advanced market models. Topics to be addressed include cartels, entry and exit, oligopoly, price discrimination, and research and development.
**Prerequisite:** ECON 351; ECON 350 (may be taken concurrently)

## ECON 458, Economics and Religion, 3 Units

This course provides students an opportunity to examine the relationship between religion and economic life in terms of individuals' actions and the elements of the economic system. In particular, students examine the relationship between economic behavior/institutions and Islam, Confucianism, and Christianity.
**Prerequisite:** ECON 350, ECON 351 (may be taken concurrently), Junior Standing.

## ECON 495, Special Topics in Economics, 3 Units

This course presents timely and new topics in economics. Different material is covered each time the course is offered. The course may be repeated for credit. Some topics require prerequisites, which vary according to the topic.

## ECON 497, Readings, 1-4 Units

This program of study concentrates on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time faculty member.

## ECON 502, Business Economics, 3 Units

This course provides a survey of the concepts and tools of economic analysis of both microeconomics and macroeconomics. Students study the basics of interactions between firms and consumers: consumer demands, firm costs, production decisions, resources utilization and price determination under various market structures, market entry and exit decisions, and the role of government in the markets of an economy. Students learn the basic mathematical models needed to begin analyzing business decisions. Students also develop basic tools to analyzing the fundamentals of national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies. A number of current national and international issues will be analyzed using these tools.

## ECON 521, Managerial Economics, 3 Units

Students learn to think strategically about the economic environment in which a firm operates. The first half of the course covers the foundations of microeconomics (supply and demand, market price and output, production, cost, and simple competitive market equilibrium). The second half deals with applying microeconomic theory to economic strategy, including more sophisticated pricing and competitive strategies. Case based.

## ECON 575, Global Business Economics, 3 Units

This course covers the concepts of global economics, measurement of economic performance, macroeconomic indicators affecting the global business environment, sources of country-specific economic data and data evaluation, microeconomic analysis of decisions in multinational firms, and economic performance forecasting. It also explores the global economic environment of business, including socioeconomic goals and policies that impact multinational business performance and global business strategies, as well as international economic forces influencing business decisions and the firm. It further explores global business economic cases featuring methodology and research perspectives of economics and the contribution of the economics paradigm to business decisions and processes.
**Prerequisite:** ECON 521

## ENTR 210, Small Business Ventures, 3 Units

Students in this course apply their leadership, problem-solving, and strategy skills to consider how winning entrepreneurs think, act, and perform, then establish goals to practice emulating those actions, attitudes, and strategies. New venture creation is about the process of getting a new venture started, growing the venture, successfully harvesting it, and starting again.
**Prerequisite:** BUSI 110

## ENTR 312, Creativity and Innovation, 3 Units

Students in this course investigate innovation in the corporate setting and the personal creative process, with an emphasis on understanding the role innovation plays in corporate success. Via lectures and personal exercises that build information content and a repertoire of specific techniques, students learn and apply the practical toolkit for sharpening and implementing their innovative and creative skills.

## ENTR 314, Entrepreneurial Management, 3 Units

Students apply their creative and innovative talents while sharpening their analytical abilities. Students will develop a new business idea and craft it into a comprehensive business plan that details the qualitative (e.g. business modeling and milestone planning) and quantitative (financial forecasts and valuation) process of bringing a new venture idea to fruition. The business plan that each team develops is an operating plan for a start-up company or a new venture within a larger corporation.
**Prerequisite:** ENTR 310

## ENTR 315, Social Entrepreneurship, 3 Units

Social entrepreneurship is an emerging and rapidly changing field dedicated to the starting and growing of social mission-driven ventures - organizations that strive to advance social change through innovative solutions. This course exposes students to viable business models in social enterprise, focusing on the ideas, process, steps, and strategies required for creating new social ventures. Through lectures, case studies, and classroom dialogue, students will learn to think strategically and to act opportunistically with balanced social and financial perspective.
**Prerequisite:** BUSI 110

## ENTR 420, Entrepreneurship and Innovation Practicum, 3 Units

This course gives students practical experience through guest speakers and company visits, and through work in an entrepreneurial or innovative organization, with students translating those experiences into academic learning. With close guidance from practicum faculty, students identify and work with a business or a public or nonprofit organization. Working individually or in small teams, students complete a defined project of approximately 100 hours that has practical value and academic rigor. Students provide regular status reports and receive faculty coaching during the practicum.
**Prerequisite:** Junior standing

## ENTR 520, Entrepreneurial Decision Making, 3 Units

This course covers the tactical and strategic decisions that are essential for successfully starting and managing a new business. The course provides the framework for students to learn the application of practical business knowledge and tactics in transforming entrepreneurial vision into winning business strategies and thriving entrepreneurial ventures. Students learn the techniques for successful entrepreneurial decisions, including modeling successful business and strategic plans; effectively targeting, evaluating, and identifying alternate financing sources; competitive pricing, product differentiation, and market targeting as key drivers for sales growth and profitability; and effective competitive and risk assessment, analysis, and management.

## ENTR 524, New Venture Creation, 3 Units

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.

## ENTR 525, Entrepreneurial Venture Analysis, 3 Units

This course covers case studies and analysis of entrepreneurial ventures and the identification of the different ways management concepts and techniques are applied in developing innovative businesses, standardizing products, designing processes, and operating tools. The course explores the identification of the systems and analytical decision models applied in various entrepreneurial operating functions and the techniques for setting performance standards and designing the activities required to drastically upgrade the yield from resources in order to create new markets and new customers. It evaluates the complex dynamics of entrepreneurial challenges in modern theory and practice through the use of case studies of entrepreneurial ventures.

## FIN 300, Business Finance for Managers, 3 Units

This course introduces concepts and tools of business finance for managers. Students study financial statements and their interpretation, business performance measures, the management of cash and the short-term financial needs of organizations, and how to make good capital budgeting decisions.
**Prerequisite:** ACCT 120

## FIN 320, Principles of Corporate Finance, 3 Units

Students in this course explore the principles and practices of financial management. Sources and methods of raising capital, allocation of funds within the firm, cash flow and financial statement analysis, financial markets, and capital budgeting techniques are addressed. Additional concepts covered include present-value analysis, long-term financial planning, risk and return, and basic derivatives.
**Prerequisite:** ACCT 120

## FIN 330, Financial Analysis, 3 Units

This course equips students with the necessary tools of financial statement analysis for business valuation and strategic considerations. Students explore the ideas of ratio analysis and time value of money in discounted cash flows in order to analyze the financial conditions of a business organization. Course material also covers credit analysis and corporate finance issues such as mergers and acquisitions and debt financing. Case studies are used extensively.
**Prerequisite:** FIN 300 (finance majors only)

## FIN 331, Managerial Finance, 3 Units

This course extends the concepts and methodologies introduced in Principles of Finance to incorporate the practical uses as a manager in an organization. The course places emphasis on managerial decisions using spreadsheet applications. Topics include: financial statement analysis, project analysis, long-term financial planning, risk and return, and basic derivatives.
**Prerequisite:** FIN 320 or Instructor's consent

## FIN 352, Financial Markets and Institutions, 3 Units

This course covers financial markets, instruments, and institutions, with students examining the roles of depository institutions, insurance companies, and others in the process of intermediation. The structure of financial markets, recent developments in financial instruments, interest rate determination, and the regulatory environment are discussed.
**Prerequisite:** ECON 200

## FIN 372, International Trade and Finance, 3 Units

Students study the theory and practice of international trade and international finance, exploring questions of why countries trade, what they trade, and national and global trade policies. Course material also covers foreign exchange markets, exchange rate determination, foreign direct investment, and international capital markets.
**Prerequisite:** ECON 200

## FIN 432, Investment Analysis, 3 Units

This course introduces students to the basic tools of investment analysis and integrates these with the actual operations of investments and portfolio construction. Emphasis is on providing analyses of asset selection with an experience of real market activities.
**Prerequisite:** FIN 300 (finance majors only) and FIN 352 (finance majors only; may be taken concurrently with instructor permission)

## FIN 433, Applied Portfolio Management, 3 Units

Students in this course engage in practical application of financial investment principles and theory through a portfolio management opportunity in a business setting. Students learn to set portfolio objectives and measure performance against specific metrics in the business setting through a structured reporting process with the instructor.
**Prerequisite:** FIN 330 or instructor's consent, BUSI 111 or instructor's consent, and FIN 432 (FIN 432 prerequisite applies to finance majors only)

## FIN 434, Derivatives, 3 Units

This course prepares students with a basic understanding of derivatives of financial assets and commodities (such as futures, options, swaps, etc.). Pricing of these derivatives and their function in hedging and speculation is discussed. Recent innovations of pricing models for instruments such as interest rate derivatives, exotic options, and assessment of market risk based on the market prices of derivatives are also covered.
**Prerequisite:** FIN 432, MATH 130

## FIN 436, Financial Risk Management, 3 Units

The course introduces students to the theory and management tools of risk management and financial innovation, including the use of different combinations of financial assets and derivatives to immunize an organization's market risk. Topics include dynamic hedging using derivatives such as futures and options, and possibly the development of new products (or combinations) to protect a business or portfolio from exposure to financial risk.
**Prerequisite:** FIN 300, FIN 432 or instructor's consent, and FIN 433 (may be taken concurrently, required for finance majors only)

## FIN 439, Seminar in Finance, 3 Units

Students in this course evaluate their learning from finance major courses in preparation for the Securities Industry Essentials exam to become finance professionals. Students explore various types of professional finance career tracks and prepare individual career-development plans. Topics include capital markets, financial instruments and their risks, trading activities, managing customer accounts, prohibited activities, rules and regulations, professional financial jobs, and personal career plans.
**Prerequisite:** FIN 330 (finance majors only) and FIN 432 (finance majors only)

## FIN 502, Business Finance for Managers, 3 Units

This course provides an introduction to concepts and tools of business finance for managers. Students study financial statements and their interpretation, business performance measures, the management of cash and the short term financial needs of the organization, and how to make good capital budgeting decisions. Students will analyze company performance and make recommendations by applying class content to financial issues.

## FIN 513, Corporate Finance, 3 Units

Students in this course examine how financial decisions can affect the value and health of firms. Topics include cash flow and ratio analysis, discounted cash flow analysis, stock and bond valuation, investment criteria and decisions, capital budgeting, capital structure decisions, risk-return analysis, and long-term and short-term financing decisions. In addition, students read and discuss articles related to God's financial principles.

# FIN 526, Capital Formation, 3 Units

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. This 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:** FIN 513

# FIN 536, Entrepreneurial Finance, 3 Units

This course examines the financial decisions of entrepreneurs and venture capital investors based on the stages of a venture development. Topics include financial options for entrepreneurs and investors, preparations for and analysis of a new business' financial statements, and the valuation of the venture.

# FIN 546, Investments, 3 Units

This course provides students with the study of financial instruments. Along with the knowledge of investment principles, students focus on the decision process for evaluating various investment opportunities. In addition, students discuss their stewardship responsibilities to God as individual Christian investors and Christian financial managers in a corporation.
**Prerequisite:** FIN 513

# FIN 567, Advanced Financial Analysis, 3 Units

Students explore the practical applications of financial management based on case studies. Major topics include financial statement analysis, financial forecasting, cost of capital estimation, capital budgeting decisions, capital structure decisions, equity financing, and mergers and acquisitions.
**Prerequisite:** FIN 513 (MBA/Accounting students only), FIN 502 (MSHA students only)

# HROD 250, HR Life Cycle: Hiring to Retiring, 3 Units

In this course, students gain an in-depth and practical perspective of employee staffing, compensation, and benefits spanning from prior to an employee's hire until after they leave the organization. Special attention is given to the six stages of the employee life cycle: attraction, recruitment, onboarding, development, retention, and separation.

# HROD 351, Talent Enhancement: Training, Development, and Engagement, 3 Units

This course gives students hands-on experience with the employee training life cycle as they learn about employee development and engagement. Students develop an employee training program that helps employees learn specific knowledge or skills to improve performance, and also examine the components of employee development-a more expansive strategy that focuses on employee growth and future performance rather than an immediate job role.
**Prerequisite:** HROD 250

# HROD 352, Employee Relations, 3 Units

In this class, students study the legal and social dynamics of HR as a valued partner in employee care. Students examine the handling of grievances, discipline, and labor relations in union and nonunion shops. Concepts related to an organization's strategic effort to maintain a positive relationship with its employees, including the complex interrelations between employers and employees, labor/trade unions, employer organizations, and the state, are reviewed.
**Prerequisite:** HROD 250

# HROD 353, Compensation and Total Rewards, 3 Units

This course offers an in-depth look at a strategically important area of human resources for organizations: establishing employee compensation plans that attract the right talent and retain top performers. Students in this course study multiple factors that organizations consider when designing compensation plans for the workforce. They also examine the differences between financial and nonfinancial means of compensation, how to establish wage levels, how to evaluate jobs to ensure that employees are being compensated appropriately, key economic considerations in establishing compensation plans, and how to design performance incentive programs. Course material includes an overview of relevant laws that govern compensation systems and employee benefit programs, and addresses how to evaluate the strategic effectiveness of compensation plans. This course prepares students for the Total Rewards portion (Unit 4) of the HR Certification Institute's PHR/SPHR professional certification exams.
**Prerequisite:** HROD 250

# HROD 354, Talent Planning and Acquisition, 3 Units

This course offers an in-depth look at an area of human resources that is foundational to the profession: attracting and selecting highly qualified candidates to fill jobs. In this course, students study equal employment opportunity and employment discrimination, workforce planning, job analysis/description/specification, recruitment, and selection tools. They also examine how to conduct workforce planning and recruitment processes, how to design selection processes that are valid and reliable, and how to legally conduct preemployment testing and background investigations. This course prepares students for the Talent Planning and Acquisition portion (Unit 2) of the HR Certification Institute's PHR/SPHR professional certification exams.
**Prerequisite:** HROD 250

## HROD 500, Foundations of Human Resource Development, 3 Units

The course provides an introduction to and overview of the field of human resource development with emphasis upon its historical and philosophical foundations. Theories and concepts relevant to the field are analyzed. Special emphasis is placed on the roles and functions of OD professionals within organizations and understanding the basic competencies of professional practice.

## HROD 501, Organizational Design and the Psychology of Work Behavior, 3 Units

This course examines the fundamental theories and viewpoints on the nature of work, its role in adult life, and the function of employment organizations. Included is discussion of forces impacting individual, group, and system performance and productivity within complex sociotechnical systems. Particular emphasis is placed on examining the role of work in the growth and functioning of humans and in identifying the characteristics of organizations in which both the human needs of the people who compose the organization and the organization as a productive, adaptive entity are satisfied.

## HROD 512, Employee Development, 3 Units

This course introduces theories of human growth and development as a foundation for understanding the developmental challenges facing individuals during their lifespans. Specific implications and applications are made related to how human growth and development is effected by and affects organizational life.

## HROD 520, Career Development Systems, 3 Units

Students study the emerging field of career planning and development related to initial and ongoing professional development. Current literature, relevant theories, and major approaches to career planning and development are examined in accordance with career planning and development approaches in organizations. Students use various self-assessment tools and diagnostic instruments to evaluate data on their own work histories, interests, skills, and values.

## HROD 530, Labor Law and Negotiations for Human Resource Professionals, 3 Units

This course provides a brief introduction to the pervasiveness and importance of labor law and negotiations. All human resources professionals must understand labor law and the rights given to employees pursuant to those laws, regardless of whether the employees are members of a union. Professionals must also be thoroughly versed in collective bargaining and the labor relations process in order to be prepared to work for companies whose employees are either represented by a union or are seeking to join a union. Course material equips students for these tasks, as well as for involvement in negotiating agreements and resolving conflicts, such as collective bargaining agreements, agreements with benefit plan providers, individual employee claims, and the terms of employment for new employees.

## HROD 531, Designing and Managing Compensation and Benefit Systems, 3 Units

This course provides a solid understanding of the art of compensation practice and its role in promoting companies' competitive advantages. Compensation systems in organizations must be linked to organizational objectives and strategies. Scholars and managers agree that the way compensation is allocated among employees sends a message about what management believes is important and the types of activities it encourages. With the responsibility of administering compensation expenditures wisely, HR professionals must balance the interests and costs of employers with the needs and expectations of employees.

## HROD 532, Human Resource Law, 3 Units

Human resources professionals are routinely called upon to navigate a number of legal issues. This course introduces the major laws governing human resource management in the work place beginning with the core skills it takes to safely interview job candidates, counsel employees, and mediate disputes. Students gain a thorough understanding of EEOC and ADA regulations and learn how to comply with the Family and Medical Leave Act. Emphasis is on the laws about unlawful discrimination, recruiting, hiring, promotions, harassment, and reasonable accommodation.

## HROD 550, Instructional Design and Training Methods, 3 Units

This course focuses on methods to assess an organization's training and development needs, and designing and implementing training programs to address those needs. Analysis and application of adult-learning theories in relation to program design are explored. Methods of instructional design and course development are emphasized.

## HROD 575, Leveraging Diverse Community Partnerships, 3 Units

Students gain an in-depth understanding of the recruitment and retention of diverse workforces. This course gives students practical methods for recruiting employees from diverse backgrounds through the development of culturally sensitive marketing and recruiting materials. It also addresses issues regarding the management, retention, and advancement of employees from diverse backgrounds.

## HROD 576, Managing in a Multicultural Context, 3 Units

This course focuses on developing an understanding of diversity and cultural difference. Students examine effective and ineffective management techniques and learn helpful approaches to conflict resolution in multicultural work environments.

## HROD 577, Cultural Explorations in Global Business, 3 Units

Future business leaders engage their own and others' cultures in the context of a global marketplace while understanding how those cultures may impact the bottom line. Students also investigate the complexities of company demands to increase compliance with international business standards.

## HROD 578, Recruiting and Retaining a Diverse Workforce, 3 Units

In leveraging diverse community partnerships, students learn practical methods for developing culturally sensitive marketing campaigns for the purpose of recruiting diverse employees into multiple areas of industry. Also, issues regarding management and retention of employees from diverse backgrounds are examined, including glass ceiling issues.

## HROD 599, Readings in Human and Organizational Development, 1-3 Units

Students may enroll in an independent study for unit credit. In this course, students investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. It provides an opportunity to identify and develop an area of study of particular concern to the individual learner. Readings are pursued in accordance with a study plan developed in consultation with a sponsoring faculty member and approved by the graduate programs chair and dean. Course requirements typically involve a literature review and submission of a paper. Unit credit varies depending on the scope of the study plan.

## IBUS 374, Topics in International Management and Strategy, 3 Units

Students in this course analyze operational management issues encountered in international and culturally diverse enterprises. Course material may focus on human resource management, production management, cross-cultural issues, or strategic planning and implications for the firm.
**Prerequisite:** BUSI 370

## IBUS 377, Global Field Study, 3 Units

This course provides the framework for international business majors to register for and complete global field studies in various countries around the world. Students conduct visits to business firms locally and globally to discuss how they apply and practice the business management principles, concepts, and theories covered in the undergraduate business curriculum.

## IBUS 479, Import/Export Practicum, 3 Units

In this project-based class, students gain practical knowledge of the business of imports and exports. Students are expected to start a one-semester small business importing a product from abroad and selling it domestically. Key assignments may include a market analysis, sourcing analysis, business plan, importing a sample, and selling the sample. Students have freedom of scope and scale when deciding which product(s) should comprise the project.
**Prerequisite:** BUSI 370 or instructor consent

## LDRS 103, Life Design and Self-Leadership, 3 Units

This course helps students discover their individual calling within the framework of their view of life and work. Students gain a greater understanding of their strengths, values, interests, skills, and personality as they build prototypes of potential careers utilizing a life design process and prepare for life after college with intention and purpose.

## LDRS 201, Foundations of Leadership, 3 Units

This course blazes the trail for understanding the concepts of good leadership and followership, identifying oneself as a leader, discovering one's sense of calling, establishing a commitment and plan for whole-person leadership development, seeing leadership through an interdisciplinary lens, and grounding one's "leadership story" in an awareness of current history and the reality of the Kingdom of God. Through creative experiences, meaningful texts, and powerful assignments, students are prepared for further leadership education.

## LDRS 303, Career and Life Planning, 3 Units

For students entering the professional world, this course aids in understanding career development options, finance management, and coping with stress. Students gain a greater understanding of their strengths, values, interests, skills, and personality as they seek employment and/or apply to graduate school. Relevant guest presenters spend class time sharing important information that benefits students in planning for careers and life.

## LDRS 311, Leadership Values and Virtues, 3 Units

This course views leaders as authentic servants committed to transformation. Students study the leader's motivations, the dreams of followers, conflict resolution, as well as personal, intellectual, and civic virtue. Perspectives for steering clear of bad leadership and toward collaboration with those who share the leader's commitment to the common good are considered. The course focuses on the development of leaders who are responsible, good, humble, and who understand the diverse values of others.
**Prerequisite:** LDRS 201 (may also be taken concurrently) or junior standing or department consent.

## LDRS 311H, Leadership Values & Virtues - Honors, 3 Units

This course views leaders as authentic servants committed to transformation. Students study the leader's motivations, the dreams of followers, conflict resolution, as well as personal, intellectual, and civic virtue. Perspectives for steering clear of bad leadership and toward collaboration with those who share the leader's commitment to the common good are considered. The class focuses on the development of leaders who are responsible, good, humble, and who understand the diverse values of others.
**Prerequisite:** LDRS 201 (may also be taken concurrently), Junior standing, or departmental consent. Must also be a student admitted to the Honors College and be considered a member in "active" status

## LDRS 322, Leadership Strengths and Skills, 3 Units

This course focuses on a strengths-based approach to leadership and leadership development, as well as the skills necessary for good leadership. Opportunities to understand and practice essential skills such as continual learning, powerful communication, problem solving, managing process, goal achievement, conflict resolution, win-win negotiating, and empowering stewardship are woven throughout the course. Training additional leaders is also a key topic. Effective leadership practice through emphasis on strengths development is the goal of this course.
**Prerequisite:** LDRS 201 (may also be taken concurrently) or junior standing or department consent.

## LDRS 333, Leadership Influence and Impact, 3 Units

This course looks at the leader as agent of change on three levels: personal change, influence on individuals and small groups, and impact on cities, organizations, and cultures. Through historical reflection and developing a systemic vision, students are equipped to make a difference in many social settings. By learning to work as mentors, facilitators, and ambassadors, emerging leaders can leave a dynamic legacy.
**Prerequisite:** LDRS 201 (may also be taken concurrently) or junior standing or department consent.

## LDRS 335, Leadership Communication, 3 Units

This course teaches students the theoretical, empirical, and practical aspects of leadership communication by taking a distinct communication approach to leadership studies. Topics covered include leadership and followership communication styles and practices; various leadership theories and perspectives; power and influence; team/group leadership; organizational, crisis, and public leadership; diversity; ethics in leadership; and leadership development.

## LDRS 401, Leadership Studies Capstone, 3 Units

This course deepens students' capacity for leadership based on wisdom, knowledge, and understanding. In addition to concluding the leadership minor by linking leadership practice to leadership theory, students dialogue about leadership issues such as gender, community, temptation, finding one's voice, mission, and the whole-person model. A thoughtful and thorough final project and a high-quality portfolio presentation are crafted to integrate students' learning about leadership and to provide a postgraduation plan for lifelong leadership development.
**Prerequisite:** LDRS 201, LDRS 311, LDRS 322, LDRS 333

## LDRS 495, Special Topics in Leadership, 1-3 Units

This course addresses topics of current interest in leadership studies that are not covered by the core and elective courses. Topics vary from semester to semester. This course may be taken more than once as topics change.

## LDRS 497, Readings, 1-3 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a professor approved by the Program Chair. The course allows the student to identify a specific leadership theme and investigate it further.

## LDRS 501, Foundations of Leadership Theory, 3 Units

This course provides a conceptual and practical survey of predominant leadership theories providing students with opportunities for critical reflection and application. A focus is given to transformational theories of leadership and application is made to the M.A. in Leadership core competencies.

## LDRS 502, Cornerstones of Christian Leadership, 3 Units

This course utilizes APU's Four Cornerstones to discuss leadership from the Christian tradition. Students look at the example of Jesus, the ultimate servant leader, and how His followers through history have both succeeded and failed in following His example. Through probing into how Christian scholars have written about and understood leadership, as well as seeking to show that the goal of Christian leadership is to serve God and the common good of humanity, students gain a faith-based benchmark for further studies in leadership.

## LDRS 503, Organizational Behavior, 3 Units

This course investigates the effective functioning of individuals and groups within organizational settings. Emphasis is placed on how leaders perceive organizations from strategic design, organizational culture, and political environment perspectives. This course applies theoretical concepts to major organizational challenges such as organizational effectiveness, motivation, conflict, job stress and satisfaction, and decision making. The focus of the course includes organizational communication, as well as the attitudinal and behavioral implications for leaders.

## LDRS 510, Creative and Collaborative Leadership, 3 Units

This course enables students to integrate the concepts of personality, leadership, and creativity; investigate collaborative leadership; identify and apply creativity and preferred leadership styles; and explore the effects leadership styles can have on given organizational communities.

## LDRS 511, Exploration of Leadership Thought, 3 Units

This foundational course provides an overview of the evolution of leadership thought, including a review of the fundamental theories and principles that led to the study of leadership as a discipline, as well as an examination of the story of leadership from a biblical perspective. Students are introduced to a holistic framework for leadership development informed by an understanding of the importance of ethics, values, and spirituality from a Christian worldview.

## LDRS 512, EQ I: Self-Leadership, 3 Units

This course focuses on the self-competence elements of emotional intelligence - leader self-awareness and leader self-management - from psychological, spiritual, emotional, and developmental perspectives. Students enhance their self-leadership through the improvement of self-competence and self-development.

## LDRS 516, Leadership Development and Practice, 3 Units

This course emphasizes the process of leadership development from a transformational perspective. Students consider both their personal growth and the dynamic mechanisms necessary for facilitating the development of others. Emphasis is on the issues and challenges of creating a lifelong learning mindset individually and organizationally, mentoring strategies, team building, developing effective followers, and designing career development systems. This course provides the opportunity for application through a practicum assignment.

## LDRS 520, Understanding Vocation in a Changing World, 3 Units

This course focuses on understanding one's true overarching vocation in life as it connects to the purposes of God in this world to steward the earth and its peoples. One's vocation then influences what one does with his or her life. The concepts of career are continually changing, but work/life planning continues to be important personally and professionally. Students have the opportunity to use various self-assessment tools and diagnostic instruments to evaluate their own working history, interests, skills, values, and career anchors. Students also learn to design career programs for organizational settings.

## LDRS 523, EQ 2: Relational Leadership, 3 Units

This course focuses on the social competence elements of emotional intelligence - leader/follower social awareness and leader/follower relationship management - from psychological, spiritual, emotional, and developmental perspectives. Students enhance their relational leadership acumen through the study of motivation, and social skills for leader/follower relational development.
**Prerequisite:** LDRS 512

## LDRS 524, Principles and Practices of Design Thinking, 3 Units

Students in this course explore the fundamental principles and practices of design thinking, in relation to the workplace and in the context of the person as leader. Concepts such as creativity, empathy, failure, risk, and creative confidence are explored. This course also provides the opportunity to practice design thinking on personal and organizational levels.

## LDRS 532, Leadership Practicum, 3 Units

This course creates a dialogue between previously explored concepts/theories of leadership and the practical experiences of exemplar practitioners. Students are involved in community service and exposed to community leaders for interaction, observation, and analysis. These encounters enable students to assess and activate their leadership journey based on spiritual, mental, educational, and emotional aspects of leadership development.
**Prerequisite:** LDRS 501, LDRS 502, and LDRS 503

## LDRS 533, Systems and Strategic Planning for Leaders, 3 Units

This course focuses on systems thinking from a leadership perspective. By working with stories, scenarios, and strategy, students learn to address complex problems, anticipate consequences, and leverage potential. Attention will be given to the use of narrative for influencing constituent participation. Finally, organizational design is considered as a key concern for leaders in organizations.
**Prerequisite:** LDRS 501, LDRS 502, and LDRS 503

## LDRS 534, Leader as an Agent of Change, 3 Units

This course looks at the leader as an agent of change through three lenses: self examination, change theory, and organizational culture. Each is assessed in light of implications for those involved in the change initiative. Special attention will be given to the transformational change that takes place for leaders and followers when the call for change occurs. Application is made to organizations, informal networks, temporary situations, and other social contexts.

## LDRS 535, Leading Dynamic Change, 3 Units

This course focuses on the practice of leading organizational change, as well as the importance of personal change within the life of the leader. Students engage in activities and projects to enhance understanding of the role of the leader as a change agent within the organization.

## LDRS 536, Disruptors and Conflict, 3 Units

This course prepares students to manage their responses to conflict in order to leverage disruptive issues in leadership with creative confidence. Through the study of personal and organizational conflict management skills, students become equipped to solve complex issues that are disruptive to personal, team, and organizational functioning.

## LDRS 542, Leading Across Cultures, 3 Units

In a pluralistic society, leaders are often tasked with the responsibility of bridging both domestic and international contexts in a convergence of global learning. This seminar will examine the historical, organizational, and interpersonal significance of leading across cultures, with particular emphasis on discerning the underlying values of community behaviors as well as the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for leaders to effectively serve in diverse contexts. A variety of theoretical, research and applied issues are addressed; in particular, the course aims to explore social location theory as a means of equipping graduates to advance equity and positive change through increased capacity for diversity engagement.

## LDRS 547, Navigating Social Climates, 3 Units

This course equips students as leaders in today's globalized organizations and societies who analyze, through multiple lenses, issues of inequity and injustice that exist locally, nationally, and globally. The course utilizes conceptual and experiential learning in which students encounter and reflect on realities of inequity and injustice in the social and natural worlds, in interpersonal, intergroup, and organizational relationships. Students are also expected to begin to develop habits and skills to promote shalom-oriented organizations and communities.

## LDRS 548, Strategic Foresight, Thinking, and Planning, 3 Units

This course focuses on engaging the full strategy cycle, which includes strategic foresight, thinking, and planning. Through an applied project, students engage in scanning for trends and developing stories and scenarios; develop strategic thinking skills; and engage in a strategic planning process.

## LDRS 559, Curiosity to Inquiry, 3 Units

This pass/fail course underscores curiosity as an innate human capacity and cultivates students' ability to use it toward human-centered inquiry and socially transformative innovations. Students engage in the ideation and inspiration phases of Design Thinking in solving a complex leadership challenge for an organization or a community. Through the process, students are expected to become familiar with traditional as well as innovative data collection techniques and become informed consumers of published research. Successful completion of this course results in a prototype for the leadership experiment, which the student implements in LDRS 560 Leadership Experiment.
**Prerequisite:** LDRS 511, LDRS 512, LDRS 523, LDRS 524, LDRS 535, LDRS 536, LDRS 547, and LDRS 548.

## LDRS 560, Leadership Experiment, 3 Units

As a completion of the M.A. in Leadership program's 4D model of Discover, Design, Develop, and Deliver, this final course helps students continue their leadership experiment started in LDRS 559 and culminates with a TEDx-style presentation. This is a pass/fail course.
**Prerequisite:** LDRS 559, and enrollment in the M.A. in Leadership program.

## LDRS 561, Group and Conflict Issues in Leadership, 3 Units

This course helps the student understand small-group behavior. It uses experience-based methods, case studies, reading material, and simulation. The course examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

## LDRS 563, Ethical Decision Making, 3 Units

This course investigates the intersection of ethics and effective decision making. Students will explore ethical implications of the decision making process, with particular emphasis on the ways that ethical decision making applies to individuals, groups, and organizational systems. This course applies theoretical concepts to significant organizational problems requiring effective decision making processes. Attention will be given to systematic rational approaches as well as the role of intuition and group dynamics in the decision making process. The course will utilize lecture, case study analysis, group exercises, review of current literature, classroom discussions, and simulations to create an effective learning environment.

## LDRS 571, Leadership for a Learning Environment, 3 Units

This course looks at the leader's role in designing and implementing effective learning strategies and effective methods for educating adults. Emphasis is given to the creation of programs that focus on learning styles, discussion-oriented teaching, inspiring presentation skills, and results-oriented outcomes. During the course, students are given opportunities to demonstrate competency in the principles and practices of materials development, teaching, training, and skill development.

## LDRS 592, Research Methods and Design, 3 Units

This course provides an introduction to basic concepts, principles, and methods of evaluation and research in the leadership setting, focusing on research traditions, procedures, theories, and methods. Emphasis is placed on identifying methods appropriate for particular research questions and conducting disciplined inquiry regardless of method selected. Particular emphasis will be placed on identifying a research question and conducting a comprehensive review of relevant literature.

## LDRS 593, Applied Research, 3 Units

This course provides an introduction to basic concepts, principles, and methods of evaluation and applied research in leadership settings, focusing on action research methodology. A faculty-student collaborative process, participatory action research allows students to engage in inquiry and action for change in response to organizational or community problems. During the course, students will identify a research question in their personal leadership contexts, review the current research literature, develop a plan to collect initial data, and present their project and findings to the class. At each stage of inquiry, the professor and peer research groups will provide feedback.
**Prerequisite:** LDRS 592 (May be taken concurrently)

## LDRS 595, Capstone Project in Leadership, 3 Units

The capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning established through the M.A. in Leadership program competencies. The course assesses cognitive, affective, and applied learning in a student-centered and student-directed manner which requires the command, analysis, and synthesis of knowledge and skills. The capstone course integrates scholarship and praxis through the development of a literature review and 360-degree assessment and requires application of that learning to professional and personal contexts as evidenced through artifacts demonstrating competence. In culmination of their graduate studies, students will formulate a personal philosophy of leadership and develop a personalized growth plan that synthesizes their academic learning and outlines future professional and intellectual goals.
**Prerequisite:** Students enrolled in the M.A. in Leadership program

## LDRS 597, Current Issues in Leadership, 3 Units

Current topics are chosen for discussion, research, and decision making relevant to the Organizational Leadership emphasis.

## LDRS 598, Special Topics, 3 Units

In this course, a topic of current interest or need is examined in depth. Students analyze and evaluate topics/ issues to reach and express a position, provide training for a particular population, or enhance personal development. If students elect this course more than once during their program, each course must address a different topic.

## LDRS 599, Readings in Leadership Studies, 1-3 Units

The independent study vehicle allows students and their sponsoring faculty members to pursue approved investigations beyond regular course offerings.

## MGMT 120, Business Communications, 3 Units

Students in this course explore communication technologies and strategies used in the modern marketplace to create and deliver audience-focused informative and persuasive messages based on credible research, impactful visuals, and professional vocal and physical techniques. Students are given scenario-based challenges often encountered in organizational settings and business situations, to help them with determining the extent of information needed in communications with key stakeholders, researching and utilizing credible support materials ethically, organizing information logically, and delivering messages through professional presentations using appropriate visual aids, graphics, posture, gesture, eye contact, and vocal expressiveness.

## MGMT 210, Principles of Management, 3 Units

This course covers elements of planning, organizing, leading, and control, with emphasis given to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, boards of directors, and organization charting. This course will also explore formal and informal organization, communication, and reaction to change. Students will create and manage a business in an environment similar to today's economy. *Meets the General Education Requirement: Integrative and Applied Learning.*

## MGMT 211, Organizational Leadership, 3 Units

This course covers contemporary theories, principles, and practices of leadership within the context of managing businesses and organizations, introducing leadership topics such as change management, leadership development, and organizational communication. Students also explore the emerging concept of followership and the role it plays in organizational failures and successes. Significant attention is given to students' personal assessment and evaluation of their personality, strengths, leadership styles, and work, in order to establish a leadership and management identity. *Meets the General Education Requirement: Social Science.*

## MGMT 212, Managing Diverse Teams and Groups, 3 Units

This course covers essential theories and concepts for analyzing, understanding, and managing various groups and teams in the workplace. Students examine the components that comprise teams, develop skills in diagnosing opportunities and threats that teams face, and build teamwork expertise. Significant time is spent exploring interpersonal processes, conflict resolution, and the many characteristics that influence the effectiveness of a team. This course also gives students an understanding of team diversity, the differences between individual members that can exist in various areas such as age, nationality, religious background, functional background or task skills, sexual orientation, political preferences, and communication and decision-making styles, among others. *Meets the General Education Requirement: Social Science.*

## MGMT 214, Project Management, 3 Units

This course introduces the basic principles of modern project management (PM), including project initiating, planning, execution, monitoring, and closing, with a focus on the development of PM knowledge areas as defined by the Project Management Body of Knowledge. Students learn how to use Microsoft Project Professional and related software tools for managing and controlling the project life cycle. Course material helps students prepare for the Project Management Professional certification exam. *Meets the General Education Requirement: Integrative and Applied Learning.*

## MGMT 335, Real Estate Management, 3 Units

This course offers an introduction to real estate principles and practices, essential real estate law, practices incidental to ownership, real estate brokerage, and property evaluation.

## MGMT 350, Business Management Internship, 3 Units

This course gives students the opportunity to apply their knowledge of principle and theory, and practice their skills and abilities, in an actual business setting through an internship. Course format is similar to that of an independent study, combining in-class meetings, online lesson plans, and real-life work experience. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Completion of 60 units, and instructor consent.

## MGMT 410, Production Management, 3 Units

This course focuses on decision making and allocation control regarding personnel, materials, and machine utilization in a manufacturing environment. Course material addresses handling and control of materials, inventory, purchasing, and quality control, and students also learn about setting standards and developing skills in estimating, forecasting, and scheduling.
**Prerequisite:** MGMT 210

## MGMT 440, Business Process Management, 3 Units

Business processes are the core of organizations, providing service to customers, impacting operations and cost structures, and defining enterprise software requirements. In this course, students explore what business processes are-how they are defined, documented, and managed. The course introduces the role of business architect as the initial developer of an enterprise software solution, and features real-world software tools, since software develops (and demands) a deeper understanding of the complexity and nuances associated with business process management. The course is suitable for all business students, since technology has become such a critical component of business.
**Prerequisite:** BUSI 240

## MGMT 445, Human Resource Management, 3 Units

Students in this course study the human factors in modern business, particularly how they affect and are influenced by labor-management interactions and personnel relations, techniques, and procedures.
**Prerequisite:** MGMT 210

## MGMT 446, Introduction to Organizational Theory and Design, 3 Units

This course introduces students to major perspectives in organizational theory and design and its impact on organizations and management. Course material gives students the fundamental knowledge base for understanding and exploring how organizations function, develop, and modify themselves to reflect the forces and needs of external and internal environments. Students examine organizational theory, which is the sociological study of formal and informal organizational structures such as businesses and bureaucracies and their interrelationship with the environment in which they operate. This course complements the studies of organizational behavior and human resources.
**Prerequisite:** MGMT 210

## MGMT 448, Organizational and Administrative Behavior, 3 Units

Organizational behavior is an interdisciplinary field drawing from psychology, sociology, economics, organization theory, statistics, and other areas. In this course, students gain an understanding of the field and the various research strategies involved as they examine human behavior in organizations, as well as individual, group, and organization-level processes that impact workplace behavior and organizational life. Students are exposed to organizational behavioral science theories and their applications in different management settings and types of organizations, and have an opportunity to engage in experiential and skill-building activities, applying conceptual frameworks in community settings and developing strategies for increasing stakeholder and civic participation. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
**Prerequisite:** MGMT 210

## MGMT 450, Strategic Management, 3 Units

This course focuses on fundamental decisions in the life of a business: What is the business, and what should it be? What are the objectives? How are priorities set? How are strategic, long-range decisions to be handled? To grow or not to grow--and what is the right size for the business? *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** MGMT 210; FIN 300 or FIN 320; MKTG 260; junior standing.

## MGMT 467, Introduction to Organizational Development and Change, 3 Units

This course comprises a broad survey of major topics in organizational development and change, including but not limited to organizational processes, organizational growth, and organizational climates and cultures. Course material covers historical and contemporary theories and methods of introducing change in organizations, leading change, and the ethical issues involved in organizational change. Students examine the complex issues involved in organizational development and change management, along with the strategies and techniques required to effectively lead change in an organization. Students also explore the role of leadership in change and how leaders effect change, and examine a number of organizational issues including the need for change, why organizations change or fail to change, the legal and regulatory issues associated with change, and how change helps organizations become more competitive and profitable.
**Prerequisite:** MGMT 210

## MGMT 501, Managerial Communication, 3 Units

Management, by definition, is achieving results with and through other people. Therefore, all of the technical and analytical skills in the world are useless unless you can communicate- that is, explain, persuade, and collaborate with others either by writing, interacting one-on-one, or presenting to a group. This course is aimed at equipping students with the necessary techniques and skills of research and communication used to inform others, inspire them and enlist their activity and willing cooperation.

## MGMT 502, Developing Management Skills, 3 Units

This course provides an introduction to management skills necessary for the twenty-first century characterized by chaotic, transformational, and rapid-fire change. Scientific evidence demonstrates how management skills are associated with personal and organizational successes. Although management skills are applicable in most areas of your life, this course will focus on work setting management skills to help students improve their own competency in a managerial role.

## MGMT 503, Business Strategy: Theory and Practice, 3 Units

This course provides a review of management as an area of theoretical development as well as a field of practice. It comprises classical management theories and modern approaches to organization and business. Main blocks of the course are functions of management, managerial processes and interaction between organizations and their environment. This course includes elements of organizational behavior. Business cases are used as application of theoretical concepts.

## MGMT 510, Current Issues in Business and Management, 3 Units

This course examines organizational and behavioral problems facing managers. Students develop an awareness of modern concepts, strategies, and techniques that can enhance organizational effectiveness. Among these subjects are organizational design, personal leadership and delegation, communication, conflict management, and interpersonal perception group dynamics.

## MGMT 515, Applied Research and Analysis, 3 Units

Students study research methodology as it relates to needs for research-derived information, with emphasis on the research process in the development of primary and secondary research information, conducting research related to given products or services, and the analysis and evaluation of actual business organizations.

## MGMT 516, High-Performance People Management, 3 Units

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change.

## MGMT 517, Managing Human Capital, 3 Units

Students study the establishment of human resource objectives and requirements in an organization. Emphasis is on executive decision making in dealing with formal employee-employer relationships. Collective bargaining, organization of employees, negotiation, and administration of collective bargaining agreements are covered.
**Prerequisite:** HROD 500 or GNRS 560

## MGMT 521, Organizational Development and Change, 3 Units

Students investigate the emerging field of organizational development (OD) - major theories, basic concepts, and primary intervention strategies. Emphasis is on diagnosing the relationship between an organization's mission and culture, and facilitating planned system-wide changes to improve organizational effectiveness.

## MGMT 529, Ethical Decision Making, 3 Units

This course raises students' moral recognition level, provides them with the apparatus to make moral decisions in a business context, and considers ethical problems in business according to Christian principles. Emphasis is placed on the role of the leader in organizations.

## MGMT 540, Diversity for Strategic Advantage, 3 Units

This course introduces the major goals, principles, and concepts of multiculturalism with particular emphasis on its impact on organizational effectiveness. It explores the cultural, linguistic, and socioeconomic factors influencing the workplace. This course offers concepts to improve learning and working environments and interaction among employees, businesses, and communities.

## MGMT 541, Global Business Management, 3 Units

This course focuses on the environmental and functional differences between U.S. and international business, including exporting, balance payments, strategic planning, organization of multinational firms, international financial planning and cash management, foreign exchange planning, comparative management philosophies, international marketing strategies, incorporation for international operations and external relations of the multinational corporation.

## MGMT 551, Leadership in Organizations, 3 Units

This course introduces current literature and theories of leadership. Leadership within organizational settings is examined. Leadership dilemmas and issues are analyzed (e.g., ethics, decision making, power and authority, conflict management). Emphasis is placed on identifying and enhancing leadership in organizational settings.

## MGMT 561, Managing Teams and Conflict, 3 Units

This course helps the student understand small-group behavior. It uses experience-based methods, cases, reading material, and simulation, and examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

## MGMT 570, Organizational Performance Improvement, 3 Units

This course provides an introduction to fundamental concepts and methods of quality and productivity improvement and examination of the OD professional's role in designing and implementing programs to improve quality of products and services. Particular emphasis is placed on understanding the forces that make quality and productivity critical organizational issues.

## MGMT 577, Global Field Study, 0 Units

This course provides the framework for graduate students to register for and complete a global field study in various countries around the world. During the course, students conduct corporate visits to business firms locally and around the globe to discuss how they apply and practice the business management principles, concepts and theories covered in the graduate curriculum.

## MGMT 578, Strategic Management, 3 Units

Taken in a student's last semester, this course explores how to convert executive vision into definitive plans that can be operationally implemented, and provides opportunity for practice and experimentation in strategy formulation and change management. Students use strategy support systems to transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking. Case- and project-based.

## MGMT 581, Ethical Leadership, 3 Units

This course provides a foundation for two integrative themes: leadership and ethics. Leadership is examined from theoretical and practical perspectives, with an emphasis on servant leadership. An ethical framework for management decision-making is also established and used. Students learn to apply their spiritual gifts, strengths, personality traits, and leadership styles to their leadership contexts.

## MGMT 582, Strategic Management in Not-for-Profit, 3 Units

This course offers a study of the strategic management issues which are unique to government and other not-for-profit organizations. Included are: defining characteristics of different types of not-for-profit organizations; convergence of environmental demands on not-for-profit organizations and business firms; power in not-for-profit organizations; multiple stakeholder and stakeholder power; formulation of legitimacy strategy; and success measurement in not-for-profit organizations.
**Prerequisite:** BUSI 450 or equivalent

## MGMT 583, Global Strategic Management, 3 Units

The course explores the main issues that companies and their managers confront when they 'go global' or 'manage globally'. Students gain both theoretical and practical insight into the management of a global organization to appreciate the opportunities, problems (both worldwide and local), and alternative strategies for globalization or localization.

## MGMT 595, Special Topics in Management, 1-3 Units

This course presents timely and new topics in management. Different material is covered each time the course is offered. The course may be repeated for credit. Some topics require prerequisites, which vary according to the topic.

## MGMT 597, Master's Project in Management, 3 Units

This capstone course involves the implementation and application of management theory. Students participate in a service-learning project for a community-based organization, applying management methodology. Students are expected to complete a master's level research project demonstrating competency in management theory, the individual area of emphasis, as well as faith integration.
**Prerequisite:** MGMT 521; final semester of MAM program

## MKTG 260, Principles of Marketing, 3 Units

Students in this course analyze the movement of goods from producers to consumers, which includes discussion of the channels of distribution, marketing functions, management considerations, and problems in marketing practice. Marketing trends in current economic systems are reviewed.
*Meets the General Education Requirement: Intercultural Competence.*

## MKTG 261, Visual Marketing, 3 Units

This course provides students with a comprehensive overview of the principles and techniques behind visual marketing. Students explore various platforms available to help them effectively reach their target audience through visually engaging methods, and evaluate market trends, use of technology, target audience, and visual communication methods to create a visual marketing strategy. By the end of the course, students are able to identify which approaches are best suited for their projects and how they can use these tools to create compelling visual marketing campaigns.
**Prerequisite:** MKTG 260

## MKTG 262, Consumer Behavior: An Applied Approach, 3 Units

This course involves a comprehensive examination of the nature of markets and the factors influencing market development and change. Students study individual consumer behavior in relation to the buying-selling process, with emphasis on understanding the consumer in order to facilitate the development of an effective marketing strategy. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## MKTG 350, Marketing Internship, 3 Units

This course integrates marketing principles and theory into a working environment related to marketing. Includes research, setting objectives, general marketing decision making, and reflection. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** MKTG 260, completion of 60 units, and instructor consent.

## MKTG 361, Advertising and Integrated Marketing Communications, 3 Units

Students in this course explore how organizations promote ideas, products, or services through strategic connections with consumers on a variety of digital channels. Grounded in advertising, public relations, and communication, course material covers marketing campaigns and practices that have shaped our history, and how modern organizations build value by using branding, storytelling, publicity, medium utilization, and data analytics to create authentic messaging for specific target audiences.
**Prerequisite:** MKTG 260

## MKTG 363, Marketing Research, 3 Units

This course is an overview and practical application of contemporary methods for gathering, analyzing, and preparing market research for use in management decision making. Research methodology includes specific topic areas as the research process, primary and secondary data, qualitative and quantitative research methods, statistical analysis, and utilization of technology.
**Prerequisite:** MKTG 260 and MATH 130

## MKTG 364, Sales and Sales Management, 3 Units

In this course, consideration is given to personal sales strategies and practices, including relationship management, negotiation, consultative selling, and key account management. The sales management function, including recruiting and selecting salespeople, motivation and training, compensation plans and quotas, supervising, sales forecasting and budgeting, salesforce evaluation, and the ethics in selling and sales management is covered.
**Prerequisite:** MKTG 260 or instructor consent

## MKTG 368, Retail Management, 3 Units

Students explore the roles and scope of retailing business, characteristics of retailers and consumers, and strategies for managing operations. Course material emphasizes retailing characteristics and activities, multichannel opportunities, retail communication mix, consumer buying behavior, retail market strategy (including location and site strategy), product mix, store layout, merchandising, competition, pricing, and promotion. This course also introduces students to procurement and supply chain logistics, customer relationship management, operations, and employee management. Students in this course have the opportunity to earn a retail management microcredential.
**Prerequisite:** MKTG 260

## MKTG 369, Global Industrial Marketing, 3 Units

Students learn the marketing of business goods by manufacturers to other businesses, government agencies, and social institutions. The course consists of market analysis, sales forecasting, product strategy, effective use of sales force, and industrial promotional planning and implementation. Extensive quantitative techniques are utilized.
**Prerequisite:** MKTG 262, MKTG 363

## MKTG 373, Global Marketing Management, 3 Units

This course is an overview of international marketing and considers the powerful economic, technological, industrial, political, and demographic forces that are converging to build the foundation of a global marketplace in a dynamic and ever-changing world. Students conduct projects involving international marketing.
**Prerequisite:** MKTG 260 and BUSI 370

## MKTG 376, Strategic Brand Management, 3 Units

This course introduces students to the essential concepts of strategic brand management. It provides an in-depth exploration of how brands are created, positioned, and leveraged for maximum market advantage. Through the perspective of customer-based brand equity, students learn about influencer marketing, digital platform brands, social listening, attribution modeling, and marketing to bicultural consumers. Upon completion of this course, students are able to demonstrate a comprehensive understanding of the principles and techniques used in today's competitive marketing environment.
**Prerequisite:** MKTG 260

## MKTG 378, Contagious Marketing, 3 Units

Students in this course gain a comprehensive understanding of the strategic methods that organizations employ to promote their products, services, or ideas in the digital age. Course material covers various channels used for connecting with consumers, such as advertising, public relations, and other communications. Students explore the historical and current practices of contagious marketing campaigns, focusing on how organizations build value through branding, storytelling, publicity, and medium utilization. By the end of the course, students have a deep understanding of the principles and practices of contagious marketing and are equipped with the skills needed to create effective campaigns.
**Prerequisite:** MKTG 260

## MKTG 465, Strategic Marketing Management, 3 Units

This course offers a strategic approach to the management of the marketing function. As the capstone course for marketing majors, students utilize marketing case analysis to examine and evaluate the entire marketing decision-making process. Course content focuses on the strategic analysis of market opportunities and the development of the marketing mix through project coursework.
**Prerequisite:** MKTG 262, MKTG 361

## MKTG 466, Digital and Social Media Marketing, 3 Units

Within an organization's strategic and business objectives, digital marketing leverages traditional marketing, utilizing essential digital marketing tools such as online branding, display advertising, social media marketing, and search engine optimization. Content in this course emphasizes the development of digital marketing strategies and programs for an organization, and students have the opportunity to earn an industry-recognized Hootsuite certificate in social media and social media marketing management.
**Prerequisite:** MKTG 260

## MKTG 502, Marketing Principles, 3 Units

This course focuses on understanding marketing management, formulating and implementing marketing strategies, and provides a systematic framework for marketing planning, analysis and evaluation. The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, positioning and targeting.

## MKTG 515, Marketing Research, 3 Units

This course prepares students to approach marketing research from a management perspective. The role of marketing research process, the human side of marketing research, and organizational and ethical issues are discussed. Students utilize comprehensive cases and analysis, along with a marketing research project.
**Prerequisite:** MKTG 527 and BUSI 511

## MKTG 527, Marketing Strategy, 3 Units

This course offers in-depth management, analysis, and decision-making resources related to marketing strategy, including environmental turbulence, competitive analysis, customer and market analysis, product life cycle analysis, and marketing mix management. Course material is primarily case-based.
**Prerequisite:** ACCT 512 and FIN 513

## MKTG 545, International Marketing, 3 Units

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.

## MKTG 565, Integrated Marketing Communications, 3 Units

In this course, the marketing communication function is introduced and analyzed. Topics include advertising theory, planning and measurement, communication theory, the integrated marketing communication (IMC) mix, promotional strategies, public relations and publicity, consumer education, collateral materials planning, and promotional ethics.

## MKTG 580, Strategic Digital Marketing, 3 Units

This course discusses the differences between E-commerce and E-business in relation to the firm, emphasizing the correlation between business, technology, and society. An advanced marketing course, it builds on the firm's business model, which guides its traditional and dynamic online marketing presence. Emphasis is placed on the importance of the Christian worldview and community citizenship, and on developing a positive long-term relationship with customers and stakeholders, thereby creating a distinct competitive advantage for the firm. Student projects integrate learning activities with business organizations.

## OPSY 501, Introduction to Organizational Psychology, 3 Units

This course is an introduction to the field of industrial/organizational (I/O) psychology, providing an overview of the fundamentals and the various subfields of the discipline. Special consideration is given to topics that integrate the application of psychology to organizational environments. Coursework covers the history of I/O psychology, offers a comparative review of topics within industrial psychology and organizational psychology, and helps students gain a fundamental understanding of employee selection, training, motivation, job satisfaction, communication, group behavior, and stress management. The course also includes a review of the organizational psychology literature as well as ethics guidelines and professional standards governing the practice of organizational psychology.
**Prerequisite:** Acceptance into the MS in Organizational Psychology program

## OPSY 502, Organizational Ethics, 3 Units

Students in this course examine psychological phenomena that help explain why people who want to act ethically in organizations often do not act in accordance with their values. Course material also helps students understand how cognition, affect, and behavior interact, so they can better navigate ethically challenging situations. Ethical issues in organizational contexts are examined in light of biblical values and the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.
**Prerequisite:** Acceptance into the MS in Organizational Psychology program

## OPSY 503, Group and Organizational Behavior, 3 Units

This course offers a behavioral science approach to organizational life and enables students to investigate the effective functioning of individuals and groups within organizational settings. Emphasis is on the psychology of teams, team dysfunction, group conflict, and organizational culture. This course applies theoretical concepts to challenges such as team dynamics, conflict, decision making, and organizational behavior patterns.
**Prerequisite:** Acceptance into the M.S. in Organizational Psychology program; successful completion of OPSY 501 is recommended.

## OPSY 505, Individual and Team Assessment, 3 Units

Students receive instruction and training in individual assessment techniques for vocational and business applications, including pre- and postemployment assessment for selection, onboarding training, advancement, developmental or remedial coaching, and succession planning. Students are introduced to qualitative and quantitative assessment methods as key tools for leadership assessment; learn the importance of assessment in organizational and leadership dynamics; and gain competency in the use of several key assessment methods and instruments and learn to apply these instruments to leadership development within work team environments. Students are also introduced to job analyses and use measurement tools relevant for assessing occupational interests, abilities, competency modeling, and work-related personality constructs. Students also complete several individual assessments as part of the experiential, outside-of-class portion of the course.

**Prerequisite:** Acceptance into the MS in Organizational Psychology program

## OPSY 510, Organizational Assessment and Interventions, 3 Units

This course introduces interventional strategies that correspond to the primary issues related to organizational life: change management, organizational culture, and leadership and team dynamics. Students gain competency in focusing on these critical areas of assessment and intervention: qualitative method, conducting needs analysis, proposing consultation projects, and employee assistance programs. Students also become familiar with research methodologies related to existing programs and successful programs within companies.

## OPSY 515, Coaching Techniques and Application, 3 Units

Students in this course examine theories and practices within the fields of psychology, organizational behavior, business, and other relevant fields as they relate to the practice of executive coaching. They also explore coaching competencies, professional ethics, and models of executive coaching, and are introduced to a repertoire of basic coaching skills applicable to most executive coaching situations (e.g., self-awareness, empathy, listening, questioning, giving and receiving feedback, confrontation, limit setting, demonstrating leadership, etc.).

## OPSY 520, Consultative Applications of Organizational Psychology, 3 Units

This course covers the applied aspects of organizational psychology, providing an overview of the consulting process as it relates to external and internal consultation in industry. Students are introduced to the theoretical and practical aspects of providing organizational consultation, with special consideration given to topics that integrate the competencies needed for applying psychology to organizational environments. Coursework provides an overview of organizational consulting models and frameworks, and focuses on the fundamental steps in the consulting process that lead to high-impact outcomes. The course also includes a review of the organizational psychology literature, as well as ethics guidelines and professional standards governing the practice of organizational psychology.

## OPSY 534, Organizational Systems: Theories of Change, 3 Units

This course engages the idea of organizational change from a systems perspective and approaches content through analysis of theory, praxis, and story. Practical application is explored in regard to how students can and will be equipped to serve as change agents in internal and external consultant roles. Special attention is given to the specific steps involved in identifying the need for change, engaging internal and external stakeholders in the change process, and implementing desired change initiatives.

## OPSY 542, Organizational Implications of Diversity, 3 Units

This course explores theoretical and practical ideas about diversity in organizations, equipping students to identify and engage individual, societal, and organizational dynamics related to 21st-century workplace diversity and inclusion. Students learn about basic psychological processes - including attitudes toward marginalization, structural inequity, privilege, and prejudice - that affect how members of different social groups perceive and interact with one another in organizational settings. Students also engage critical perspectives on the historical, sociocultural, and psychological factors of organizational diversity, explore the ethical implications of navigating complex organizational cultures, and discuss strategies for fostering and sustaining diversity.

## OPSY 590, Statistics for Research in Organizations, 3 Units

This course introduces students to the basic concepts of statistical ideas and methods, equipping them to carry out common statistical procedures and follow statistical reasoning for research in workplace phenomena. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Emphasis is on the application of fundamental concepts to real-world situations.

**Prerequisite:** Acceptance into the MS in Organizational Psychology program

## OPSY 592, Research Methodology and Survey Applications, 3 Units

Students in this course learn quantitative research techniques of investigation and apply them to psychological activities in organizations. Students also learn principles of survey design. A final project includes developing and administering a psychometrically valid survey for an organization, with students analyzing the data and providing a report of the results.

**Prerequisite:** OPSY 590

## OPSY 595, Introduction to Thesis in Organizational Psychology, 4 Units

This course gives student researchers a directed study focused on preparing a master's thesis in organizational psychology. Students identify a worthy research topic, write a comprehensive literature review, select an appropriate research method, and shape a compelling research proposal.

**Prerequisite:** OPSY 501, OPSY 502, OPSY 503, OPSY 505, OPSY 510, OPSY 515, OPSY 520, OPSY 534, OPSY 542, OPSY 590, OPSY 592, and permission from the department chair.

## OPSY 596, Thesis in Organizational Psychology: Data Collection and Analysis, 4 Units

This course gives student researchers a directed study focused on completing a master's thesis in organizational psychology. Building on the research proposal completed in OPSY 595, students collect and analyze data and present their findings in the form of a completed master's thesis and oral presentation to the thesis committee.

**Prerequisite:** OPSY 595

## PADM 501, Origin of Public Administration, 3 Units

In this introductory course for preservice and midcareer individuals, students learn the theory and practice of public administration. Course material includes an exploration of ethical dilemmas influencing the daily tasks of public administrators, with an emphasis on the core public administration values of accountability, integrity, and leadership and evidence-based decision making for effective and efficient public policy program implementation. Coursework involves textbooks, lectures, discussions, and case studies of application to professional settings to assist managers with problem solving and promote responsive, faithful service that helps vulnerable and diverse populations in our communities.

## PADM 503, The Policy Process, 3 Units

This course offers an in-depth study of the public policy process (analysis, promulgation of statutory laws and administrative rules) and value-based implementation. Public administrators in public, nonprofit, and private organizations must interact with political leaders, administrative staff, and diverse community groups to ensure the implementation of necessary policy programs and services, and that these are accessible to people in need. Coursework involves textbooks, scholarly materials, lectures, discussions, and case assignments.

## PADM 504, Economic and Urban Development, 3 Units

This course prepares students for public-sector organization management. Students learn about community development programs, municipal budgeting and expenditures, grants administration, joint powers agreements, public-private partnerships, nonprofit organizations, fiscal management policies, and county, state, and municipal government economic development programs.

## PADM 505, Public Sector Research Methods, 3 Units

This course is for preservice and midcareer professionals who use research and data as evidence in public administration to advocate for resources, make effective ethical leadership decisions, and implement and evaluate programs. The importance of research in the policy implementation process and in programs run by public and nonprofit managers is examined.

**Prerequisite:** MGMT 516, PADM 501, PADM 503, and PADM 504.

## PADM 510, U.S. Healthcare System, 3 Units

Students in this course examine the American healthcare system, which supports individuals and families regardless of their ability to pay. Students discuss public health systems and federal, state, county, and municipal government systems management, and explore alternatives and improvements to current health administrations while reflecting on their faith traditions as they apply to advancing healthcare practice. This course also provides an overview into the publicly funded California healthcare system, one of the largest and most diverse systems in the United States. This system comprises only 6 percent of the state's hospitals but provides more than 40 percent of hospital care to the uninsured.

## PADM 512, Healthcare Administration, 3 Units

This course covers the foundations of healthcare administration in the United States, introducing students to the structure and function of the healthcare system. Topics include theory and models of healthcare administration, public policy impacts and scarcity, partnerships and achieving equality in healthcare governance at the national, state, and local levels, community environments, and critical issues in health services. Students explore Christian faith-based alternatives for alleviating healthcare burdens, and conduct a community health system analysis.

**Prerequisite:** Admitted to MPA or M.S. in Healthcare Administration program, Nursing, MBA/MBM Program or permission of MPA director.

## PADM 513, Community Health and the Built Environment, 3 Units

The course provides a foundation for administering health and well-being in state and local communities. Students integrate knowledge-based competencies from multidisciplinary research (CAHME, APHA, public policy studies) and apply best practices to assess and suggest policies that can reduce healthcare problems in vulnerable communities. Topics covered include ideas for building healthy environments, demographics of infectious diseases and essential skills for future healthcare professionals. Students conduct a community healthcare system analysis that integrate case studies, audiovisuals, discussions, team assignments and faith-based alternatives to alleviate healthcare burdens.

**Prerequisite:** Admitted to MPA or MS in Healthcare Administration program, Nursing, MBA/MBM Program or permission of MPA director.

## PADM 600A, Community Engagement, 3 Units

This course and PADM 600B Public Administration Capstone are the final courses in the Master of Public Administration (MPA) program. Students in this course participate in activities in diverse communities, identifying trends and issues facing public leaders and thereby enhancing student practice. In consultation with the MPA program director, students participate in fieldwork experiences, learning to apply faith-based principles, theories, and problem-solving strategies in public, nonprofit, and joint-venture partnerships, which also benefits community partners.

**Prerequisite:** Second-year good standing in the MPA program.

# PADM 600B, Public Administration Capstone, 3 Units

The capstone comes at the conclusion of the MPA program and requires application of new knowledge to solve real-world problems. Students demonstrate mastery of foundational management and policy implementation materials and integrate ethical and moral standards, as well as professional experiences, that are at the core of the MPA program. With guidance from the program director and the course instructor, students work with a community partner or client (fieldwork course PADM 600A) to produce a project paper that represents careful planning, research, and fulfillment of course deliverables. Successful completion of PADM 600A and PADM 600B is required for the MPA degree.
**Prerequisite:** Second-year good standing in the MPA program.

# PRBA 110, Business and Entrepreneurship, 3 Units

This course introduces students to the role of business in society and the impact of the social environment on the firm. It acquaints students with the basic functional areas of business, including management, human resources, marketing, finance, and production. Students produce a comprehensive business plan incorporating the functions of business and examining the effect of the business on society. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

# PRBA 111, Business Statistics, 3 Units

Students in this course learn basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for the business context. Among the topics covered are differentiation, population, sample, descriptive statistics, variation and skewness, exploratory data analysis with visuals, probability, random variable, sampling distribution, central limit theorem, discrete distributions (binomial, Poisson), continuous distributions (normal, t, exponential, chi-square), confidence interval estimation, hypothesis testing, correlation, regression, and the analysis of variance (ANOVA), to be applied in real-world business situations. *Meets the General Education Requirement: Quantitative Literacy (Math).*
**Prerequisite:** MATH 90 or an appropriate score on the APU mathematics placement assessment.

# PRBA 120, Principles of Accounting I, 3 Units

This course introduces the financial accounting model and application of fundamental accounting principles. The corporate form of business serves as the primary model to demonstrate accounting principles for cash, accounts receivable, inventories, operational assets, liabilities and stockholders' equity.

# PRBA 121, Principles of Accounting II, 3 Units

This course introduces basic managerial accounting concepts and emphasizes the use of accounting data in decision making. Topics covered include cost accumulation models, cost behavior, break-even analysis, variable costing, budgeting, differential analysis, product pricing, capital expenditure analysis, and financial statement analysis.
**Prerequisite:** PRBA 120

# PRBA 125, Business Communications, 3 Units

Students in this course explore current communication technologies and strategies in the modern marketplace to create and deliver audience-focused informative and persuasive messages using credible research, impactful visuals, and professional vocal and physical techniques delivered orally. Students are given scenario-based challenges often encountered in organizational settings and business situations, to help them determine the extent of information needed when communicating with key stakeholders, researching and utilizing credible support materials ethically, organizing information logically, and delivering messages through professional presentations using appropriate visual aids, graphics, posture, gesture, eye contact, and vocal expressiveness. *Meets the General Education Requirement: Oral Communication.*

# PRBA 200, Survey of Economics, 3 Units

This course covers the concepts and tools of economic analysis for microeconomics and macroeconomics. Students study the basics of interactions between firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy. Students also study the fundamentals of national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies. *Meets the General Education Requirement: Social Science.*

# PRBA 210, Principles of Management, 3 Units

Elements of planning, organizing, leading, and control are covered. Particular emphasis is given to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

# PRBA 211, Organizational Leadership, 3 Units

This course covers contemporary theories, principles, and practices of leadership within the context of managing businesses and organizations, introducing leadership topics such as change management, leadership development, and organizational communication. Students also explore the emerging concept of followership and the role it plays in organizational failures and successes. Significant attention is given to students' personal assessment and evaluation of their personality, strengths, leadership styles, and work, in order to establish a leadership and management identity. *Meets the General Education Requirement: Social Science.*

## PRBA 212, Managing Diverse Teams and Groups, 3 Units

This course covers essential theories and concepts for analyzing, understanding, and managing various groups and teams in the workplace. Students examine the components that comprise teams, develop skills in diagnosing opportunities and threats that teams face, and build teamwork expertise. Significant time is spent exploring interpersonal processes, conflict resolution, and the many characteristics that influence the effectiveness of a team. This course also gives students an understanding of team diversity - the differences that can exist between individual members, in various areas such as age, nationality, religious background, functional background or task skills, sexual orientation, political preferences, and communication and decision-making styles, among others. *Meets the General Education Requirement: Social Science.*
**Prerequisite:** PRBA 210

## PRBA 213, Negotiation Strategies and Skills, 3 Units

Students in this course learn the basics of negotiation, then research and explore additional techniques that help them establish alternative criteria to expand and build upon their bargaining style. Each student is assessed on negotiating style, role playing, principled negotiation, and information gathering. Emphasis is on topics related to negotiations in a business context.

## PRBA 240, Introduction to Information Systems and Business Applications, 3 Units

This course covers the fundamentals of business information systems, methods, equipment, processes, computer characteristics, and concepts. Students also examine the ethical use of information, information systems, and business applications, and learn to use business applications Formstack, QuickBooks, and Salesforce, with opportunities to earn an Expert Badge in Formstack and ProAdvisor Badge in QuickBooks.

## PRBA 244, Data Analytics, Spreadsheets, and Data Visualization, 3 Units

Integrating knowledge gained in PRBA 240, students gain hands-on experience in analyzing, managing, and reporting data in the business world, and use advanced statistical tools to frame business decisions for operations, finance, forecasting, etc. Students learn data applications of Microsoft Excel, Data Studio, and Tableau, and also have the opportunity to earn an Expert Badge in Excel.
**Prerequisite:** PRBA 240

## PRBA 250, Principles of Macroeconomics, 3 Units

This course introduces concepts and tools of economic analysis for macroeconomics. Students study national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies. *Meets the General Education Requirement: Social Science.*
**Prerequisite:** C- or better in PRMA 110 or 60 or higher on ALEKS math placement assessment.

## PRBA 251, Principles of Microeconomics, 3 Units

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Students study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy.
**Prerequisite:** C- or better in PRMA 110

## PRBA 260, Marketing Principles, 3 Units

This course provides an introduction to the theory and practical application of marketing principles by examining concepts related to understanding, reaching, and responding to customers.

## PRBA 296, Business Law, 3 Units

The course introduces the laws affecting business transactions. Included is an overview of the legal system as it relates to business and in-depth study of contracts, sales and commercial transactions, and secured transactions.

## PRBA 300, Business Finance for Managers, 3 Units

This course provides an introduction to concepts and tools of business finance for managers. Students study financial statements and their interpretation, business performance measures, the management of cash and the short term financial needs of the organization, and how to make good capital budgeting decisions.
**Prerequisite:** PRBA 120, BBA Majors only

## PRBA 305, Operations Management, 3 Units

In this course, students learn about operations and productivity, operations strategy in a global environment, project management, forecasting, design of goods and services, quality management, process strategy, location strategies, layout strategies, job design and work management, supply chain management, inventory management, aggregate planning, materials requirements planning, scheduling, lean operations, and maintenance and reliability.

## PRBA 313, Introduction to Supply Chain Management and Logistics, 3 Units

This course covers the formulation and implementation of logistics and supply chain strategy for competitive advantage, including analysis of logistics capabilities, enhancement of strategy-supportive capabilities, and integration with strategically chosen supply chain partners.
**Prerequisite:** PRBA 305

## PRBA 314, Supply Chain Sourcing [Proposed], 3 Units

This course introduces students to supply chain sourcing. Students learn how to build and manage supply chains including leveraging supply chains to ensure a steady flow of inputs and supplies to the organization. Course projects include managing supply chains, building alternatives for resilience, and strategic sourcing and procurement.

## PRBA 315, Business System Analytics, 3 Units

This course introduces fundamental concepts and methods of business analysis (or analytics) and examines the role of managers in qualitative and quantitative analysis designed to foster efficient and effective operations of an organization. Emphasis is on understanding the tools and techniques needed for a successful manager in a global organization in the 21st century.

## PRBA 317, Quality Management, 3 Units

This course introduces fundamental concepts and methods of quality management and productivity improvement, and examines the role of managers in designing and implementing programs to improve quality of products and services. Emphasis is on understanding the forces that make quality and productivity critical organizational issues. Student ability to implement quality-management tools, techniques, and processes is demonstrated.

## PRBA 320, Intermediate Accounting I, 3 Units

This course offers an intensive study of the accounting theory and principles underlying financial accounting. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process, including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. This course begins with a review of the accounting model and covers accounting theory as it relates to revenue recognition, current assets including cash, accounts receivable, inventories, and current liabilities.
**Prerequisite:** PRBA 121

## PRBA 321, Intermediate Accounting II, 3 Units

This course offers an intensive study of the accounting theory and principles underlying financial accounting. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process, including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. This course begins with a review of the accounting model and covers accounting theory as it relates to current assets including cash, accounts receivable, inventories, and current liabilities.
**Prerequisite:** PRBA 320

## PRBA 361, Integrated Marketing Communications, 3 Units

Students explore the variety of strategic approaches organizations use in the digital age to connect with consumers and promote ideas, products, or services. Grounded in advertising and public relations communication, course material covers marketing campaigns and practices that have shaped our history, and how today's organizations build value by using branding, storytelling, publicity, medium utilization, and data analytics to create authentic messaging for specific target audiences. Students in this course will have the opportunity to earn an Integrated Marketing Communication Expertise micro-credential badge.
**Prerequisite:** PRBA 260 or MKTG 260, or approval of department chair

## PRBA 364, Sales and Sales Management, 3 Units

In this course, consideration is given to personal sales strategies and practices, including relationship management, negotiation, consultative selling, and key account management. The sales management function, including recruiting and selecting salespeople, motivation and training, compensation plans and quotas, supervising, sales forecasting and budgeting, salesforce evaluation, and the ethics in selling and sales management is covered.
**Prerequisite:** PRBA 260 or instructor consent

## PRBA 368, Retail Management, 3 Units

Students explore the roles and scope of retailing business, characteristics of retailers and consumers, and strategies for managing operations. Course material emphasizes retailing characteristics and activities, multichannel opportunities, retail communication mix, consumer buying behavior, retail market strategy (including location and site strategy), product mix, store layout, merchandising, competition, pricing, and promotion. This course also introduces students to procurement and supply chain logistics, customer relationship management, operations, and employee management. Students in this course have the opportunity to earn a retail management microcredential.
**Prerequisite:** PRBA 260

## PRBA 370, International Business, 3 Units

This course presents a survey of issues in international business, with focus on managing in an international environment, understanding the global monetary system, and developing an international perspective on business operations including production, marketing, finance, and human resources.
*Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** PRBA 210

## PRBA 445, Human Resource Management, 3 Units

Students study the human factors in modern business as they are influenced by and effect labor-management interactions, personnel relations, techniques, and procedures.
**Prerequisite:** Acceptance into the School of Business and Management.

### PRBA 448, Organization and Administrative Behavior, 3 Units

Organizational behavior is an interdisciplinary field drawing from psychology, sociology, economics, organization theory, statistics, and other areas. In this course, students gain an understanding of the field and the various research strategies involved as they examine human behavior in organizations, as well as individual, group, and organization-level processes that impact workplace behavior and organizational life. Students are exposed to organizational behavioral science theories and their applications in different management settings and types of organizations, and have an opportunity to engage in experiential and skill-building activities, apply conceptual frameworks in community settings, and develop strategies for increasing stakeholder and civic participation. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
**Prerequisite:** PRBA 210

### PRBA 450, Strategic Management, 3 Units

This course focuses on fundamental decisions in the life of a business: What is the business, and what should it be? What are the objectives? How are priorities set? How are strategic, long-range decisions to be handled? To grow or not to grow-and what is the right size for the business? *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** PRBA 210, PRBA 300, and Senior Status.

### PRBA 466, Digital Marketing, 3 Units

This course helps students understand the latest concepts in digital marketing to apply to organizations. Upon completion of the course, students earn two certifications from Hootsuite, a global leader in social media management - Social Media Marketing and Fundamentals (Analytics) - and students' names are added to a global database of certified specialists.
**Prerequisite:** PRBA 260

### PRBA 495, Writing 3: Business Ethics, 3 Units

This course focuses on the integration of Christian faith, ethical issues, and professional concerns that confront business professionals in the workplace, with particular regard to leadership and transitions. Students in this course explore biblical and moral principles as related to real-life case studies, and have the opportunity to complete in-depth study in a business-related area to further prepare them as effective participants and leaders in the workplace. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** PRWR 261 and senior Standing

### PRBA 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed, by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

### WEB 571, Web Site Design and Development, 3 Units

This course examines fundamental principles of website design, emphasizing considerations of functionality, information architecture, and usability. The course also introduces the students to prototyping tools used to develop and communicate website designs.

### WEB 572, Emergent Information Technologies, 3 Units

This course involves the study of technological change, especially the effects of technological change on society and commerce and how these changes and effects transpire. The course also entails a study of key technologies that are having, or may have, significant effects on society and commerce.

### WEB 573, Relational Database Technology, 3 Units

This course presents the relational database model and explains a process for relational database design, and covers the fundamentals of relational database creation and maintenance. It also explains the use of an application development environment, such as Allaire's Cold Fusion, to develop Web database applications.

### WEB 575, Internet Business and Strategic Management, 3 Units

This course describes how the Internet has created demand for e-business, and how this new economic and technological shift has transformed the way in which business models are created. Major trends driving e-business are identified. E-business application architecture is reviewed. The importance of creating a customer relationship management (CRM) is emphasized. The significance of strategic management is paramount to a sustainable competitive advantage, where enterprise resource planning is being utilized. In this quickly changing environment, knowledge management becomes important to integrate technologies and solutions for organizations. Clarifying strategic objectives with the process improvement, strategic improvement, and business transformation are considered, along with elements of tactical execution options and e-project management.

# Department of Business and Entrepreneurship

The Department of Business and Entrepreneurship is home to numerous undergraduate and graduate programs featuring expert faculty-mentors who help students become ethical experts capable of navigating the ever-changing business landscape.

# Programs

## Majors

- Business Analytics (BS) (p. 814)
- Business: Economics (BS) (p. 816)
- Business: Entrepreneurship (BS) (p. 817)
- Business: International Business (BS) (p. 819)
- Business Management (BA) (p. 808)
- Human Resources and Organization Development (BA) (p. 810)

## Minors

- Minor in Business Analytics (p. 832)
- Minor in Business Management (p. 833)
- Minor in Economics (p. 834)
- Minor in Entrepreneurship (p. 835)
- Minor in Foundations of Business (MBA Preparation) (p. 837)
- Minor in Foundations of Management (MBM Preparation) (p. 837)
- Minor in Human Resources (p. 838)
- Minor in International Business (p. 839)

## Master's

- Master of Business Administration (MBA) (p. 825)
- Master of Business Management (MBM) (p. 828)

## Professional

- Bachelor of Business Administration (BBA) (Bachelor's Completion Program) (p. 812)
- Minor in Business Administration (Professional) (p. 831)

## Certificates

- Certificate in Change Strategies for Consulting (p. 821)
- Certificate in Data Analysis and Visualization (p. 821)
- Certificate in Foundations of Human Resources (p. 822)
- Certificate in Government Budgeting (p. 823)
- Certificate in Leadership Development (p. 823)
- Certificate in Project Management (p. 824)
- Certificate in Supply Chain and Logistics (p. 824)

# Courses

## BUSI 100, Personal Finance, 3 Units

This course covers financial challenges that our society faces, the impact that they have on our society, and personal and social responsibilities related to these issues. In addition, the course offers students power over financial resources, freedom to give generously, insight for better citizenship, and civic engagement opportunities. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## BUSI 109, Business Mathematics, 3 Units

Students in this course learn the basic concepts and practices of business mathematics, including business algebra, business calculus, and statistics. Topics include differentiation and statistics such as population and sample, descriptive statistics, variation and skewness, exploratory data analysis with visuals, probability, random variable, sampling distribution, central limit theorem, discrete distributions (binomial, Poisson), continuous distributions (normal, t, exponential, chi-square), confidence interval estimation, hypothesis testing, correlation, regression, and the analysis of variance (ANOVA) for business students.
**Prerequisite:** MATH 90 or an appropriate score on the APU mathematics placement assessment.

## BUSI 110, Business and Entrepreneurship, 3 Units

Students in this course learn about the role of business in society and the impact of the social environment on the firm, and become acquainted with the basic functional areas of business, including management, human resources, marketing, finance, and production. Students produce a comprehensive business plan incorporating the functions of business and examining the effect of the business on society. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## BUSI 111, Business Statistics, 3 Units

Students in this course learn basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for the business context. Among the topics covered are differentiation, population, sample, descriptive statistics, variation and skewness, exploratory data analysis with visuals, probability, random variable, sampling distribution, central limit theorem, discrete distributions (binomial, Poisson), continuous distributions (normal, t, exponential, chi-square), confidence interval estimation, hypothesis testing, correlation, regression, and the analysis of variance (ANOVA), to be applied in real-world business situations. *Meets the General Education Requirement: Quantitative Literacy (Math).*
**Prerequisite:** MATH 90 or an appropriate score on the APU mathematics placement assessment.

## BUSI 120, Business Communications, 3 Units

Students in this course explore current communication technologies and strategies in the modern marketplace to create and deliver audience-focused informative and persuasive messages using credible research, impactful visuals, and professional vocal and physical techniques delivered orally. Students are given scenario-based challenges often encountered in organizational settings and business situations, to help them determine the extent of information needed when communicating with key stakeholders, researching and utilizing credible support materials ethically, organizing information logically, and delivering messages through professional presentations using appropriate visual aids, graphics, posture, gesture, eye contact, and vocal expressiveness. *Meets the General Education Requirement: Oral Communication.*

## BUSI 213, Negotiation Strategies and Skills, 3 Units

Students in this course learn the basics of negotiation, then research and explore additional techniques that help them establish alternative criteria to expand and build upon their bargaining style. Each student is assessed on negotiating style, role playing, principled negotiation, and information gathering. Emphasis is on topics related to negotiations in a business context.

## BUSI 240, Introduction to Information Systems and Business Applications, 3 Units

This course offers the fundamentals of business information systems, methods, equipment, processes, computer characteristics, and concepts. Students also examine the ethical use of information, information systems, and business applications. The business applications of Formstack, QuickBooks, and Salesforce are taught with opportunities to earn an Expert Badge in Formstack and Competency Badge in QuickBooks.

## BUSI 244, Data Analytics, Spreadsheets, and Data Visualization, 3 Units

Integrating knowledge gained in BUSI 240, students gain hands-on experience in analyzing, managing, and reporting data in the business world, and use advanced statistical tools to frame business decisions for operations, finance, forecasting, etc. Students learn data applications of Microsoft Excel, Data Studio, and Tableau, and also have the opportunity to earn an Expert Badge in Excel.
**Prerequisite:** BUSI 240

## BUSI 246, Foundations of Business Analytics, 3 Units

Students in this course gain a basic understanding of data analytics to solve business problems. Students learn introductory use of Python, in an integrated environment.
**Prerequisite:** BUSI 111 or instructor's permission

## BUSI 296, Business Law, 3 Units

The course introduces the laws affecting business transactions. Included is an overview of the legal system as it relates to business and in-depth study of contracts, sales and commercial transactions, and secured transactions.

## BUSI 311, Quantitative Analysis for Management, 3 Units

This course comprises an overview of quantitative methods used to make data-driven decisions in business. Management tools include statistical analysis, simulation, and linear programming. The application of quantitative methods in project management, inventory management, time series forecasting, and data visualization is explored. Student evaluation is based on participation, assignment completion, exams, and a group project. This course prepares students to enter a changing business climate that requires knowledge of how to analyze data and create reports that help senior management make informed business decisions.
**Prerequisite:** BUSI 111

## BUSI 314, Big Data Analytics for Business, 3 Units

This course introduces students to the evolving domain of data science and business analytics, helping them understand the processes and tools for analyzing big data and discovering new information to support managerial decision-making. Students solve problems across all areas of business with descriptive, diagnostic, predictive, and prescriptive analytics. Main topics include a robust study of basic statistics, data visualization, exploratory data analysis, linear regression, logistic regression, ridge regression, classification, clustering, decision tree analysis, text analytics, and more. These skills are foundational for anyone interested in a career in big data analytics/data science, and they are beneficial for every manager in today's data-rich economy.
**Prerequisite:** BUSI 111 or instructor's permission

## BUSI 350, Business Internship, 3 Units

This course gives students the opportunity for practical application of principle and theory in an actual business setting through an internship. Students learn to set objectives and measure performance against those objectives in the business setting through a structured reporting process with the instructor. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Completion of 60 units and instructor's permission.

## BUSI 370, International Business, 3 Units

This course presents a survey of issues in international business, with a focus on managing in an international environment, understanding the global monetary system, and developing an international perspective on business operations including production, marketing, finance, and human resources. *Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** MGMT 210

## BUSI 405, Business Report Writing, 3 Units

Students practice writing clear, well-organized, effective formal and informal reports. Evaluation and preparation of business reports, utilizing business research methods and communication techniques are emphasized. Management of data and the use of graphics also are included.

## BUSI 414, Application of Business Analytics, 3 Units

This course gives students opportunities for practical application of advanced analytics tools and techniques to real-world problems to help business professionals make data-driven decisions. Students learn to manipulate real-world big data sets, develop the most appropriate models, evaluate AI/ML-based models, and create technical reports that describe their findings. Main topics include data wrangling, advanced data exploration methods, advanced data visualization techniques, linear/logistic/polynomial regression models, classification, decision trees, clustering, neural networks, text mining, financial technology, and more. This class is accessible for students who do not have good math/statistics foundations and technical backgrounds; no coding skills or experience required.
**Prerequisite:** BUSI 111 or instructor consent, BUSI 244, BUSI 314

## BUSI 430, Money and Banking, 3 Units

This course includes a study of monetary theories and banking principles, with special reference to contemporary developments in money and banking in the United States, the Federal Reserve System, and financial investment.
**Prerequisite:** ACCT 121, ECON 250, and ECON 251

## BUSI 495, Writing 3: Business Ethics, 3 Units

This course focuses on the integration of Christian faith, ethical issues, and professional concerns that confront business professionals in the workplace. Students explore biblical and moral principles for ethical analysis and reflection, and utilize the case method to research and write managerial responses to current ethical dilemmas in the workplace. This course fulfills the General Education Writing 3 requirement and is recommended for all business majors. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2

## BUSI 496, Senior Seminar: Business Ethics, 3 Units

This course focuses on the integration of Christian faith, ethical issues and professional concerns, which confront business professionals in the workplace with particular concern for leadership and transitions. The course will explore biblical and moral principles as related to real life case studies. In addition, the course offers the student the opportunity to complete in-depth study in a business related area to further prepare them as effective participants and leaders in the workplace. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Senior standing and upper-division writing intensive course, majority of God's Word and the Christian Response

## BUSI 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## BUSI 511, Big Data and Business Analytics, 3 Units

This course helps students understand the tools and processes for analyzing big data and discovering new information to support managerial decision making. Students solve problems across all areas of business with descriptive, diagnostic, predictive, and prescriptive analytics. Main topics include data preprocessing with database/SQL; descriptive analytics; exploratory data analysis and data visualization; diagnostic analytics such as linear regression and logistic regression; predictive analytics; and prescriptive analytics. Students also have an opportunity to earn a badge in business analytics.

## BUSI 513, Introduction to Supply Chain Management and Logistics, 3 Units

This course covers the formulation and implementation of logistics and supply chain strategy for competitive advantage, including analysis of logistics capabilities, enhancement of strategy-supportive capabilities, and integration with strategically chosen supply chain partners.

## BUSI 514, Operations Management, 3 Units

Different business strategies require different processes, and each strategy utilizes unique capabilities to gain competitive advantage. Students in this case-based course use a process view of operations to analyze key dimensions such as capacity planning, cycle time management, role of technology, logistics and supply chain management, and quality management. Students also connect to recent developments such as lean or world-class manufacturing, just-in-time operations, time-based competition, and business reengineering.

## BUSI 515, Artificial Intelligence (AI) and Machine Learning (ML) for Business, 3 Units
This course focuses on practical applications of AI/ML tools and techniques to real-world problems to help business professionals with their data-driven decision making. Students learn how to manipulate real-world big datasets, develop most appropriate prediction models, evaluate AI-/ML-based models, and create technical reports that describe their findings. Main topics include advanced data visualization techniques, linear/logistic/polynomial regression models, classification, decision trees, clustering, association rules, neural networks, text mining, financial technology, and more. Students also have an opportunity to earn a badge in business intelligence.

## BUSI 516, Organizational Behavior, 3 Units
This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change through knowledge of competitive decision making, reward system design, team building, strategic negotiation, political dynamics, corporate culture, and strategic organizational design. Case based.

## BUSI 517, Quality Management, 3 Units
This course introduces fundamental concepts and methods of quality management and productivity improvement, and students examine the role of managers in designing and implementing programs to improve the quality of products and services. Emphasis is on understanding the forces that make quality and productivity critical organizational issues. Student ability to implement quality-management tools, techniques, and processes is demonstrated.

## BUSI 519, Research Design and Program Evaluation for Nonprofits, 3 Units
This practical methods course focuses on the available literature and research studies in the public and nonprofit sectors. In addition, it prepares students in such areas as setting research objectives, respondent selection/sample size, questionnaire development, evaluation, and the merits of conducting research in-house versus using an outside consultant or research firm. The course also covers qualitative research techniques, including depth interviews and focus groups. It includes a unit on copy testing (of brochures, direct mail, print, and video) to evaluate message communication before or after production.

## BUSI 522, Private Enterprise and Public Policy, 3 Units
This course provides an introduction to political economy, the role of government in a mixed economy, business-government relations, the public policy process, regulation of business, corporate political activity, and the creation of businesses to capitalize on opportunities driven by legislative or regulatory action. Case based.

## BUSI 523, Manufacturing Operations, 3 Units
This course provides an understanding of the concepts, methodologies, and applications of production operations management. Focus is on analysis and study of production methods and procedures available to line and staff management in various-sized U.S. and global business operations. Significant attention is given to decision-making processes appropriate for manufacturing or service organizations, including tactical and operational considerations. Coursework stresses the need and reasons for input, involvement, and interaction of operations personnel with all other disciplines and areas of a business organization.

## BUSI 528, Consulting for Organizations, 3 Units
This course provides an overview of the consulting and advisory process as it relates to external and internal consultation in industry. The course focuses on various aspects of the consulting process life cycle such as gaining and retaining clients, developing proposals and engagement letters, defining client needs and diagnosing problems, utilizing effective data collection and analysis methodologies, documenting information gathered, developing solutions, presenting recommendations, and managing project requirements. Several types of consulting services and related issues are addressed. Students gain experience in basic consulting skills by completing a real-life consulting project and presenting their findings orally and in writing.
**Prerequisite:** MGMT 521

## BUSI 530, Capstone Project: Entrepreneurial Emphasis, 3 Units
The project integrates the learning experience with a plan for development and implementation of a new, untried venture. The completed project describes the product or service offered, including necessary financing, proposed staffing, market size and niche, and the timetable associated with each element. Oral defense before a faculty panel completes the experience.

## BUSI 532, Ethical Issues in Nonprofit Management, 3 Units
Following introductory class sessions on moral philosophy and democratic capitalism, students explore a variety of issues/decisions confronting leaders/managers. Case study situations include such areas as stewardship, truth in advertising, social (behavior change) marketing, marketing research (privacy and confidentiality); corporate responsibility, board/staff relations (accountability), individual responsibility (limits of welfare), and global issues (government corruption, labor practices, etc.).

## BUSI 542, Managing Cultural Differences, 3 Units
Students learn how to identify, analyze, and plan for those elements within the cultural, economic, and political environments of international business that require specialized understanding and strategy for successful management or organized enterprise.

## BUSI 543, International Trade and Finance, 3 Units

Students learn about the financial-monetary-economic environment of international business. Topics include the balance of payments, foreign exchange markets and risk, trade finance, direct foreign investment, capital budgeting in the multinational firm, and the international money and capital markets. Emphasis is placed on decision making with regard to international investment and financing.

## BUSI 548, International Business, 3 Units

This course covers the various strategies businesses use in worldwide operations. Students explore the development of business strategies, the motivations for firms to expand operations globally, organizational challenges, and managerial implications. Students also examine political, economic, and social factors that shape the international business environment. The course focuses on competitive responses to these external pressures and identifies strategic models or approaches. Organizational capabilities, structures, and systems are examined to deliver optimal results. The necessary processes to acquire cross-border knowledge for creating joint ventures and alliances are examined. Finally, the future role of Multi-National Enterprises (MNE's) for the global economy is explored. Case and simulation based.

## BUSI 550, Capstone Project: International Emphasis, 3 Units

Students submit a business plan that summarizes the major areas within international business from organization to quantitative methods. Methodology and underlying theories are presented through an exploration of the present international business environment. Oral defense of the completed project before a faculty panel is required.

## BUSI 551, Situation Analysis and Diagnosis, 3 Units

This course introduces the purpose, methods, and skills of situation analysis and diagnosis in carefully selected case studies. Students benefit from a focused approach to interpreting, understanding, and developing skills to discover appropriate conclusions in differing business environments and situations.

## BUSI 552, Comparative Management, 3 Units

The course enables the international business student to understand how management objectives, goals, practices, and business-government interaction are related to the cultural settings in which they take place. The course includes: analysis of international similarities and differences in managerial functions, structure and process, etc., in light of environmental factors; identification of the impact and results of different management practices; and an inquiry into the "universals" of management.
**Corequisite:** BUSI 551

## BUSI 555, Integrated Decision Making in Nonprofits, 3 Units

This course, taken in the student's final semester, develops the students' ability to understand the decision-making process and execute the steps involved in identifying, evaluating, and implementing an effective business strategy for a nonprofit organization. The purpose is achieved as students identify their organization's mission, primary customers, and specific goals by integrating the functional knowledge acquired in previous nonprofit courses (i.e., management, marketing, finance, research, ethics, etc.) and by developing a comprehensive strategic plan for a new organization, an existing organization, or from the perspective of an organization that wants to review its current offerings. As such, the course also examines factors unique to a nonprofit (e.g., involvement of the board and lay members, government funders, communication with various customer groups, and assuring congruence between organizational mission and the strategic plan).

## BUSI 561, Fund Development: Planning, Implementing, and Evaluation, 3 Units

This course examines the principles and methods of fundraising that respond to one's understanding of what donors, funders, and volunteers value, that is, what inspires their giving and how to develop and nurture these relationships. It uses case studies to demonstrate successful/unsuccessful promotional techniques, including advertising campaigns, direct mail, and special events. It also explores such areas as if/when to use consultants and special forms of planned giving. Finally, the course includes units on philanthropy/corporate giving and foundations, as well as a unit on grant writing.

## BUSI 562, Effective Nonprofit Leadership and Management, 3 Units

This course addresses the questions: What are the characteristics of effective leadership and management? How can one organize for success and evaluate/strengthen the work already done? It explores the fundamental challenges to effective leadership including defining and articulating the organization's mission, identifying and understanding the multiple "customers" served, and identifying and prioritizing the critical managerial tasks that must be successfully executed. As such, it examines the roles of the executive director, the board, staff, and volunteers. Finally, this course introduces students to the Drucker Formulation Self-Assessment Tool for Nonprofit Organizations based on management expert Peter F. Drucker's principles of management.

## BUSI 563, Public Accounting: Legal and Financial Issues in Nonprofit Management, 3 Units

This course introduces the legal and financial issues relevant to managing a 501 (c)(3) nonprofit organization. Issues addressed include organizing the entity, qualifying for and maintaining nonprofit status, fundraising, and nonprofit enterprise. Financial areas covered include the principles of fiscal responsibility for nonprofits as well as cost accounting, budgeting, the presentation of financial statements, proposed development, and in-kind resources.

## BUSI 564, Strategic Marketing for Nonprofits, 3 Units

This course provides an introduction to the field of strategic marketing of nonprofit organizations (e.g., educational institutions, churches, the public and social sectors, health services, and the arts). The course texts, outside readings, videos, case studies, and class exercises focus on understanding three areas of effectiveness: 1) what makes an organization effective or not; 2) how individuals can improve their own effectiveness as managers, staff, or volunteers; and 3) how promotional strategies can be used to enhance the organization's effectiveness.

## BUSI 569, Nonprofits in America: History, Philosophy, and Tradition, 3 Units

This introductory course traces the history, philosophy, and societal role of nonprofits in the United States and how the independent sector today compares organizationally to business and government. As such, it examines the roles of government (at the state and federal levels), religion and churches (including constitutional issues), business (corporate philanthropy), and the rights/responsibilities of individuals (e.g., natural law and contemporary public policy).

## BUSI 576, Business Internship, 3 Units

This course gives students an opportunity to apply educational principles, theory, and disciplinary skills to a position with an organization, either for-profit or not-for-profit. Students are responsible for obtaining employment, and must submit the application for appropriate internship approvals. They also learn to set objectives and measure performance against those objectives in a business or related setting through a structured reporting process with the instructor. Projects and assignments are due throughout the term.
**Prerequisite:** Appropriate employment for internship, completion of 30 units of coursework, and instructor's permission.

## BUSI 577, Global Field Study, 3 Units

This course provides the framework for graduate students to register for and complete a global field study in various countries around the world. During the course, students conduct corporate visits to business firms locally and around the globe to discuss how they apply and practice the business management principles, concepts and theories covered in the graduate curriculum.

## BUSI 581, Strategic Leadership, 2 Units

Students learn to set an organization's strategic direction, align corporate organizational structure to implement strategy, and lead individuals. Students explore the power and strategic importance of their own formation and identity as a leader in creating value, mobilizing resources around opportunities, and influencing others through their corporate role. Class discussions serve as a framework for exploring high-performance impact, corporate culture, reputation, leading strategic change, and leadership theories and styles, with particular attention to servant leadership as an extension of a Christian worldview. Students further explore informal and formal authority and the strategic connection between personal leadership and organizational effectiveness.

## BUSI 583, Integrated Decision Making, 3 Units

Students seek to develop the capability to appreciate and carry out the decision-making processes involved in identifying, evaluating, selecting, and implementing strategy in a company. This purpose is achieved by requiring the student to set goals, analyze business problems, develop a framework for making decisions to reach these goals, integrate the functional knowledge acquired in previous courses, and experience, through computer simulation business cases, the processes and functions performed by executive officers in meeting goals, and coping with an uncertain business environment.

## BUSI 590, Capstone Project, 3 Units

This comprehensive capstone, intended for students with extensive workplace experience, gives students an opportunity to integrate their learning through the formulation of a corporate report providing strategic direction to a national, international, or global business. The completed strategic plan describes the general economic process applied to a business selected by the student: seasonal sales cycle, inflation/recession tendencies, and product life cycle. Emphasis is placed on the development of strategies, economic analysis, and flexibility of strategic alternatives within the plan.
**Prerequisite:** MGMT 578

## BUSI 591, Marketing Strategy for Competitive Advantage, 3 Units

This course concentrates on the strategic issues encountered in marketing, in terms of total corporate and business strategy. Emphasis centers on matching internal strengths with outside opportunities, giving attention to weaknesses of the firm and threats from the environment. The goal is attainment of a sustainable competitive advantage.
**Prerequisite:** MGMT 578

## BUSI 592, Financial Strategy for Competitive Advantage, 3 Units

This seminar stresses the enterprise-wide view of the strategic management of financial resources. Lectures and case studies present the tools and perspective necessary to gain a competitive advantage through financial management.
**Prerequisite:** FIN 513 and MGMT 578

## BUSI 593, Manufacturing Strategy for Competitive Advantage, 3 Units

This course concentrates on the strategic issues encountered in the manufacturing processes. Manufacturing is recognized as an important strategic resource which can provide major competitive strengths for a business. Today's manufacturing managers must look to the future to plan, set objectives, initiate strategy, establish policies, and commit resources. The goal is attainment of a sustainable competitive advantage.
**Prerequisite:** MGMT 578

## BUSI 594, Emerging Trends in Information Technology, 3 Units

This course, intended for students without a background in information technology (IT), surveys current topics in IT and their impact on business, management, organizations, and society. Course topics include business intelligence, cybersecurity, business analytics, social networks, data visualization, agile software development, and business process management. Students develop a sufficient understanding of how organizations can utilize technologies, get hands-on skill development using real-world tools and deliverables, and explore management and organizational issues associated with technological change.

## BUSI 595, Capability Design and Management of Strategic Change, 3 Units

Management capabilities and components, strategic diagnosis, and capability design are addressed. The course introduces state-of-the-art, real-time planning systems, including crisis management. Evaluation of organizational dynamics during discontinuous strategic changes is addressed. Strategic diagnosis and capability design are applied to a successful operation of a corporate firm.

## BUSI 596, Special Topics in Business, 1-3 Units

This course presents timely and new topics in business. Different material is covered each time the course is offered. The course may be repeated for credit. Some topics require prerequisites, which vary according to the topic.

## BUSI 597, Field Experience, 2 Units

This program of study exposes students to the inner workings of several different organizations, research and development, and manufacturing facilities. The commonalities and differences students observe stimulates their thinking with regard to what matters and what works. The course consists of an intensive fieldwork experience as well as assigned readings that focus on firsthand experiences of business leaders. Grading is Pass/Fail.

## BUSI 598, Executive Seminar, 1 Unit

This seminar introduces contemporary issues within business, human resources, and/or organizational development, and their impact on organizational effectiveness. Seminars focus on skill development to improve working environments and interactions among employees, leaders, organizations, and communities. May be taken three times with different topics.

## BUSI 599, Readings in Business, 1-3 Units

Students may enroll in an independent study for unit credit to investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. Such requests must be developed in consultation with a sponsoring faculty member and be approved by the graduate program chair and dean. Unit credit varies depending on the scope of the study plan.

## ECON 200, Survey of Economics, 3 Units

This course covers the concepts and tools of economic analysis for microeconomics and macroeconomics. Students study the basics of interactions between firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy. Students also study the fundamentals of national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies. *Meets the General Education Requirement: Social Science.*

## ECON 250, Principles of Macroeconomics, 3 Units

This course provides an introduction to concepts and tools of economic analysis for macroeconomics. Students study national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies. *Meets the General Education Requirement: Social Science.*

## ECON 251, Principles of Microeconomics, 3 Units

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Students study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy.
**Prerequisite:** C- or better in MATH 110 or MATH 151 or MATH 165, or 60 or higher on the ALEKS math placement assessment.

## ECON 350, Intermediate Macroeconomics, 3 Units

This course covers more complex economic models applicable to the study of such topics as economic growth; the effects of monetary policy on business cycles, prices, and interest rates; government spending and debt; and the macroeconomy with trade.
**Prerequisite:** ECON 200

## ECON 351, Intermediate Microeconomics, 3 Units

Material in this course expands on the concepts and tools of economic analysis. Students explore more in-depth models of interactions in society: consumer choice, firm decisions, perfect and imperfect competition. Issues of uncertainty and strategic interaction are addressed, as well as extensions to multiple markets.
**Prerequisite:** ECON 200

## ECON 355, Environmental Economics, 3 Units

Students in this course apply economic perspectives and analytical tools to the study of environmental problems, focusing on the effects of business activities on the environment and the effects of environmental policy on business.
**Prerequisite:** ECON 200

## ECON 356, Labor Economics, 3 Units

This course covers the allocation of labor in a society among its various possible uses. Students consider the role of markets in allocating this labor, issues of market power, and the role of government policy in accomplishing social objectives. Wage determination, job search, and labor productivity are also discussed.
**Prerequisite:** ECON 251

## ECON 357, Economics of the Developing World, 3 Units

This course introduces students to the economic and social issues confronting the majority of people in the world. Students survey the current conditions of people in the developing world and build ways of understanding the complex issues these people face. Using these tools, students examine economic and financial infrastructure, political conditions, levels and trends in poverty and income distribution, job creation and economic growth, health and education, and environmental conditions, which all affect the state of "development" of a people.
**Prerequisite:** ECON 250 and ECON 251

## ECON 359, Urban and Regional Economics, 3 Units

This course combines the disciplines of economics and geography. Economic interactions among individuals, firms, and governmental units are analyzed geographically by focusing on central cities, suburbs, and outlying regions. Within this urban and regional context, this course places particular emphasis on market forces, land use, transportation, crime, housing, and local government. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
**Prerequisite:** ECON 200

## ECON 371, Comparative Economics, 3 Units

Students are offered an integrated treatment of policy, institutions, business, and international trade theory within the different types of economic systems. The values that societies hold are examined as reasons for why different systems are chosen in different countries. The course studies the economics of both market economies and socialist economies, examining their domestic and international policies toward economic interactions.
**Prerequisite:** ECON 250

## ECON 452, Econometrics, 3 Units

This course introduces students to econometric analysis to better understand the economic environment. Cross-sectional regression analysis and time series methods are covered, and serial correlation and heteroskedasticity are addressed. Panel data methods are introduced, as well as such topics as instrumental variables and simultaneous equation estimation.
**Prerequisite:** ECON 350; ECON 351 (may be taken concurrently); BUSI 111

## ECON 453, Microfinance and Microenterprise, 3 Units

Microfinance and microenterprise development are strategies for strengthening the economic opportunities of poorer households to enable families to build assets, provide income, and plan for a better future. This course examines these approaches in depth and evaluates the effectiveness of various projects at accomplishing their stated goals.
**Prerequisite:** ECON 250, ECON 251, and Junior Standing

## ECON 454, Industrial Organization and Regulation, 3 Units

This course investigates the importance of market structure for firm and consumer outcomes beyond the standard perfect competition and monopoly models. Students will learn to incorporate real world attributes into their understanding of market activity through case studies and advanced market models. Topics to be addressed include cartels, entry and exit, oligopoly, price discrimination, and research and development.
**Prerequisite:** ECON 351; ECON 350 (may be taken concurrently)

## ECON 458, Economics and Religion, 3 Units

This course provides students an opportunity to examine the relationship between religion and economic life in terms of individuals' actions and the elements of the economic system. In particular, students examine the relationship between economic behavior/institutions and Islam, Confucianism, and Christianity.
**Prerequisite:** ECON 350, ECON 351 (may be taken concurrently), Junior Standing.

## ECON 495, Special Topics in Economics, 3 Units

This course presents timely and new topics in economics. Different material is covered each time the course is offered. The course may be repeated for credit. Some topics require prerequisites, which vary according to the topic.

## ECON 497, Readings, 1-4 Units

This program of study concentrates on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time faculty member.

## ECON 502, Business Economics, 3 Units

This course provides a survey of the concepts and tools of economic analysis of both microeconomics and macroeconomics. Students study the basics of interactions between firms and consumers: consumer demands, firm costs, production decisions, resources utilization and price determination under various market structures, market entry and exit decisions, and the role of government in the markets of an economy. Students learn the basic mathematical models needed to begin analyzing business decisions. Students also develop basic tools to analyzing the fundamentals of national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies. A number of current national and international issues will be analyzed using these tools.

## ECON 521, Managerial Economics, 3 Units

Students learn to think strategically about the economic environment in which a firm operates. The first half of the course covers the foundations of microeconomics (supply and demand, market price and output, production, cost, and simple competitive market equilibrium). The second half deals with applying microeconomic theory to economic strategy, including more sophisticated pricing and competitive strategies. Case based.

## ECON 575, Global Business Economics, 3 Units

This course covers the concepts of global economics, measurement of economic performance, macroeconomic indicators affecting the global business environment, sources of country-specific economic data and data evaluation, microeconomic analysis of decisions in multinational firms, and economic performance forecasting. It also explores the global economic environment of business, including socioeconomic goals and policies that impact multinational business performance and global business strategies, as well as international economic forces influencing business decisions and the firm. It further explores global business economic cases featuring methodology and research perspectives of economics and the contribution of the economics paradigm to business decisions and processes.
**Prerequisite:** ECON 521

## ENTR 210, Small Business Ventures, 3 Units

Students in this course apply their leadership, problem-solving, and strategy skills to consider how winning entrepreneurs think, act, and perform, then establish goals to practice emulating those actions, attitudes, and strategies. New venture creation is about the process of getting a new venture started, growing the venture, successfully harvesting it, and starting again.
**Prerequisite:** BUSI 110

## ENTR 312, Creativity and Innovation, 3 Units

Students in this course investigate innovation in the corporate setting and the personal creative process, with an emphasis on understanding the role innovation plays in corporate success. Via lectures and personal exercises that build information content and a repertoire of specific techniques, students learn and apply the practical toolkit for sharpening and implementing their innovative and creative skills.

## ENTR 314, Entrepreneurial Management, 3 Units

Students apply their creative and innovative talents while sharpening their analytical abilities. Students will develop a new business idea and craft it into a comprehensive business plan that details the qualitative (e.g. business modeling and milestone planning) and quantitative (financial forecasts and valuation) process of bringing a new venture idea to fruition. The business plan that each team develops is an operating plan for a start-up company or a new venture within a larger corporation.
**Prerequisite:** ENTR 310

## ENTR 315, Social Entrepreneurship, 3 Units

Social entrepreneurship is an emerging and rapidly changing field dedicated to the starting and growing of social mission-driven ventures - organizations that strive to advance social change through innovative solutions. This course exposes students to viable business models in social enterprise, focusing on the ideas, process, steps, and strategies required for creating new social ventures. Through lectures, case studies, and classroom dialogue, students will learn to think strategically and to act opportunistically with balanced social and financial perspective.
**Prerequisite:** BUSI 110

## ENTR 420, Entrepreneurship and Innovation Practicum, 3 Units

This course gives students practical experience through guest speakers and company visits, and through work in an entrepreneurial or innovative organization, with students translating those experiences into academic learning. With close guidance from practicum faculty, students identify and work with a business or a public or nonprofit organization. Working individually or in small teams, students complete a defined project of approximately 100 hours that has practical value and academic rigor. Students provide regular status reports and receive faculty coaching during the practicum.
**Prerequisite:** Junior standing

## ENTR 520, Entrepreneurial Decision Making, 3 Units

This course covers the tactical and strategic decisions that are essential for successfully starting and managing a new business. The course provides the framework for students to learn the application of practical business knowledge and tactics in transforming entrepreneurial vision into winning business strategies and thriving entrepreneurial ventures. Students learn the techniques for successful entrepreneurial decisions, including modeling successful business and strategic plans; effectively targeting, evaluating, and identifying alternate financing sources; competitive pricing, product differentiation, and market targeting as key drivers for sales growth and profitability; and effective competitive and risk assessment, analysis, and management.

## ENTR 524, New Venture Creation, 3 Units

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.

## ENTR 525, Entrepreneurial Venture Analysis, 3 Units

This course covers case studies and analysis of entrepreneurial ventures and the identification of the different ways management concepts and techniques are applied in developing innovative businesses, standardizing products, designing processes, and operating tools. The course explores the identification of the systems and analytical decision models applied in various entrepreneurial operating functions and the techniques for setting performance standards and designing the activities required to drastically upgrade the yield from resources in order to create new markets and new customers. It evaluates the complex dynamics of entrepreneurial challenges in modern theory and practice through the use of case studies of entrepreneurial ventures.

## HROD 250, HR Life Cycle: Hiring to Retiring, 3 Units

In this course, students gain an in-depth and practical perspective of employee staffing, compensation, and benefits spanning from prior to an employee's hire until after they leave the organization. Special attention is given to the six stages of the employee life cycle: attraction, recruitment, onboarding, development, retention, and separation.

## HROD 351, Talent Enhancement: Training, Development, and Engagement, 3 Units

This course gives students hands-on experience with the employee training life cycle as they learn about employee development and engagement. Students develop an employee training program that helps employees learn specific knowledge or skills to improve performance, and also examine the components of employee development-a more expansive strategy that focuses on employee growth and future performance rather than an immediate job role.
**Prerequisite:** HROD 250

## HROD 352, Employee Relations, 3 Units

In this class, students study the legal and social dynamics of HR as a valued partner in employee care. Students examine the handling of grievances, discipline, and labor relations in union and nonunion shops. Concepts related to an organization's strategic effort to maintain a positive relationship with its employees, including the complex interrelations between employers and employees, labor/trade unions, employer organizations, and the state, are reviewed.
**Prerequisite:** HROD 250

## HROD 353, Compensation and Total Rewards, 3 Units

This course offers an in-depth look at a strategically important area of human resources for organizations: establishing employee compensation plans that attract the right talent and retain top performers. Students in this course study multiple factors that organizations consider when designing compensation plans for the workforce. They also examine the differences between financial and nonfinancial means of compensation, how to establish wage levels, how to evaluate jobs to ensure that employees are being compensated appropriately, key economic considerations in establishing compensation plans, and how to design performance incentive programs. Course material includes an overview of relevant laws that govern compensation systems and employee benefit programs, and addresses how to evaluate the strategic effectiveness of compensation plans. This course prepares students for the Total Rewards portion (Unit 4) of the HR Certification Institute's PHR/SPHR professional certification exams.
**Prerequisite:** HROD 250

## HROD 354, Talent Planning and Acquisition, 3 Units

This course offers an in-depth look at an area of human resources that is foundational to the profession: attracting and selecting highly qualified candidates to fill jobs. In this course, students study equal employment opportunity and employment discrimination, workforce planning, job analysis/description/specification, recruitment, and selection tools. They also examine how to conduct workforce planning and recruitment processes, how to design selection processes that are valid and reliable, and how to legally conduct preemployment testing and background investigations. This course prepares students for the Talent Planning and Acquisition portion (Unit 2) of the HR Certification Institute's PHR/SPHR professional certification exams.
**Prerequisite:** HROD 250

## HROD 500, Foundations of Human Resource Development, 3 Units

The course provides an introduction to and overview of the field of human resource development with emphasis upon its historical and philosophical foundations. Theories and concepts relevant to the field are analyzed. Special emphasis is placed on the roles and functions of OD professionals within organizations and understanding the basic competencies of professional practice.

## HROD 501, Organizational Design and the Psychology of Work Behavior, 3 Units

This course examines the fundamental theories and viewpoints on the nature of work, its role in adult life, and the function of employment organizations. Included is discussion of forces impacting individual, group, and system performance and productivity within complex sociotechnical systems. Particular emphasis is placed on examining the role of work in the growth and functioning of humans and in identifying the characteristics of organizations in which both the human needs of the people who compose the organization and the organization as a productive, adaptive entity are satisfied.

## HROD 512, Employee Development, 3 Units

This course introduces theories of human growth and development as a foundation for understanding the developmental challenges facing individuals during their lifespans. Specific implications and applications are made related to how human growth and development is effected by and affects organizational life.

## HROD 520, Career Development Systems, 3 Units

Students study the emerging field of career planning and development related to initial and ongoing professional development. Current literature, relevant theories, and major approaches to career planning and development are examined in accordance with career planning and development approaches in organizations. Students use various self-assessment tools and diagnostic instruments to evaluate data on their own work histories, interests, skills, and values.

## HROD 530, Labor Law and Negotiations for Human Resource Professionals, 3 Units

This course provides a brief introduction to the pervasiveness and importance of labor law and negotiations. All human resources professionals must understand labor law and the rights given to employees pursuant to those laws, regardless of whether the employees are members of a union. Professionals must also be thoroughly versed in collective bargaining and the labor relations process in order to be prepared to work for companies whose employees are either represented by a union or are seeking to join a union. Course material equips students for these tasks, as well as for involvement in negotiating agreements and resolving conflicts, such as collective bargaining agreements, agreements with benefit plan providers, individual employee claims, and the terms of employment for new employees.

## HROD 531, Designing and Managing Compensation and Benefit Systems, 3 Units

This course provides a solid understanding of the art of compensation practice and its role in promoting companies' competitive advantages. Compensation systems in organizations must be linked to organizational objectives and strategies. Scholars and managers agree that the way compensation is allocated among employees sends a message about what management believes is important and the types of activities it encourages. With the responsibility of administering compensation expenditures wisely, HR professionals must balance the interests and costs of employers with the needs and expectations of employees.

## HROD 532, Human Resource Law, 3 Units

Human resources professionals are routinely called upon to navigate a number of legal issues. This course introduces the major laws governing human resource management in the work place beginning with the core skills it takes to safely interview job candidates, counsel employees, and mediate disputes. Students gain a thorough understanding of EEOC and ADA regulations and learn how to comply with the Family and Medical Leave Act. Emphasis is on the laws about unlawful discrimination, recruiting, hiring, promotions, harassment, and reasonable accommodation.

## HROD 550, Instructional Design and Training Methods, 3 Units

This course focuses on methods to assess an organization's training and development needs, and designing and implementing training programs to address those needs. Analysis and application of adult-learning theories in relation to program design are explored. Methods of instructional design and course development are emphasized.

## HROD 575, Leveraging Diverse Community Partnerships, 3 Units

Students gain an in-depth understanding of the recruitment and retention of diverse workforces. This course gives students practical methods for recruiting employees from diverse backgrounds through the development of culturally sensitive marketing and recruiting materials. It also addresses issues regarding the management, retention, and advancement of employees from diverse backgrounds.

## HROD 576, Managing in a Multicultural Context, 3 Units

This course focuses on developing an understanding of diversity and cultural difference. Students examine effective and ineffective management techniques and learn helpful approaches to conflict resolution in multicultural work environments.

## HROD 577, Cultural Explorations in Global Business, 3 Units

Future business leaders engage their own and others' cultures in the context of a global marketplace while understanding how those cultures may impact the bottom line. Students also investigate the complexities of company demands to increase compliance with international business standards.

## HROD 578, Recruiting and Retaining a Diverse Workforce, 3 Units

In leveraging diverse community partnerships, students learn practical methods for developing culturally sensitive marketing campaigns for the purpose of recruiting diverse employees into multiple areas of industry. Also, issues regarding management and retention of employees from diverse backgrounds are examined, including glass ceiling issues.

## HROD 599, Readings in Human and Organizational Development, 1-3 Units

Students may enroll in an independent study for unit credit. In this course, students investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. It provides an opportunity to identify and develop an area of study of particular concern to the individual learner. Readings are pursued in accordance with a study plan developed in consultation with a sponsoring faculty member and approved by the graduate programs chair and dean. Course requirements typically involve a literature review and submission of a paper. Unit credit varies depending on the scope of the study plan.

## MGMT 120, Business Communications, 3 Units

Students in this course explore communication technologies and strategies used in the modern marketplace to create and deliver audience-focused informative and persuasive messages based on credible research, impactful visuals, and professional vocal and physical techniques. Students are given scenario-based challenges often encountered in organizational settings and business situations, to help them with determining the extent of information needed in communications with key stakeholders, researching and utilizing credible support materials ethically, organizing information logically, and delivering messages through professional presentations using appropriate visual aids, graphics, posture, gesture, eye contact, and vocal expressiveness.

## MGMT 210, Principles of Management, 3 Units

This course covers elements of planning, organizing, leading, and control, with emphasis given to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, boards of directors, and organization charting. This course will also explore formal and informal organization, communication, and reaction to change. Students will create and manage a business in an environment similar to today's economy. *Meets the General Education Requirement: Integrative and Applied Learning.*

## MGMT 211, Organizational Leadership, 3 Units

This course covers contemporary theories, principles, and practices of leadership within the context of managing businesses and organizations, introducing leadership topics such as change management, leadership development, and organizational communication. Students also explore the emerging concept of followership and the role it plays in organizational failures and successes. Significant attention is given to students' personal assessment and evaluation of their personality, strengths, leadership styles, and work, in order to establish a leadership and management identity. *Meets the General Education Requirement: Social Science.*

## MGMT 212, Managing Diverse Teams and Groups, 3 Units

This course covers essential theories and concepts for analyzing, understanding, and managing various groups and teams in the workplace. Students examine the components that comprise teams, develop skills in diagnosing opportunities and threats that teams face, and build teamwork expertise. Significant time is spent exploring interpersonal processes, conflict resolution, and the many characteristics that influence the effectiveness of a team. This course also gives students an understanding of team diversity, the differences between individual members that can exist in various areas such as age, nationality, religious background, functional background or task skills, sexual orientation, political preferences, and communication and decision-making styles, among others. *Meets the General Education Requirement: Social Science.*

## MGMT 214, Project Management, 3 Units

This course introduces the basic principles of modern project management (PM), including project initiating, planning, execution, monitoring, and closing, with a focus on the development of PM knowledge areas as defined by the Project Management Body of Knowledge. Students learn how to use Microsoft Project Professional and related software tools for managing and controlling the project life cycle. Course material helps students prepare for the Project Management Professional certification exam. *Meets the General Education Requirement: Integrative and Applied Learning.*

## MGMT 335, Real Estate Management, 3 Units

This course offers an introduction to real estate principles and practices, essential real estate law, practices incidental to ownership, real estate brokerage, and property evaluation.

## MGMT 350, Business Management Internship, 3 Units

This course gives students the opportunity to apply their knowledge of principle and theory, and practice their skills and abilities, in an actual business setting through an internship. Course format is similar to that of an independent study, combining in-class meetings, online lesson plans, and real-life work experience. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Completion of 60 units, and instructor consent.

## MGMT 410, Production Management, 3 Units

This course focuses on decision making and allocation control regarding personnel, materials, and machine utilization in a manufacturing environment. Course material addresses handling and control of materials, inventory, purchasing, and quality control, and students also learn about setting standards and developing skills in estimating, forecasting, and scheduling.
**Prerequisite:** MGMT 210

## MGMT 440, Business Process Management, 3 Units

Business processes are the core of organizations, providing service to customers, impacting operations and cost structures, and defining enterprise software requirements. In this course, students explore what business processes are-how they are defined, documented, and managed. The course introduces the role of business architect as the initial developer of an enterprise software solution, and features real-world software tools, since software develops (and demands) a deeper understanding of the complexity and nuances associated with business process management. The course is suitable for all business students, since technology has become such a critical component of business.
**Prerequisite:** BUSI 240

## MGMT 445, Human Resource Management, 3 Units

Students in this course study the human factors in modern business, particularly how they affect and are influenced by labor-management interactions and personnel relations, techniques, and procedures.
**Prerequisite:** MGMT 210

## MGMT 446, Introduction to Organizational Theory and Design, 3 Units

This course introduces students to major perspectives in organizational theory and design and its impact on organizations and management. Course material gives students the fundamental knowledge base for understanding and exploring how organizations function, develop, and modify themselves to reflect the forces and needs of external and internal environments. Students examine organizational theory, which is the sociological study of formal and informal organizational structures such as businesses and bureaucracies and their interrelationship with the environment in which they operate. This course complements the studies of organizational behavior and human resources.
**Prerequisite:** MGMT 210

## MGMT 448, Organizational and Administrative Behavior, 3 Units

Organizational behavior is an interdisciplinary field drawing from psychology, sociology, economics, organization theory, statistics, and other areas. In this course, students gain an understanding of the field and the various research strategies involved as they examine human behavior in organizations, as well as individual, group, and organization-level processes that impact workplace behavior and organizational life. Students are exposed to organizational behavioral science theories and their applications in different management settings and types of organizations, and have an opportunity to engage in experiential and skill-building activities, applying conceptual frameworks in community settings and developing strategies for increasing stakeholder and civic participation. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
**Prerequisite:** MGMT 210

## MGMT 450, Strategic Management, 3 Units

This course focuses on fundamental decisions in the life of a business: What is the business, and what should it be? What are the objectives? How are priorities set? How are strategic, long-range decisions to be handled? To grow or not to grow--and what is the right size for the business? *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** MGMT 210; FIN 300 or FIN 320; MKTG 260; junior standing.

## MGMT 467, Introduction to Organizational Development and Change, 3 Units

This course comprises a broad survey of major topics in organizational development and change, including but not limited to organizational processes, organizational growth, and organizational climates and cultures. Course material covers historical and contemporary theories and methods of introducing change in organizations, leading change, and the ethical issues involved in organizational change. Students examine the complex issues involved in organizational development and change management, along with the strategies and techniques required to effectively lead change in an organization. Students also explore the role of leadership in change and how leaders effect change, and examine a number of organizational issues including the need for change, why organizations change or fail to change, the legal and regulatory issues associated with change, and how change helps organizations become more competitive and profitable.
**Prerequisite:** MGMT 210

## MGMT 501, Managerial Communication, 3 Units

Management, by definition, is achieving results with and through other people. Therefore, all of the technical and analytical skills in the world are useless unless you can communicate- that is, explain, persuade, and collaborate with others either by writing, interacting one-on-one, or presenting to a group. This course is aimed at equipping students with the necessary techniques and skills of research and communication used to inform others, inspire them and enlist their activity and willing cooperation.

## MGMT 502, Developing Management Skills, 3 Units

This course provides an introduction to management skills necessary for the twenty-first century characterized by chaotic, transformational, and rapid-fire change. Scientific evidence demonstrates how management skills are associated with personal and organizational successes. Although management skills are applicable in most areas of your life, this course will focus on work setting management skills to help students improve their own competency in a managerial role.

## MGMT 503, Business Strategy: Theory and Practice, 3 Units

This course provides a review of management as an area of theoretical development as well as a field of practice. It comprises classical management theories and modern approaches to organization and business. Main blocks of the course are functions of management, managerial processes and interaction between organizations and their environment. This course includes elements of organizational behavior. Business cases are used as application of theoretical concepts.

## MGMT 510, Current Issues in Business and Management, 3 Units

This course examines organizational and behavioral problems facing managers. Students develop an awareness of modern concepts, strategies, and techniques that can enhance organizational effectiveness. Among these subjects are organizational design, personal leadership and delegation, communication, conflict management, and interpersonal perception group dynamics.

## MGMT 515, Applied Research and Analysis, 3 Units

Students study research methodology as it relates to needs for research-derived information, with emphasis on the research process in the development of primary and secondary research information, conducting research related to given products or services, and the analysis and evaluation of actual business organizations.

## MGMT 516, High-Performance People Management, 3 Units

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change.

## MGMT 517, Managing Human Capital, 3 Units

Students study the establishment of human resource objectives and requirements in an organization. Emphasis is on executive decision making in dealing with formal employee-employer relationships. Collective bargaining, organization of employees, negotiation, and administration of collective bargaining agreements are covered.
**Prerequisite:** HROD 500 or GNRS 560

## MGMT 521, Organizational Development and Change, 3 Units

Students investigate the emerging field of organizational development (OD) - major theories, basic concepts, and primary intervention strategies. Emphasis is on diagnosing the relationship between an organization's mission and culture, and facilitating planned system-wide changes to improve organizational effectiveness.

## MGMT 529, Ethical Decision Making, 3 Units

This course raises students' moral recognition level, provides them with the apparatus to make moral decisions in a business context, and considers ethical problems in business according to Christian principles. Emphasis is placed on the role of the leader in organizations.

## MGMT 540, Diversity for Strategic Advantage, 3 Units

This course introduces the major goals, principles, and concepts of multiculturalism with particular emphasis on its impact on organizational effectiveness. It explores the cultural, linguistic, and socioeconomic factors influencing the workplace. This course offers concepts to improve learning and working environments and interaction among employees, businesses, and communities.

## MGMT 541, Global Business Management, 3 Units

This course focuses on the environmental and functional differences between U.S. and international business, including exporting, balance payments, strategic planning, organization of multinational firms, international financial planning and cash management, foreign exchange planning, comparative management philosophies, international marketing strategies, incorporation for international operations and external relations of the multinational corporation.

## MGMT 551, Leadership in Organizations, 3 Units

This course introduces current literature and theories of leadership. Leadership within organizational settings is examined. Leadership dilemmas and issues are analyzed (e.g., ethics, decision making, power and authority, conflict management). Emphasis is placed on identifying and enhancing leadership in organizational settings.

## MGMT 561, Managing Teams and Conflict, 3 Units

This course helps the student understand small-group behavior. It uses experience-based methods, cases, reading material, and simulation, and examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

## MGMT 570, Organizational Performance Improvement, 3 Units

This course provides an introduction to fundamental concepts and methods of quality and productivity improvement and examination of the OD professional's role in designing and implementing programs to improve quality of products and services. Particular emphasis is placed on understanding the forces that make quality and productivity critical organizational issues.

## MGMT 577, Global Field Study, 0 Units

This course provides the framework for graduate students to register for and complete a global field study in various countries around the world. During the course, students conduct corporate visits to business firms locally and around the globe to discuss how they apply and practice the business management principles, concepts and theories covered in the graduate curriculum.

## MGMT 578, Strategic Management, 3 Units

Taken in a student's last semester, this course explores how to convert executive vision into definitive plans that can be operationally implemented, and provides opportunity for practice and experimentation in strategy formulation and change management. Students use strategy support systems to transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking. Case- and project-based.

## MGMT 581, Ethical Leadership, 3 Units

This course provides a foundation for two integrative themes: leadership and ethics. Leadership is examined from theoretical and practical perspectives, with an emphasis on servant leadership. An ethical framework for management decision-making is also established and used. Students learn to apply their spiritual gifts, strengths, personality traits, and leadership styles to their leadership contexts.

## MGMT 582, Strategic Management in Not-for-Profit, 3 Units

This course offers a study of the strategic management issues which are unique to government and other not-for-profit organizations. Included are: defining characteristics of different types of not-for-profit organizations; convergence of environmental demands on not-for-profit organizations and business firms; power in not-for-profit organizations; multiple stakeholder and stakeholder power; formulation of legitimacy strategy; and success measurement in not-for-profit organizations.
**Prerequisite:** BUSI 450 or equivalent

## MGMT 583, Global Strategic Management, 3 Units

The course explores the main issues that companies and their managers confront when they 'go global' or 'manage globally'. Students gain both theoretical and practical insight into the management of a global organization to appreciate the opportunities, problems (both worldwide and local), and alternative strategies for globalization or localization.

## MGMT 595, Special Topics in Management, 1-3 Units

This course presents timely and new topics in management. Different material is covered each time the course is offered. The course may be repeated for credit. Some topics require prerequisites, which vary according to the topic.

## MGMT 597, Master's Project in Management, 3 Units

This capstone course involves the implementation and application of management theory. Students participate in a service-learning project for a community-based organization, applying management methodology. Students are expected to complete a master's level research project demonstrating competency in management theory, the individual area of emphasis, as well as faith integration.
**Prerequisite:** MGMT 521; final semester of MAM program

## PRBA 110, Business and Entrepreneurship, 3 Units

This course introduces students to the role of business in society and the impact of the social environment on the firm. It acquaints students with the basic functional areas of business, including management, human resources, marketing, finance, and production. Students produce a comprehensive business plan incorporating the functions of business and examining the effect of the business on society. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## PRBA 111, Business Statistics, 3 Units

Students in this course learn basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for the business context. Among the topics covered are differentiation, population, sample, descriptive statistics, variation and skewness, exploratory data analysis with visuals, probability, random variable, sampling distribution, central limit theorem, discrete distributions (binomial, Poisson), continuous distributions (normal, t, exponential, chi-square), confidence interval estimation, hypothesis testing, correlation, regression, and the analysis of variance (ANOVA), to be applied in real-world business situations. *Meets the General Education Requirement: Quantitative Literacy (Math).*
**Prerequisite:** MATH 90 or an appropriate score on the APU mathematics placement assessment.

## PRBA 120, Principles of Accounting I, 3 Units

This course introduces the financial accounting model and application of fundamental accounting principles. The corporate form of business serves as the primary model to demonstrate accounting principles for cash, accounts receivable, inventories, operational assets, liabilities and stockholders' equity.

## PRBA 121, Principles of Accounting II, 3 Units

This course introduces basic managerial accounting concepts and emphasizes the use of accounting data in decision making. Topics covered include cost accumulation models, cost behavior, break-even analysis, variable costing, budgeting, differential analysis, product pricing, capital expenditure analysis, and financial statement analysis.
**Prerequisite:** PRBA 120

## PRBA 125, Business Communications, 3 Units

Students in this course explore current communication technologies and strategies in the modern marketplace to create and deliver audience-focused informative and persuasive messages using credible research, impactful visuals, and professional vocal and physical techniques delivered orally. Students are given scenario-based challenges often encountered in organizational settings and business situations, to help them determine the extent of information needed when communicating with key stakeholders, researching and utilizing credible support materials ethically, organizing information logically, and delivering messages through professional presentations using appropriate visual aids, graphics, posture, gesture, eye contact, and vocal expressiveness. *Meets the General Education Requirement: Oral Communication.*

## PRBA 200, Survey of Economics, 3 Units

This course covers the concepts and tools of economic analysis for microeconomics and macroeconomics. Students study the basics of interactions between firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy. Students also study the fundamentals of national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies. *Meets the General Education Requirement: Social Science.*

## PRBA 210, Principles of Management, 3 Units

Elements of planning, organizing, leading, and control are covered. Particular emphasis is given to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

## PRBA 211, Organizational Leadership, 3 Units

This course covers contemporary theories, principles, and practices of leadership within the context of managing businesses and organizations, introducing leadership topics such as change management, leadership development, and organizational communication. Students also explore the emerging concept of followership and the role it plays in organizational failures and successes. Significant attention is given to students' personal assessment and evaluation of their personality, strengths, leadership styles, and work, in order to establish a leadership and management identity. *Meets the General Education Requirement: Social Science.*

## PRBA 212, Managing Diverse Teams and Groups, 3 Units

This course covers essential theories and concepts for analyzing, understanding, and managing various groups and teams in the workplace. Students examine the components that comprise teams, develop skills in diagnosing opportunities and threats that teams face, and build teamwork expertise. Significant time is spent exploring interpersonal processes, conflict resolution, and the many characteristics that influence the effectiveness of a team. This course also gives students an understanding of team diversity - the differences that can exist between individual members, in various areas such as age, nationality, religious background, functional background or task skills, sexual orientation, political preferences, and communication and decision-making styles, among others. *Meets the General Education Requirement: Social Science.*
**Prerequisite:** PRBA 210

## PRBA 213, Negotiation Strategies and Skills, 3 Units

Students in this course learn the basics of negotiation, then research and explore additional techniques that help them establish alternative criteria to expand and build upon their bargaining style. Each student is assessed on negotiating style, role playing, principled negotiation, and information gathering. Emphasis is on topics related to negotiations in a business context.

## PRBA 240, Introduction to Information Systems and Business Applications, 3 Units

This course covers the fundamentals of business information systems, methods, equipment, processes, computer characteristics, and concepts. Students also examine the ethical use of information, information systems, and business applications, and learn to use business applications Formstack, QuickBooks, and Salesforce, with opportunities to earn an Expert Badge in Formstack and ProAdvisor Badge in QuickBooks.

## PRBA 244, Data Analytics, Spreadsheets, and Data Visualization, 3 Units

Integrating knowledge gained in PRBA 240, students gain hands-on experience in analyzing, managing, and reporting data in the business world, and use advanced statistical tools to frame business decisions for operations, finance, forecasting, etc. Students learn data applications of Microsoft Excel, Data Studio, and Tableau, and also have the opportunity to earn an Expert Badge in Excel.
**Prerequisite:** PRBA 240

## PRBA 250, Principles of Macroeconomics, 3 Units

This course introduces concepts and tools of economic analysis for macroeconomics. Students study national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies. *Meets the General Education Requirement: Social Science.*
**Prerequisite:** C- or better in PRMA 110 or 60 or higher on ALEKS math placement assessment.

## PRBA 251, Principles of Microeconomics, 3 Units

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Students study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy.
**Prerequisite:** C- or better in PRMA 110

## PRBA 260, Marketing Principles, 3 Units

This course provides an introduction to the theory and practical application of marketing principles by examining concepts related to understanding, reaching, and responding to customers.

## PRBA 296, Business Law, 3 Units

The course introduces the laws affecting business transactions. Included is an overview of the legal system as it relates to business and in-depth study of contracts, sales and commercial transactions, and secured transactions.

## PRBA 300, Business Finance for Managers, 3 Units

This course provides an introduction to concepts and tools of business finance for managers. Students study financial statements and their interpretation, business performance measures, the management of cash and the short term financial needs of the organization, and how to make good capital budgeting decisions.
**Prerequisite:** PRBA 120, BBA Majors only

## PRBA 305, Operations Management, 3 Units

In this course, students learn about operations and productivity, operations strategy in a global environment, project management, forecasting, design of goods and services, quality management, process strategy, location strategies, layout strategies, job design and work management, supply chain management, inventory management, aggregate planning, materials requirements planning, scheduling, lean operations, and maintenance and reliability.

## PRBA 313, Introduction to Supply Chain Management and Logistics, 3 Units

This course covers the formulation and implementation of logistics and supply chain strategy for competitive advantage, including analysis of logistics capabilities, enhancement of strategy-supportive capabilities, and integration with strategically chosen supply chain partners.
**Prerequisite:** PRBA 305

## PRBA 314, Supply Chain Sourcing [Proposed], 3 Units

This course introduces students to supply chain sourcing. Students learn how to build and manage supply chains including leveraging supply chains to ensure a steady flow of inputs and supplies to the organization. Course projects include managing supply chains, building alternatives for resilience, and strategic sourcing and procurement.

## PRBA 315, Business System Analytics, 3 Units

This course introduces fundamental concepts and methods of business analysis (or analytics) and examines the role of managers in qualitative and quantitative analysis designed to foster efficient and effective operations of an organization. Emphasis is on understanding the tools and techniques needed for a successful manager in a global organization in the 21st century.

## PRBA 317, Quality Management, 3 Units

This course introduces fundamental concepts and methods of quality management and productivity improvement, and examines the role of managers in designing and implementing programs to improve quality of products and services. Emphasis is on understanding the forces that make quality and productivity critical organizational issues. Student ability to implement quality-management tools, techniques, and processes is demonstrated.

## PRBA 320, Intermediate Accounting I, 3 Units

This course offers an intensive study of the accounting theory and principles underlying financial accounting. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process, including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. This course begins with a review of the accounting model and covers accounting theory as it relates to revenue recognition, current assets including cash, accounts receivable, inventories, and current liabilities.
**Prerequisite:** PRBA 121

## PRBA 321, Intermediate Accounting II, 3 Units

This course offers an intensive study of the accounting theory and principles underlying financial accounting. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process, including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. This course begins with a review of the accounting model and covers accounting theory as it relates to current assets including cash, accounts receivable, inventories, and current liabilities.
**Prerequisite:** PRBA 320

## PRBA 361, Integrated Marketing Communications, 3 Units

Students explore the variety of strategic approaches organizations use in the digital age to connect with consumers and promote ideas, products, or services. Grounded in advertising and public relations communication, course material covers marketing campaigns and practices that have shaped our history, and how today's organizations build value by using branding, storytelling, publicity, medium utilization, and data analytics to create authentic messaging for specific target audiences. Students in this course will have the opportunity to earn an Integrated Marketing Communication Expertise micro-credential badge.
**Prerequisite:** PRBA 260 or MKTG 260, or approval of department chair

## PRBA 364, Sales and Sales Management, 3 Units

In this course, consideration is given to personal sales strategies and practices, including relationship management, negotiation, consultative selling, and key account management. The sales management function, including recruiting and selecting salespeople, motivation and training, compensation plans and quotas, supervising, sales forecasting and budgeting, salesforce evaluation, and the ethics in selling and sales management is covered.
**Prerequisite:** PRBA 260 or instructor consent

## PRBA 368, Retail Management, 3 Units

Students explore the roles and scope of retailing business, characteristics of retailers and consumers, and strategies for managing operations. Course material emphasizes retailing characteristics and activities, multichannel opportunities, retail communication mix, consumer buying behavior, retail market strategy (including location and site strategy), product mix, store layout, merchandising, competition, pricing, and promotion. This course also introduces students to procurement and supply chain logistics, customer relationship management, operations, and employee management. Students in this course have the opportunity to earn a retail management microcredential.
**Prerequisite:** PRBA 260

## PRBA 370, International Business, 3 Units

This course presents a survey of issues in international business, with focus on managing in an international environment, understanding the global monetary system, and developing an international perspective on business operations including production, marketing, finance, and human resources.
*Meets the General Education Requirement: Intercultural Competence.*
**Prerequisite:** PRBA 210

## PRBA 445, Human Resource Management, 3 Units

Students study the human factors in modern business as they are influenced by and effect labor-management interactions, personnel relations, techniques, and procedures.
**Prerequisite:** Acceptance into the School of Business and Management.

## PRBA 448, Organization and Administrative Behavior, 3 Units

Organizational behavior is an interdisciplinary field drawing from psychology, sociology, economics, organization theory, statistics, and other areas. In this course, students gain an understanding of the field and the various research strategies involved as they examine human behavior in organizations, as well as individual, group, and organization-level processes that impact workplace behavior and organizational life. Students are exposed to organizational behavioral science theories and their applications in different management settings and types of organizations, and have an opportunity to engage in experiential and skill-building activities, apply conceptual frameworks in community settings, and develop strategies for increasing stakeholder and civic participation. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
**Prerequisite:** PRBA 210

## PRBA 450, Strategic Management, 3 Units

This course focuses on fundamental decisions in the life of a business: What is the business, and what should it be? What are the objectives? How are priorities set? How are strategic, long-range decisions to be handled? To grow or not to grow-and what is the right size for the business? *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** PRBA 210, PRBA 300, and Senior Status.

## PRBA 466, Digital Marketing, 3 Units

This course helps students understand the latest concepts in digital marketing to apply to organizations. Upon completion of the course, students earn two certifications from Hootsuite, a global leader in social media management - Social Media Marketing and Fundamentals (Analytics) - and students' names are added to a global database of certified specialists.
**Prerequisite:** PRBA 260

## PRBA 495, Writing 3: Business Ethics, 3 Units

This course focuses on the integration of Christian faith, ethical issues, and professional concerns that confront business professionals in the workplace, with particular regard to leadership and transitions. Students in this course explore biblical and moral principles as related to real-life case studies, and have the opportunity to complete in-depth study in a business-related area to further prepare them as effective participants and leaders in the workplace. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** PRWR 261 and senior Standing

## PRBA 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed, by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

# BA in Business Management

60 units

Preparation for a business career requires a deep appreciation and sound understanding of the marketplace. Thus, the business management (https://www.apu.edu/business/programs/business-management-major/) major program is designed for those who seek a broad spectrum of business courses or wish to combine several fields, preparing students to pursue work and lead in a vast range of industries. This program develops competence in conceptual, human, and technical skills, and these skills—developed through a well-chosen sequence of electives—make those completing the program well prepared for employment in public and private-sector organizations.

This major equips students with the leadership, management, and analytical skills of planning, decision making, problem solving, communication, and delegation, preparing them to advance their career, achieve their goals, and help shape the future of business. Coursework in general business management and leadership includes a fundamental system of values that serves as the basis for decision making, and the program also emphasizes effectiveness and efficiency. A focus project and other experiences in project/people management give students the knowledge and skills to become leaders in a broad spectrum of industries, including how to ensure employee commitment, engagement, and satisfaction.

## Experiential Learning Opportunities

Students have the option to acquire practical skills and experience in leadership, management, decision making, and teamwork through internships, student clubs, honor societies, and study-away opportunities. For example, in the International Business Global Colloquium, students study various aspects of international business and international differences with students from different countries, schools, and programs for a significant social/international experience.

Students participating in study-away opportunities engage with topics of globalization, trade, culture, and global management and leadership as they travel the world. Typically, study-away trips include visiting global and international organizations and learning from universities and business leaders around the world.

Numerous School of Business and Management student clubs and honor societies also provide opportunities for students to build their résumé as well as their skills in leadership, project management, teamwork, event planning, and marketing.

## Certificates, Credentials, and Microcredentials

Today, employers are looking for new hires with technical skills and leadership abilities such as decision making and teamwork. This program gives students the opportunity to earn industry-valued, internationally recognized certificates, credentials, and microcredentials that can be added to résumés and uploaded to online portfolios, certifying and showcasing their mastery of these skills to potential employers.

## Career Opportunities

Good managers and leaders are in demand with global, international, and national organizations, and our students are prepared upon graduation for first-line management positions such as supervisor and team or shift leader. This program also prepares and equips students for staff specialist or general administration positions. Students may enter into a wide range of industries, including retail and sales, commercial banking, real estate, savings and loan associations, entertainment, supply chain management, logistics, and more. Some graduates begin new ventures, operate small businesses, develop new products, or return to the family business.

## Requirements

The Bachelor of Arts in Business Management comprises 60 units. Students must achieve an average GPA of 2.5 or higher in their major courses (including the Business Core).

| Code | Title | Units |
|---|---|---|
| **Business Core Courses** | | |
| ACCT 120 | Principles of Accounting I | 3 |
| ACCT 121 | Principles of Accounting II | 3 |
| BUSI 111 | Business Statistics [1] | 3 |
| BUSI 240 | Introduction to Information Systems and Business Applications | 3 |
| BUSI 244 | Data Analytics, Spreadsheets, and Data Visualization | 3 |
| BUSI 296 | Business Law | 3 |
| BUSI 370 | International Business [2] | 3 |
| ECON 200 | Survey of Economics [3] | 3 |
| FIN 300 | Business Finance for Managers | 3 |
| MGMT 210 | Principles of Management [5] | 3 |
| MGMT 211 | Organizational Leadership [3] | 3 |
| MGMT 448 | Organizational and Administrative Behavior [4] | 3 |
| MGMT 450 | Strategic Management [5] | 3 |
| MKTG 260 | Principles of Marketing [2] | 3 |
| **Business Management Courses** | | |
| MGMT 212 | Managing Diverse Teams and Groups [3] | 3 |
| MGMT 410 | Production Management | 3 |
| MGMT 445 | Human Resource Management | 3 |
| **Business Management Electives** | | |
| Select three of the following: | | 9 |
| BUSI 100 | Personal Finance [4] | |
| BUSI 110 | Business and Entrepreneurship [4] | |
| BUSI 213 | Negotiation Strategies and Skills | |
| IBUS 374 | Topics in International Management and Strategy | |
| MGMT 335 | Real Estate Management | |
| MGMT 350 | Business Management Internship [5] | |
| MKTG 364 | Sales and Sales Management | |
| MKTG 368 | Retail Management | |
| MKTG 373 | Global Marketing Management | |
| MGMT 440 | Business Process Management | |

| | | |
|---|---|---|
| MGMT 446 | Introduction to Organizational Theory and Design | |
| MGMT 467 | Introduction to Organizational Development and Change | |
| **Total Units** | | **60** |

1   Meets the General Education Quantitative Literacy requirement.
2   Meets the General Education Intercultural Competence requirement.
3   Meets the General Education Social Sciences requirement.
4   Meets the General Education Civic Knowledge and Engagement requirement.
5   Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in multiple business disciplines.
2. Apply critical thinking to solve business problems.
3. Evaluate business decisions based on a Christian perspective.
4. Communicate ideas through professional channels.
5. Be contributing team members.
6. Identify cultural aspects of business in diverse environments.

# BA in Human Resources and Organizational Development

## NOTE: This program is not admitting new students for the 2024-25 academic year.

57 units

The BA in Human Resources and Organizational Development (https://www.apu.edu/business/programs/human-resources-organizational-development-major/) program provides the conceptual knowledge and practical skills for career placement and job advancement in the expanding field of human resources, including the areas of employee life cycle, training and development, and the growing HR generalist field.

This program equips students with all of the necessary foundational knowledge that a human resources professional must have, including best practices and strategies necessary for today's workplace. Students learn the complexities of managing the benefits and policies of an organization, designing employee development and delivering training, and managing employee relations. This interdisciplinary program prepares students with the organizational theory, ethics, and business management skills to become expert problem solvers in today's HR climate.

## Experiential Learning Opportunities

Students in this program build their résumés and portfolios through applied projects, such as designing a training workshop, writing job descriptions, and creating employee development plans. Students also have the option to acquire practical skills and experience in leadership, project management, decision making, and teamwork through internships, student clubs, and honor societies.

This program also offers students the chance to participate in study-away programs, where they engage with topics of globalization, trade, culture, and global management and leadership as they travel the world. Typically, study-away trips include visiting global and international organizations and learning from universities and business leaders around the world.

## Certificates, Credentials, and Microcredentials

Today, employers are looking for professionals with technical skills and leadership abilities, and students in this major are prepared to earn industry-valued, internationally recognized certificates, credentials, and microcredentials, such as the Professional in Human Resources certification and the Workplace Ethics Badge, validating their ability to motivate and manage talent and distinguishing them in the HR field. These certifications can be added to résumés and uploaded to online portfolios, showcasing these skills to potential employers.

## Career Opportunities

Different areas of the HR field consistently rank high on lists of best careers. Income potential and personal fulfillment are high. Career paths open to human resources majors include HR coordinator/assistant, recruiter/talent acquisition, training and development coordinator, payroll specialist, HR

manager, compensation analyst, benefits manager, labor relations manager, human resources generalist, and HR business partner. Human resources professionals who excel can become top executives.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Business and Management Core** | | |
| BUSI 110 | Business and Entrepreneurship [1] | 3 |
| BUSI 120 | Business Communications [2] | 3 |
| BUSI 240 | Introduction to Information Systems and Business Applications | 3 |
| BUSI 244 | Data Analytics, Spreadsheets, and Data Visualization | 3 |
| BUSI 213 | Negotiation Strategies and Skills | 3 |
| BUSI 495 | Writing 3: Business Ethics [3] | 3 |
| MGMT 210 | Principles of Management [4] | 3 |
| MGMT 211 | Organizational Leadership [5] | 3 |
| MGMT 212 | Managing Diverse Teams and Groups [5] | 3 |
| MGMT 214 | Project Management [4] | 3 |
| MGMT 440 | Business Process Management | 3 |
| MGMT 445 | Human Resource Management | 3 |
| MGMT 448 | Organizational and Administrative Behavior [1] | 3 |
| **Human Resources and Organizational Development Courses** | | |
| HROD 250 | HR Life Cycle: Hiring to Retiring | 3 |
| HROD 351 | Talent Enhancement: Training, Development, and Engagement | 3 |
| HROD 352 | Employee Relations | 3 |
| Select three of the following: | | 9 |
| MGMT 350 | Business Management Internship [4] | |
| MGMT 446 | Introduction to Organizational Theory and Design | |
| MGMT 467 | Introduction to Organizational Development and Change | |
| MGMT 517 | Managing Human Capital | |
| MGMT 561 | Managing Teams and Conflict | |
| OPSY 505 | Individual and Team Assessment | |
| **Total Units** | | **57** |

[1] Meets the General Education Civic Knowledge and Engagement requirement.
[2] Meets the General Education Oral Communication requirement.
[3] Meets the General Education Writing 3 requirement.
[4] Meets the General Education Integrative and Applied Learning requirement.
[5] Meets the General Education Social Sciences requirement.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Examine the full spectrum of human capital management concepts, including talent acquisition and retention, employee motivation, change management, and organizational culture.
2. Apply key HR processes, including talent management, total rewards, performance management, learning and development, employee relations, and HR analytics.
3. Create plans to recruit, hire, train, retain, and motivate a diverse and global workforce.
4. Benchmark salaries and design effective compensation strategies.
5. Develop strategies for reducing corporate risk and liability through effective HR practices.
6. Incorporate diversity and inclusion practice into all aspects of HR management.
7. Evaluate HR practices to ensure compliance with relevant laws and regulations.

8.  Design effective HR and training and development strategies that strengthen organizations.
9.  Incorporate ethical practice into all aspects of HR management.

# Bachelor of Business Administration (BBA) (Bachelor's Completion Program)

57 units

Today's business leaders must be agile and able to adapt to a rapidly changing business world while leading employees by modeling character, integrity, and compassion. Azusa Pacific's Bachelor of Business Administration (BBA) (https://www.apu.edu/business/programs/bba-degree/) bachelor's completion program equips students with the leadership and analytical skills needed to advance their career, achieve their goals, and help shape the future of business.

Designed for working professionals with at least 15 units of transferable college credit, the BBA program allows immediate application of learning in the workplace. Relevant coursework addresses current issues in business and encourages the integration of real-world work experiences and hands-on projects. Students combine these experiences with internships or international study opportunities to further expand their portfolio and network.

Throughout the program, students build on existing experience while gaining a strong foundation in strategic management, finance, marketing, accounting, and more.

## Highlights

- Designed for working professionals, the BBA degree completion program equips students with the leadership and analytical skills needed to lead change in today's business world.
- Relevant coursework and real-world projects guided by faculty with business experience allow students to immediately apply learning at work.
- Focused certificates and credentials provide in-demand skills, know-how, and experience and verify students' skills and abilities to current and future employers.
- Learn from Fulbright Scholars and world-renowned professors with industry experience.
- Flexible course scheduling allows students to advance their academic and professional goals at their own pace.

## Certificates, Credentials, and Microcredentials

Today, employers are looking for new hires with technical skills and leadership abilities such as decision making and teamwork. In the BBA program, students have the opportunity to earn industry-valued, internationally recognized certificates and microcredentials that can be added to résumés and uploaded to online portfolios, showcasing these skills and abilities to current and future employers.

## Requirements

The Bachelor of Business Administration degree completion program requires 120 total units, including General Education units and 57 units of core business courses (BBA students may also add an optional 9-unit concentration).

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| PRBA 110 | Business and Entrepreneurship [1] | 3 |
| PRBA 120 | Principles of Accounting I | 3 |
| PRBA 121 | Principles of Accounting II | 3 |
| PRBA 200 | Survey of Economics [2] | 3 |
| PRBA 210 | Principles of Management | 3 |
| PRBA 211 | Organizational Leadership [2] | 3 |
| PRBA 212 | Managing Diverse Teams and Groups [2] | 3 |
| PRBA 240 | Introduction to Information Systems and Business Applications | 3 |
| PRBA 244 | Data Analytics, Spreadsheets, and Data Visualization | 3 |
| PRBA 260 | Marketing Principles | 3 |
| PRWR 261 | Writing 2: Writing in Business [3] | 3 |
| PRBA 296 | Business Law | 3 |
| PRBA 300 | Business Finance for Managers | 3 |
| PRBA 305 | Operations Management | 3 |
| PRBA 370 | International Business [4] | 3 |

| PRBA 448 | Organization and Administrative Behavior [1] | 3 |
|---|---|---|
| PRBA 445 | Human Resource Management | 3 |
| PRBA 450 | Strategic Management [5] | 3 |
| PRBA 495 | Writing 3: Business Ethics [6] | 3 |
| **Optional Concentrations** | | |
| **Accounting** | | |
| PRBA 320 | Intermediate Accounting I | |
| PRBA 321 | Intermediate Accounting II | |
| ACCT 525 | Accounting Ethics | |
| or ACCT 515 | Accounting Information Systems | |
| **Government Financial Accounting** | | |
| ACCT 550 | Accounting for Nonprofit Entities | |
| ACCT 551 | Government Financial Management | |
| PADM 503 | The Policy Process | |
| **Human Resource Development** | | |
| HROD 500 | Foundations of Human Resource Development | |
| HROD 512 | Employee Development | |
| HROD 550 | Instructional Design and Training Methods | |
| **Leading Teams and People** | | |
| MGMT 510 | Current Issues in Business and Management | |
| MGMT 561 | Managing Teams and Conflict | |
| MGMT 516 | High-Performance People Management | |
| **Marketing and Digital Media** | | |
| MKTG 545 | International Marketing | |
| MKTG 565 | Integrated Marketing Communications | |
| MKTG 580 | Strategic Digital Marketing | |
| **Public Administration** | | |
| PADM 501 | Origin of Public Administration | |
| PADM 502 | Organizations and Behavior | |
| PADM 503 | The Policy Process | |
| **Supply Chain Management** | | |
| PRBA 313 | Introduction to Supply Chain Management and Logistics | |
| PRBA 315 | Business System Analytics | |
| PRBA 317 | Quality Management | |
| **Total Units** | | **57** |

[1]    Meets the General Education Civic Knowledge and Engagement requirement.
[2]    Meets the General Education Social Sciences requirement.
[3]    Meets the General Education Writing 2 requirement.
[4]    Meets the General Education Intercultural Competence requirement.
[5]    Meets the General Education Integrative and Applied Learning requirement.
[6]    Meets the General Education Writing 3 requirement.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Business Knowledge: Apply business knowledge from multiple business disciplines to plan, design, and execute business strategies.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Quantitative Reasoning: Analyze quantitative data to address real-world or discipline-specific business problems.
4. Christian Business Ethics: Use biblically-based ethics to make moral and virtuous ethical and socially responsible business decisions.
5. Written Communication: Convey ideas clearly and effectively through professional written communication.

6. Oral Communication: Communicate in informative or persuasive ways using the appropriate genre, channel, structure, and style.
7. Collaborative Teamwork: Effectively participate in business-focused teams as members and leaders in diverse environments.
8. Global/Multicultural Awareness: Identify and respond to cultural, economic, and political aspects of business in multicultural and global environments, informed by biblically based ethics.
9. Discipline Knowledge: Demonstrate knowledge of business concepts.
10. Discipline Problem Solving: Solve core business problems and effectively analyze and address business situations.

# BS in Business Analytics

66 units

The Bachelor of Science in Business Analytics (https://www.apu.edu/business/programs/business-analytics-major/) is for students interested in developing expertise in data science and data analytics with specialization in the field of business. This program gives students a foundation in business and business management, and they are able to customize their degree by selecting a concentration in accounting, economics, finance, or marketing.

Utilizing methods and systems to extract information or knowledge from large quantities of data that come in various forms, students learn to synthesize broad perspectives, knowledge, skills, and interconnections in business. Coursework gives students the opportunity to use use big data and historical data to develop models that help organizations make data-driven decisions.

This program equips students to solve complex problems and offer practical conclusions based on real business data, as they learn to utilize models, theories, and techniques drawn from the broad areas of mathematics, business and management sciences, and management information systems. Students learn to analyze large quantities of data and discover value-oriented insights, becoming data-driven decision makers in their organizations. Information is applied to a wide range of data-rich business domains such as accounting, economics, finance, marketing, human resource management, and supply chain management.

## Experiential Learning Opportunities

Students in this program acquire practical skills and experience in business analytics, building their portfolios and résumés through applied projects. Coursework includes opportunities for hands-on application with big data manipulation and analysis, system management, and data visualization, including multiple strategies to produce and leverage data-driven decision making.

Students may also participate in internships, student clubs, honor societies, and study-away opportunities. Students participating in study-away programs engage with topics of globalization, trade, culture, and global management and leadership as they travel the world. Typically, study-away trips include visiting global and international organizations and learning from universities and business leaders around the world.

## Certificates, Credentials, and Microcredentials

Today, employers are looking for new hires with technical skills in big data and data analytics. This program gives students the opportunity to earn industry-valued, internationally recognized certificates, credentials, and microcredentials, such as in spreadsheets, data visualization, business analytics, and much more, that can be added to résumés and uploaded to online portfolios, certifying and showcasing their mastery of these skills to potential employers.

## Career Opportunities

BS in Business Analytics students are equipped to pursue professional careers in industry, as demand for data analysts, data scientists, and data engineers in job markets across all industries is high and supply is low. The U.S. Bureau of Labor Statistics sees strong growth in the data science field and predicts that the number of jobs will increase by about 28% through 2026, which is equivalent to approximately 11.5 million new jobs in the field.

The median annual wage for management analysts was $93,000 as of May 2021. And about 41,000 openings for financial analysts are projected each year, on average, over the decade.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Business and Management Core** | | |
| ACCT 120 | Principles of Accounting I | 3 |
| ACCT 121 | Principles of Accounting II | 3 |
| BUSI 111 | Business Statistics [1] | 3 |
| BUSI 100 | Personal Finance [2] | 3 |
| BUSI 240 | Introduction to Information Systems and Business Applications | 3 |
| BUSI 244 | Data Analytics, Spreadsheets, and Data Visualization | 3 |
| BUSI 296 | Business Law | 3 |

| BUSI 311 | Quantitative Analysis for Management | 3 |
|---|---|---|
| BUSI 370 | International Business [3] | 3 |
| ECON 200 | Survey of Economics [4] | 3 |
| FIN 300 | Business Finance for Managers | 3 |
| MGMT 210 | Principles of Management [5] | 3 |
| MGMT 448 | Organizational and Administrative Behavior [2] | 3 |
| MGMT 450 | Strategic Management [5] | 3 |
| MKTG 260 | Principles of Marketing [3] | 3 |
| **Business Analytics Core** | | |
| BUSI 246 | Foundations of Business Analytics | 3 |
| BUSI 314 | Big Data Analytics for Business | 3 |
| BUSI 414 | Application of Business Analytics | 3 |
| **Concentration** | | **12** |
| Select one of the following: | | |
| **Accounting** | | |
| ACCT 320 | Intermediate Accounting I | |
| ACCT 321 | Intermediate Accounting II | |
| ACCT 426 | Auditing Principles I | |
| ACCT 427 | Auditing Principles II | |
| **Economics** | | |
| ECON 350 | Intermediate Macroeconomics | |
| ECON 351 | Intermediate Microeconomics | |
| ECON 452 | Econometrics | |
| FIN 352 | Financial Markets and Institutions | |
| **Finance** | | |
| FIN 330 | Financial Analysis | |
| FIN 433 | Applied Portfolio Management | |
| FIN 432 | Investment Analysis | |
| FIN 436 | Financial Risk Management | |
| **Marketing** | | |
| MKTG 262 | Consumer Behavior: An Applied Approach [2] | |
| MKTG 363 | Marketing Research | |
| MKTG 368 | Retail Management | |
| MKTG 466 | Digital and Social Media Marketing | |
| **Total Units** | | **66** |

[1]   Meets the General Education Quantitative Literacy requirement.
[2]   Meets the General Education Civic Knowledge and Engagement requirement.
[3]   Meets the General Education Intercultural Competence requirement.
[4]   Meets the General Education Social Sciences requirement.
[5]   Meets the General Education Integrative and Applied Learning requirement.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Describe business issues which require business analytics' skills and methods.
2. Transform large quantities of real-life data from a wide range of domains to resolve issues.
3. Apply appropriate analytical methods (descriptive, diagnostic, predictive, and prescriptive analytics) to find solutions to business problems.
4. Explain the results of analytical activities clearly and concisely using oral, written, or electronic media.
5. Describe the ethical and legal issues involved with collecting, storing, and using big data from a Christian perspective.

# BS in Business: Economics

66 units

The business economics major (https://www.apu.edu/business/programs/business-economics-major/) equips students with analytical skills built on a strong general business foundation. This major focuses on business management responsibilities and the improvement in business decision making that comes from a deeper understanding of the economic environment of business, including labor, environmental, and international issues. Students become grounded in economic theory and practical applications.

## Experiential Learning Opportunities

The School of Business and Management offers students numerous experiential learning opportunities, such as student clubs, honor societies, and study away trips. Students participating in study-away opportunities engage with topics of globalization, trade, culture, and global management and leadership as they travel the world. Typically, study-away trips include visiting global and international organizations and learning from universities and business leaders around the world. Faculty-led student clubs and honor societies offer students the opportunity to build skills in leadership, project management, decision making, and teamwork.

## Career Opportunities

Business economics careers may be found throughout the field of business, including financial analysis and forecasting, banking, labor organizations, and international trade. Individuals in possession of strong analytical skills are in high demand.

## Requirements

The Bachelor of Science in Business: Economics comprises 66 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

| Code | Title | Units |
|---|---|---|
| **Business Core Courses** | | |
| ACCT 120 | Principles of Accounting I | 3 |
| ACCT 121 | Principles of Accounting II | 3 |
| MGMT 210 | Principles of Management [1] | 3 |
| BUSI 111 | Business Statistics [2] | 3 |
| BUSI 100 | Personal Finance [3] | 3 |
| BUSI 240 | Introduction to Information Systems and Business Applications | 3 |
| BUSI 244 | Data Analytics, Spreadsheets, and Data Visualization | 3 |
| ECON 200 | Survey of Economics [4] | 3 |
| MKTG 260 | Principles of Marketing [5] | 3 |
| BUSI 296 | Business Law | 3 |
| BUSI 311 | Quantitative Analysis for Management | 3 |
| BUSI 370 | International Business [5] | 3 |
| FIN 300 | Business Finance for Managers | 3 |
| MGMT 448 | Organizational and Administrative Behavior [3] | 3 |
| MGMT 450 | Strategic Management [1] | 3 |
| **Economics Courses** | | |
| ECON 350 | Intermediate Macroeconomics [F] | 3 |
| ECON 351 | Intermediate Microeconomics [S] | 3 |
| Select 5 of the following: | | 15 |
| ECON 355 | Environmental Economics [OS] | |
| ECON 356 | Labor Economics [ES] | |
| ECON 359 | Urban and Regional Economics [OF, 3] | |
| ECON 452 | Econometrics [EF] | |
| ECON 495 | Special Topics in Economics [F] | |
| ECON 497 | Readings [S] | |
| FIN 352 | Financial Markets and Institutions [F] | |

| FIN 372 | International Trade and Finance [S] |
|---|---|
| **Total Units** | **66** |

[1] Meets the General Education Integrative and Applied Learning requirement.
[2] Meets the General Education Quantitative Literacy requirement.
[3] Meets the General Education Civic Knowledge and Engagement requirement.
[4] Meets the General Education Social Sciences requirement.
[5] Meets the General Education Intercultural Competence requirement.

| F | Offered in Fall only |
|---|---|
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of economic concepts.
9. Discipline Problem Solving/Strategy: Solve core economic problems, or analyze economic situations and provide strategy for effectiveness.

# BS in Business: Entrepreneurship

63 units

The entrepreneurship major (https://www.apu.edu/business/programs/entrepreneurship-major/) focuses on the creation of social and economic value and is designed to prepare students for the intricacies of planning, launching, and leading a new business. With a focus on creativity and innovation, new venture planning, and marketing, students are equipped with the skills necessary to start and grow a business.

Entrepreneurship students learn how to shape entrepreneurial opportunities and assess market feasibility. The entrepreneurship major includes working in teams, constructing business models, communicating with partners and customers, and assessing feasibility while launching a new venture or initiative.

Today, new business opportunities have encouraged entrepreneurship on a global scale. Coursework equips students to create, organize, and manage a business, including ideation and innovation, negotiation, and business management. Students also learn how to lead people and projects.

## Experiential Learning Opportunities

Entrepreneurship majors apply their knowledge and skills in academic and real-world settings. They also have the option to participate in student clubs and competitions, such as ENACTUS, that provide skill-building opportunities in leadership, teamwork, and decision making. Guided by faculty, teams of students conduct needs assessments in local communities, identify potential solutions, and implement community impact projects.

Surrounding communities benefit from collaboration and fresh innovation, and students gain valuable experience to advance their entrepreneurship résumés. Throughout the years, APU-sponsored teams have a track record of successful placement in ENACTUS competitions.

In addition to ENACTUS, the School of Business and Management offers numerous student clubs, honor societies, and study-away opportunities. Students participating in study-away programs engage with topics of globalization, trade, culture, and global management and leadership as they travel

the world. Typically, study-away trips include visiting global and international organizations and learning from universities and business leaders around the world.

## Certificates, Credentials, and Microcredentials

Today, employers are looking for new hires with technical skills and also leadership abilities such as decision making and teamwork. This program gives students the opportunity to earn industry-valued, internationally recognized certificates, credentials, and microcredentials that can be added to résumés and uploaded to online portfolios, certifying and showcasing their mastery of these skills and abilities to potential employers.

## Career Opportunities

The skills and competencies gained in this program are vital for the success of any business or organization, including early-stage startups, corporations, family businesses, nonprofits, franchises, and other settings. Graduates can start new businesses, buy existing ventures, or go into entrepreneurial positions in profit or not-for-profit ventures. Other career options include intrapreneurship (innovation in large organizations), venture capital, and social entrepreneurship.

## Requirements

The entrepreneurship major comprises 63 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

| Code | Title | Units |
| --- | --- | --- |
| **Business Core Courses** | | |
| ACCT 120 | Principles of Accounting I | 3 |
| ACCT 121 | Principles of Accounting II | 3 |
| BUSI 111 | Business Statistics [1] | 3 |
| BUSI 240 | Introduction to Information Systems and Business Applications | 3 |
| BUSI 244 | Data Analytics, Spreadsheets, and Data Visualization | 3 |
| BUSI 296 | Business Law | 3 |
| BUSI 370 | International Business [2] | 3 |
| ECON 200 | Survey of Economics [3] | 3 |
| FIN 300 | Business Finance for Managers | 3 |
| MGMT 210 | Principles of Management [4] | 3 |
| MGMT 211 | Organizational Leadership [3] | 3 |
| MGMT 448 | Organizational and Administrative Behavior [5] | 3 |
| MGMT 450 | Strategic Management [4] | 3 |
| MKTG 260 | Principles of Marketing [2] | 3 |
| **Entrepreneurship Courses** | | |
| BUSI 110 | Business and Entrepreneurship [5] | 3 |
| BUSI 213 | Negotiation Strategies and Skills [S] | 3 |
| ENTR 312 | Creativity and Innovation [F] | 3 |
| MGMT 214 | Project Management [4] | 3 |
| MKTG 364 | Sales and Sales Management [S] | 3 |
| MKTG 466 | Digital and Social Media Marketing [F] | 3 |
| **Additional Competencies** | | |
| MGMT 350 | Business Management Internship [4] | 3 |
| **Total Units** | | **63** |

[1]    Meets the General Education Quantitative Literacy requirement.
[2]    Meets the General Education Intercultural Competence requirement.
[3]    Meets the General Education Social Sciences requirement.
[4]    Meets the General Education Integrative and Applied Learning requirement.
[5]    Meets the General Education Civic Knowledge and Engagement requirement.

| | |
| --- | --- |
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |

| | |
|---|---|
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Business Knowledge: Apply business knowledge from multiple business disciplines to plan, design, and execute business strategies.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Quantitative Reasoning: Analyze quantitative data to address real-world or discipline-specific business problems.
4. Christian Business Ethics: Use biblically based ethics to make moral and virtuous ethical and socially responsible business decisions.
5. Written Communication: Convey ideas clearly and effectively through professional written communication.
6. Oral Communication: Communicate in informative or persuasive ways using the appropriate genre, channel, structure, and style.
7. Collaborative Teamwork: Effectively participate in business-focused teams as members and leaders in diverse environments.
8. Global/Multicultural Awareness: Identify and respond to cultural, economic, and political aspects of business in multicultural and global environments, informed by biblically based ethics.
9. Discipline Knowledge: Demonstrate knowledge of business concepts.
10. Discipline Problem Solving: Solve core business problems and effectively analyze and address business situations.

# BS in Business: International Business

60 units

The international business major (https://www.apu.edu/business/programs/international-business-major/) gives students a strong general business foundation followed by courses preparing them for careers in global business and international commerce. The program incorporates a global collaborative approach to the study of business, international management, strategic positioning, international trade, and politics as it prepares students to work in a dynamic and interdependent global business environment.

Students explore various ethical, cultural, legal, and other differences that exist in international business and consider their individual and leadership responsibilities and actions. International business majors think through the various urgent challenges that face business environments today, including sustainability, climate change, energy and technological shifts, political and economic shifts, and all forms of equity.

Students also acquire practical skills and experience through study-away opportunities, internships, foreign language study, and the opportunity to work with university students around the world in global colloquium case-study projects.

## Experiential Learning Opportunities

The International Business Global Colloquium gives APU students the opportunity to study various aspects of international business and international differences with students from different countries, schools, and programs for a significant social/international experience.

Study-away opportunities expose students to topics of globalization, trade, culture, and global management and leadership as they travel the world. Typically, these trips include visiting global and international organizations and learning from universities and business leaders around the world. Additionally, numerous student clubs and honor societies offer students the chance to build skills in leadership, project management, decision making, and teamwork.

## Certificates, Credentials, and Microcredentials

Today, employers are looking for new hires with technical skills and leadership abilities such as decision making and teamwork. This program gives students the opportunity to earn industry-valued, internationally recognized certificates, credentials, and microcredentials, such as the Intercultural Competence Badge, that can be added to résumés and uploaded to online portfolios, certifying and showcasing their mastery of these skills to potential employers.

## Career Opportunities

International business careers may be found with multinational corporations, foreign companies, banks, international investments, export/import trade, international law, international nonprofit organizations, world missions, and public/foreign service. Some of these exist in expatriate opportunities and some through various other logistics and extensions. Individuals graduate from this program with significant international experience after practicing

management and leadership skills abroad and collaborating with students from all over the world, and find themselves in high demand in today's global marketplace.

## Requirements

The international business major comprises 60 units. Students must achieve an average GPA of 2.5 or higher in their major courses (including the Business Core).

| Code | Title | Units |
|---|---|---|
| **Business Core Courses** | | |
| ACCT 120 | Principles of Accounting I | 3 |
| ACCT 121 | Principles of Accounting II | 3 |
| BUSI 111 | Business Statistics [1] | 3 |
| BUSI 240 | Introduction to Information Systems and Business Applications | 3 |
| BUSI 244 | Data Analytics, Spreadsheets, and Data Visualization | 3 |
| BUSI 296 | Business Law | 3 |
| BUSI 370 | International Business [2] | 3 |
| ECON 200 | Survey of Economics [3] | 3 |
| FIN 300 | Business Finance for Managers | 3 |
| MGMT 210 | Principles of Management [4] | 3 |
| MGMT 211 | Organizational Leadership [3] | 3 |
| MKTG 260 | Principles of Marketing [2] | 3 |
| MGMT 448 | Organizational and Administrative Behavior [5] | 3 |
| MGMT 450 | Strategic Management [4] | 3 |
| **International Business Courses** | | |
| BUSI 213 | Negotiation Strategies and Skills | 3 |
| FIN 372 | International Trade and Finance | 3 |
| IBUS 374 | Topics in International Management and Strategy | 3 |
| IBUS 377 | Global Field Study | 3 |
| MGMT 212 | Managing Diverse Teams and Groups [3] | 3 |
| **Additional competencies** | | |
| MGMT 350 | Business Management Internship [4] | 3 |
| Academic study away participation | | |
| **Total Units** | | **60** |

[1]     Meets the General Education Quantitative Literacy requirement.
[2]     Meets the General Education Intercultural Competence requirement.
[3]     Meets the General Education Social Sciences requirement.
[4]     Meets the General Education Integrative and Applied Learning requirement.
[5]     Meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of international business concepts.

9. Discipline Problem Solving/Strategy: Solve core international business problems, or analyze international business situations and provide strategy for effectiveness.

# Certificate in Change Strategies for Consulting

12 units

The Certificate in Change Strategies for Consulting is a postbachelor's program that focuses on nontraditional and innovative approaches to leading and managing change within an organization, with a specific lens of developing internal and external consultants to support organizational effectiveness efforts. Topics explored include theories of change within organizational systems, design thinking, strategic planning, organizational assessment, and consulting techniques. This certificate is geared toward individuals who want to create real impact in their organizations or consulting practice, and want to have better tools to strategically manage change.

| Code | Title | Units |
| --- | --- | --- |
| OPSY 534 | Organizational Systems: Theories of Change | 3 |
| LDRS 524 | Principles and Practices of Design Thinking | 3 |
| LDRS 548 | Strategic Foresight, Thinking, and Planning | 3 |
| Choose one of the following: | | 3 |
| OPSY 510 | Organizational Assessment and Interventions | |
| OPSY 520 | Consultative Applications of Organizational Psychology | |
| **Total Units** | | **12** |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Deliver Innovative solutions to complex leadership and organizational challenges.
2. Construct organization development interventions using experience-based models and simulations.
3. Prepare consulting reports and professional recommendations for organizational initiatives around change, leadership, and strategy.

# Certificate in Data Analysis and Visualization

12 units

Businesses today need informed leaders who can guide decision making by analyzing large amounts of data. The Certificate in Data Analysis and Visualization is for current students who want a specialization and working professionals who want to grow in their field or change career paths.

Certificates help students validate their skills and ability, give them increased marketability and earning power, and verify competence to employers. Certificate programs also provide the knowledge you need to in order to transform your career in less time than many traditional postgraduate and professional degree programs, and do not require any prerequisite work.

The Certificate in Data Analysis and Visualization offers an in-depth study developed by industry experts and balances theory and real-world practice. Coursework focuses on the necessary skills for collecting, formatting, and analyzing an organization's data, and students learn to manage big data and perform business analytics in order to produce useful information to guide an organization's decision making.

## Credentials and Microcredentials

Today, employers are looking for new hires with technical skills in big data and data analytics. Credentials and microcredentials show potential employers that students have the technical skill needed for today's workplace. This certificate program gives students the opportunity to earn credentials and microcredentials certifying their mastery of certain skills or abilities.

Students have the opportunity to earn microcredentials in spreadsheets, data visualization, and business analytics. Industry-valued certificates and credentials provide students the opportunity to showcase their skills and abilities to current and future employers. Credentials and microcredentials can be added to résumés and uploaded to online portfolios.

## Career Opportunities

Job growth for professionals proficient in business analytics is projected to continue rising. This high-stakes field also commands high salaries. Data analysis and visualization is applicable to a wide variety of jobs, so whether you want to launch a new career or advance to the next level of your current path, a certificate program can get you there.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| PRBA 111 | Business Statistics | 3 |
| PRBA 240 | Introduction to Information Systems and Business Applications | 3 |
| PRBA 244 | Data Analytics, Spreadsheets, and Data Visualization | 3 |
| PRBA 315 | Business System Analytics | 3 |
| **Total Units** | | **12** |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize relevant data analytics and visualization tools.
2. Interpret data to solve complex problems and make decisions for high-performance organizations.
3. Discuss the importance of ethics in data management, information technology, and statistics, considering a Christian Worldview.

# Certificate in Foundations of Human Resources

12 units

The Certificate in Foundations of Human Resources is a  postbachelor's program that equips students with the foundational knowledge and skills to become solutions-oriented HR professionals. Students will explore assessment and evaluation, needs analysis, human resource laws and compliance, compensation and benefits systems, and employee development. This certificate is geared toward individuals who already have their bachelor's and want additional education for professional learning, career changes, or adding value to their résumé. Current graduate students can also enroll in this program to gain a specialized credential.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| HROD 500 | Foundations of Human Resource Development | 3 |
| OPSY 505 | Individual and Team Assessment | 3 |
| HROD 532 | Human Resource Law | 3 |
| HROD 531 | Designing and Managing Compensation and Benefit Systems | 3 |
| **Total Units** | | **12** |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Examine the field of human resource development (HRD).
2. Integrate compliance with current human resource laws and regulations.

3. Assess individuals and teams using interventions for group dynamics, personality, personal and group values, and internal motivations.
4. Recommend quality solutions for real world HR problems.

# Certificate in Government Budgeting

12 units

The Certificate in Government Budgeting is a postbachelor's program that equips working professionals who desire to deepen their expertise in financial management in nonprofit and government organizations. With the help of this program, students can become Certified Government Financial Managers (CGFMs), a respected credential that recognizes the specialized knowledge and experience needed to be an effective government financial manager. Students in this program grow as ethical leaders and financial managers, and have the opportunity to prepare for their CGFM certification, demonstrating competency in governmental accounting, auditing, financial reporting, internal controls, and budgeting at the federal, state, and local levels.

## Requirements

| Code | Title | Units |
|------|-------|-------|
| FIN 502 | Business Finance for Managers | 3 |
| ACCT 550 | Accounting for Nonprofit Entities | 3 |
| ACCT 551 | Government Financial Management | 3 |
| Select one of the following: | | 3 |
| ACCT 525 | Accounting Ethics | |
| MGMT 581 | Ethical Leadership | |
| **Total Units** | | **12** |

## Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Apply financial management principles and procedures to nonprofit and government organizations.
2. Use analytic tools to analyze financial information, prepare and manage budgets, and ensure the financial accountability of public organizations.
3. Examine the unique financial challenges and opportunities in public sector financial management.
4. Develop personal ethical principles to guide financial decision-making.

# Certificate in Leadership Development

12 units

The Certificate in Leadership Development focuses on the personal character of the leader and how to develop themself and others. Students engage with approaches to executive coaching and gain insight into the past, present, and future landscape of leadership thought. This program is unique because it looks at leadership through the lens of emotional intelligence, which research shows is a cornerstone leadership trait. Students are equipped with practical tools to lead themselves and others forward. This certificate pairs well with any professional background, providing students with the life and leadership skills necessary to become influential agents of change in all kinds of organizations and personal relationships.

## Requirements

| Code | Title | Units |
|------|-------|-------|
| LDRS 512 | EQ I: Self-Leadership | 3 |
| LDRS 523 | EQ 2: Relational Leadership | 3 |
| MGMT 581 | Ethical Leadership | 3 |
| OPSY 515 | Coaching Techniques and Application | 3 |
| **Total Units** | | **12** |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explore the practical relationship between personality, motivation, personal values, and leadership development.
2. Identify the skills needed to guide high potential talent toward leadership development and success.
3. Articulate the behaviors and skills of emotional intelligence and its impact on organizational relationships.
4. Gain understanding of the historical roots of the study of leadership and its impact on leadership development into the future.

# Certificate in Project Management

12 units

Certificates are designed for current students who want a specialization, and for working professionals who want to grow in their field or change career paths. Certificates are great résumé builders, provide increased marketability, verify competence to potential employers, and provide practical learning that can be translated directly into workplace application. Certificate programs also provide the knowledge you need in order to transform your career in less time than many traditional postgraduate and professional degree programs, and do not require any prerequisite work.

In the project management certificate program, students learn to effectively manage projects across a range of industries and disciplines. Through a series of courses, students will learn about the key principles and practices of project management, including project planning, scheduling, budgeting, risk management, and quality assurance. Students will also have the opportunity to apply these concepts to real-world projects, gaining hands-on experience and developing critical thinking and problem-solving skills.

## Course Requirements

| Code | Title | Units |
| --- | --- | --- |
| BUSI 240 | Introduction to Information Systems and Business Applications | 3 |
| MGMT 214 | Project Management [1] | 3 |
| MGMT 440 | Business Process Management | 3 |
| MGMT 350 | Business Management Internship [1] | 3 |
| **Total Units** | | **12** |

[1] Meets the General Education Integrative and Applied Learning requirement.

# Certificate in Supply Chain and Logistics

12 units

Certificates validate skills and provide individuals with increased marketability and potential earning power. The Certificate in Supply Chain and Logistics is a professional undergraduate program for current students and working professionals who want to grow in their field or change career paths.

Businesses today need resourceful leaders to manage the procurement and delivery of products in an increasingly complex global economy. Students in this program gain the skills necessary to manage an organization's global supply chain, engaging in an in-depth study developed by industry experts that balances theory and real-world practice. Emphasis is on procurement, logistics and distribution, quality control, and analytical decision making.

Providing the knowledge you need in order to transform your career in less time than many traditional postgraduate and professional degrees, this certificate does not have any prerequisite work required.

## Credentials and Microcredentials

Today, employers are looking for new hires with technical skills in supply chain and logistics. This certificate program gives students the opportunity to earn industry-valued, internationally recognized credentials and microcredentials in project management, Six Sigma, Lean, quality management, logistics, and business analytics that can be added to résumés and uploaded to online portfolios, certifying and showcasing their mastery of these skills and abilities to potential employers.

## Career Opportunities

Job growth for supply chain and logistics professionals is projected to continue rising, so this high-stakes field also commands high salaries—the median annual salary for transportation, storage, and distribution managers in the United States is more than $100,000. Supply chain management

encompasses a wide variety of jobs, so whether you want to launch a new career or advance to the next level of your current path, this program can get you there.

## Requirements

| Code | Title | Units |
|------|-------|-------|
| PRBA 313 | Introduction to Supply Chain Management and Logistics | 3 |
| PRBA 314 | Supply Chain Sourcing [Proposed] | 3 |
| PRBA 315 | Business System Analytics | 3 |
| PRBA 317 | Quality Management | 3 |
| **Total Units** | | **12** |

# Master of Business Administration (MBA)

The Master of Business Administration (MBA) (https://www.apu.edu/business/programs/mba/) program offers working professionals an accessible yet rigorous graduate business program that can be completed in 12-30 months. The program prepares students to lead in the workplace by equipping them with key strategic concepts and the analytical and relational skills to make sound recommendations and decisions. The curriculum is designed to strike a balance between theory and practice, combining scholarship with practical experience and actual corporate case studies of business decision making. Students also select an area of concentration based on specific interests and career aspirations.

The program provides the opportunity for students to develop sound analytical abilities, establish collaborative and team-building skills, and become aware of social responsibility as a factor in decision making. The curriculum also allows students to acquire an understanding of the global business environment and how it is affected by cultural and market diversities. Faculty lectures are combined with case studies and discussions, student presentations, and team projects.

The accelerated and interactive classroom environment includes applied learning activities, use of new technologies in solving business problems, and independent field research and studies. National and international travel opportunities provide students with intensive boardroom field experience, where students get to dialogue with industry executives and government leaders.

## Highlights

- The MBA program equips students with strong moral character and the leadership and analytical skills needed to lead change in today's business world.
- Relevant coursework and real-world projects guided by faculty with business experience allow students to immediately apply learning at work.
- Focused certificates and credentials provide in-demand skills, know-how, and experience, verifying and showcasing students' skills and abilities to current and future employers.
- International and national travel opportunities give students intensive boardroom experience, where students get to dialogue with industry executives and government leaders worldwide.
- Students learn from Fulbright Scholars and world-renowned professors with real-world experience.
- Flexible course scheduling allows students to advance their academic and professional goals at their own pace.

## Certificates, Credentials, and Microcredentials

Today, employers are looking for new hires with technical skills as well as leadership abilities such as decision making and teamwork. In the MBA program, students have the opportunity to earn industry-valued certificates, credentials, and microcredentials that can be added to résumés and uploaded to online portfolios, certifying and showcasing their skills and abilities to potential employers.

## Flexible Course Schedules

To accommodate busy schedules, classes are offered during the evening, online, and at select regional campuses, and students may take advantage of the multiple delivery formats to customize their education experience. Students are admitted to and can start the MBA program in any of the six terms during the academic year.

## Requirements

The MBA program curriculum comprises 42-45 units: 33 units of core courses (including a 3-unit capstone) and 9-12 units of concentration courses. Concentration options include accounting, business analytics, entrepreneurship, finance, government financial management, healthcare management, international business, marketing, organizational science, public administration, and sport management. Students may request approval to take a second concentration.

| Code | Title | Units |
|------|-------|-------|
| **Core Courses** | | **33** |
| ACCT 512 | Management Accounting | |
| BUSI 514 | Operations Management | |
| BUSI 583 | Integrated Decision Making | |
| MGMT 515 | Applied Research and Analysis | |
| FIN 513 | Corporate Finance | |
| MGMT 516 | High-Performance People Management | |
| MGMT 541 | Global Business Management | |
| MGMT 581 | Ethical Leadership | |
| MGMT 578 | Strategic Management | |
| MKTG 527 | Marketing Strategy | |
| Select one of the following experience-based capstones: | | |
| BUSI 577 | Global Field Study | |
| BUSI 590 | Capstone Project | |
| **Concentration** | | **9-12** |
| Select one of the following: | | |
| **Accounting [1]** | | |
| Any 12 units of master's-level accounting courses | | |
| **Business Analytics** | | |
| BUSI 511 | Big Data and Business Analytics | |
| BUSI 515 | Artificial Intelligence (AI) and Machine Learning (ML) for Business | |
| BUSI 594 | Emerging Trends in Information Technology | |
| **Entrepreneurship** | | |
| ENTR 520 | Entrepreneurial Decision Making | |
| MKTG 580 | Strategic Digital Marketing | |
| FIN 536 | Entrepreneurial Finance | |
| **Finance** | | |
| FIN 536 | Entrepreneurial Finance | |
| FIN 546 | Investments | |
| FIN 567 | Advanced Financial Analysis | |
| **Government Financial Management** | | |
| PADM 503 | The Policy Process | |
| ACCT 550 | Accounting for Nonprofit Entities | |
| ACCT 551 | Government Financial Management | |
| **Healthcare Management** | | |
| PADM 510 | U.S. Healthcare System | |
| PADM 512 | Healthcare Administration | |
| PADM 513 | Community Health and the Built Environment | |
| **International Business [2]** | | |
| BUSI 577 | Global Field Study | |
| MGMT 561 | Managing Teams and Conflict | |
| MGMT 583 | Global Strategic Management | |
| **Marketing** | | |
| MKTG 545 | International Marketing | |
| MKTG 565 | Integrated Marketing Communications | |
| MKTG 580 | Strategic Digital Marketing | |
| **Public Administration** | | |
| PADM 501 | Origin of Public Administration | |
| PADM 503 | The Policy Process | |
| PADM 504 | Economic and Urban Development | |
| **Organizational Science [3]** | | |

| Sport Management | | |
|---|---|---|
| PE 556 | Facility and Event Management | |
| PE 572 | Foundations of Sport Management | |
| PE 557A | Field Studies/Internships in Sport Management [4] | |
| PE 557B | Field Studies/Internships in Sport Management [4] | |
| **Total Units** | | **42-45** |

[1]  Any student with a bachelor's degree in accounting or its equivalent may choose the accounting concentration, which consists of 12 units of regularly offered Master of Professional Accountancy (MAcc) courses.

[2]  Students who choose a concentration in international business are required to take BUSI 577 Global Field Study. BUSI 577 may be repeated twice and substituted for the other two required concentration courses with approval.

[3]  This concentration is designed for students who for personal and/or career reasons need to create an individualized concentration. The final course of the concentration is a capstone project or global field study; the other three courses are typically chosen from existing concentration courses offered by the School of Business and Management, but students with unique needs may propose concentrations that include up to 9 units of graduate study offered by other schools or colleges within Azusa Pacific University. All concentrations must be approved in advance by the SBM Graduate Business Admissions Committee. Concentration courses must also be approved by the other college(s)/school(s) in which the courses will be taken.

[4]  PE 557A and PE 557B must be completed consecutively after all other sport management coursework is completed.

# Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

View the **MBA-specific admission requirements (https://www.apu.edu/business/programs/mba/#admission)**.

# Program Changes

If a student wishes to change programs, the School of Business and Management requires students to file a Change of Program form and comply with all program admission requirements.

# Course Attendance and Schedule

The collaborative learning process that characterizes the MBA program requires that students are prepared to contribute value to class discussions and to the broader learning community based on their experiences. As such, class attendance is an important aspect of commitment to the MBA program, and absences from class are not appropriate except in cases of emergency.

Students should make note of the start and end of the term as they determine their schedules. Because program coursework is offered in accelerated seven-week sessions, students generally cannot miss more than one class without retaking the course. Students should notify instructors of planned absences as soon as possible and make arrangements with other students to get notes and assignments. Also, since every instructor considers participation in grading, absences and tardiness may significantly affect final grades.

# Academic Honors

## Outstanding Graduate

At each commissioning ceremony, graduate faculty may honor a single graduate with the distinction of Outstanding Graduate. The award is primarily based on academic achievement and is secondarily given to the outstanding candidate who contributed most to the APU MBA learning community.

# Commissioning Ceremony

Preceding each commencement, the School of Business and Management holds a commissioning ceremony for graduating students and their families. This event includes an achievement awards ceremony, words to live by, student remarks, and a time of prayer and commissioning for each graduate.

# Graduation

In order to graduate, students must complete the required courses with an overall grade-point average (GPA) of at least 3.0 within five years of matriculation. This includes completing every required course with a *C*- or above. All courses taken within the SBM and applied toward the MBA degree must be taken for a letter grade, except for courses offered only on a pass/fail (*P/F*) basis.

## Field Study Fees

Mandatory and elected international field study, global field study, and field experience trips incur appropriate required fees. Students who switch programs, withdraw, or are otherwise unable to participate in international field study, global field study, or field experience trips that are either required or elected for their program may be responsible for fees up to the full cost of the trip. View the most up-to-date fees. (https://www.apu.edu/graduateprofessional/sfs/costs/)

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate proficiency in multiple business disciplines.
2. Construct critical thinking processes to solve business problems.
3. Defend business decisions based on a Christian perspective.
4. Display strategic thinking through professional communication channels.
5. Be impactful team members.
6. Analyze cultural aspects of business in diverse environments.

# Master of Business Management (MBM)

The Master of Business Management (MBM) program (https://www.apu.edu/business/programs/masters-in-management/) offers working professionals an accessible yet rigorous graduate business program that can be completed in 12-30 months. Coursework builds a foundation for successful executive leadership, development of a collaborative work ethic, expansion of management vision with global perspectives, ethical decision-making skills, and the ongoing quest for innovative value creation.

Program coursework provides students with the functional knowledge and strategic tools necessary for successful business management and leadership, as well as the scholastic and professional applications framework to acquire state-of-the-art global leadership and management perspectives. Focus is placed on creating value within organizations, and making continuous positive contributions in a rapidly changing, highly diversified, and increasingly integrated business environment.

The 39-unit MBM program develops exceptional business management professionals with outstanding moral character and strong analytical and innovative decision-making skills. The ethical leadership development vision that forms the core of the program is reflected in coursework designs, which combine classroom learning with hands-on experience. Real-life case studies provide students with résumé experience and allow students to build impressive portfolios. Previous real-life cases have included companies such as Pepsi, Target, and Kaiser Permanente, along with numerous nonprofits and startups. International and national travel opportunities give students intensive boardroom field experience, where students get to dialogue with industry executives and government leaders.

## Highlights

- The MBM program equips students with strong moral character and the management and leadership skills needed to lead change in today's business world.
- Relevant coursework and real-world projects guided by faculty with business experience allow students to immediately augment their résumé and apply learning at work.
- Focused certificates and credentials provide in-demand skills, know-how, and experience, verifying students' skills and abilities to current and future employers.
- Students learn from Fulbright Scholars and world-renowned professors with real-world organizational experience.
- International and national travel opportunities give students intensive boardroom experience, where students get to dialogue with industry executives and government leaders worldwide.
- Flexible course scheduling allows students to advance their academic and professional goals at their own pace.

## Certificates, Credentials, and Microcredentials

Today, employers are looking for employees who can lead people and projects. The job market demands individuals with strong analytical and project management skills, as well as leadership abilities such as decision making and teamwork. In the MBM program, students have the opportunity to earn industry-valued, internationally recognized certificates, credentials, and microcredentials that can be added to résumés and uploaded to online portfolios, certifying and showcasing their mastery of these skills and abilities to potential employers.

# Flexible Course Schedules

To accommodate busy schedules, classes are offered during the evening, afternoon, online, and at select regional campuses. Afternoon classes give students the opportunity to participate in real-life business strategy case studies with profit, nonprofit, and governmental organizations, and students may take advantage of the multiple delivery formats to customize their education experience. **Students are admitted to and can start the MBM program in any of the eight terms during the academic year.**

# Requirements

To graduate, students must complete the required 39 units with a grade-point average of at least 3.0 within five years of matriculation. This includes completing all required courses with a *C-* or above. All courses taken within the SBM and used for a student's MBM candidacy must be taken for a letter grade, except courses offered only on a pass-fail basis.

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | **30** |
| HROD 500 | Foundations of Human Resource Development | |
| MGMT 510 | Current Issues in Business and Management | |
| MGMT 515 | Applied Research and Analysis | |
| MGMT 516 | High-Performance People Management | |
| MGMT 517 | Managing Human Capital | |
| MGMT 521 | Organizational Development and Change | |
| MGMT 541 | Global Business Management | |
| MGMT 561 | Managing Teams and Conflict | |
| MGMT 570 | Organizational Performance Improvement | |
| MGMT 581 | Ethical Leadership | |
| **Concentration** | | **9** |
| Select one of the following: | | |
| **Entrepreneurship** | | |
| ENTR 520 | Entrepreneurial Decision Making | |
| MKTG 527 | Marketing Strategy | |
| FIN 536 | Entrepreneurial Finance | |
| **Government Financial Management** | | |
| PADM 503 | The Policy Process | |
| ACCT 550 | Accounting for Nonprofit Entities | |
| ACCT 551 | Government Financial Management | |
| **Healthcare Management** | | |
| PADM 510 | U.S. Healthcare System | |
| PADM 512 | Healthcare Administration | |
| PADM 513 | Community Health and the Built Environment | |
| **Human Resource Management** | | |
| HROD 530 | Labor Law and Negotiations for Human Resource Professionals | |
| HROD 531 | Designing and Managing Compensation and Benefit Systems | |
| HROD 532 | Human Resource Law | |
| **International Business** | | |
| BUSI 577 | Global Field Study [1] | |
| MGMT 583 | Global Strategic Management | |
| MKTG 545 | International Marketing | |
| **Marketing** | | |
| MKTG 545 | International Marketing | |
| MKTG 565 | Integrated Marketing Communications | |
| MKTG 580 | Strategic Digital Marketing | |
| **Organizational Development and Change** | | |
| HROD 550 | Instructional Design and Training Methods | |
| OPSY 510 | Organizational Assessment and Interventions | |
| OPSY 520 | Consultative Applications of Organizational Psychology | |

| | | |
|---|---|---|
| **Organizational Science** [2] | | |
| **Public Administration** | | |
| PADM 501 | Origin of Public Administration | |
| PADM 503 | The Policy Process | |
| PADM 504 | Economic and Urban Development | |
| **Sport Management** | | |
| PE 556 | Facility and Event Management | |
| PE 572 | Foundations of Sport Management | |
| PE 557A | Field Studies/Internships in Sport Management | |
| PE 557B | Field Studies/Internships in Sport Management | |
| **Total Units** | | **39** |

[1]    BUSI 577 may be repeated twice and substituted for the other two required concentration courses with approval.

[2]    The organizational science concentration is designed for students who, for personal and/or career reasons, need to create an individualized concentration. The three courses are typically chosen from existing concentration courses offered by the School of Business and Management, but students with unique needs may propose concentrations that include up to 9 units of graduate study offered by other schools or colleges within Azusa Pacific University. All concentrations must be approved in advance by the Graduate Business Admissions Committee. Concentration courses from other colleges/schools must also be approved by those colleges/schools.

# Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

View the **MBM-specific admission requirements (https://www.apu.edu/business/programs/masters-in-management/#admission)**.

# Program Changes

If a student wishes to change programs, the School of Business and Management requires students to file a Change of Program form and comply with all program admission requirements.

# Course Attendance and Schedule

The collaborative learning process that characterizes the MBM program requires that students be prepared to contribute value to class discussions and to the broader learning community based on their experiences. As such, class attendance is an important aspect of commitment to the MBM program. Absences from class are not appropriate except in cases of emergency.

Students should make note of the start and end of the term as they determine their schedules. Because the program coursework is offered in accelerated eight-week sessions, students generally cannot miss more than one class without retaking the course. Students should notify instructors of planned absences as soon as possible and make arrangements with other students to get notes/assignments. Also, since every instructor considers participation in grading, absences and tardiness may significantly affect final grades.

# Academic Honors

## Outstanding Graduate

At each commissioning, the graduate faculty may honor a single graduate with the distinction of Outstanding Graduate. The award is primarily based on academic achievement, but when a secondary factor is needed to make a selection, the committee determines which of the outstanding candidates contributed most to the learning community.

## Sigma Iota Epsilon National Honorary and Professional Management Fraternity

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

APU's MBM fraternity, designated Sigma Iota Epsilon, Theta Kappa Chapter, extends individual membership to students who demonstrate high academic standing in the field of management. The vision of the Theta Kappa Chapter is to connect SIE's mission with APU's Four Cornerstones,

creating a synergy that helps develop holistic and dynamic professionals in the business world. APU's programs aim at bridging the gap between theory and practice and helping prepare students to enter the management field and advance as leaders.

## Commissioning Ceremony

Preceding each commencement, APU holds a commissioning ceremony for graduating students and their families. This event includes an awards ceremony, words to live by, student remarks, and a time of prayer and commissioning for each graduate.

## Field Study Fees

Mandatory and elected international field study and field experience trips that are available on a program-by-program basis incur appropriate required fees. Students who switch programs, withdraw, or are otherwise unable to participate in international field study or field experience trips that are either required or elected for their program may be responsible for fees up to the full cost of the trip. View the most up-to-date list of fees (https://www.apu.edu/graduateprofessional/sfs/costs/).

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate proficiency in multiple business disciplines.
2. Construct critical thinking processes to solve business problems.
3. Defend business decisions based on a Christian perspective.
4. Display strategic thinking through professional communication channels.
5. Be impactful team members.
6. Analyze cultural aspects of business in diverse environments.

# Minor in Business Administration (Professional)

21 units

Today's business leaders must be agile and able to adapt to a rapidly changing business world while leading employees by modeling character, integrity, and compassion. Relevant coursework addresses current issues in business and encourages the integration of real-world work experiences and hands-on projects. Students may combine these experiences with internships or international study opportunities to further expand their portfolio and network.

## Benefits of Adding a Minor

A minor can help students complement their bachelor's degree and stand out to future employers, helping them expand their employment opportunities as they study an additional area of interest. The versatility of the business administration minor complements any major, giving students the opportunity to demonstrate management expertise in any field and possibly providing an edge in their job search, while also adding knowledge that can be used throughout an individual's career.

## Certificates, Credentials, and Microcredentials

Throughout the program, students build on existing experience while gaining a strong foundation in business management and leadership. Students in this program also have the opportunity to earn internationally recognized certificates, credentials, and microcredential badges that can be added to résumés and uploaded to online portfolios, certifying and showcasing their mastery of certain skills or abilities to potential employers.

## Requirements

| Code | Title | Units |
|---|---|---|
| PRBA 120 | Principles of Accounting I | 3 |
| PRBA 210 | Principles of Management | 3 |
| PRBA 260 | Marketing Principles | 3 |
| PRBA 370 | International Business [1] | 3 |
| PRBA 448 | Organization and Administrative Behavior [2] | 3 |
| PRBA 305 | Operations Management | 3 |

| | | |
|---|---|---|
| PRBA 445 | Human Resource Management | 3 |
| **Total Units** | | **21** |

[1]   Meets the General Education Intercultural Competence requirement.
[2]   Meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
2. Quantitative Reasoning: Analyze quantitative data to address real-world or discipline-specific business problems.
3. Information Technology: Apply current information technologies to business issues.
4. Christian Business Ethics: Use biblically-based ethics to make moral and virtuous ethical and socially responsible business decisions.
5. Written Communication: Convey ideas clearly and effectively through professional written communication.
6. Oral Communication: Communicate in informative or persuasive ways using the appropriate genre, channel, structure, and style.
7. Global/Multicultural Awareness: Informed by biblically-based ethics, students will identify and respond to cultural, economic, and political aspects of business in multicultural and global environments.

# Minor in Business Analytics

21 units

The business analytics minor is for students interested in developing expertise in data science and data analytics with a specialization in the field of business. Students learn to analyze large quantities of data and discover value-oriented insights, becoming data-driven decision-makers in their organizations. Information is applied to a wide range of data-rich business domains such as accounting, economics, finance, marketing, human resource management, and supply chain management.

## Benefits of Adding a Minor

A minor can help students complement their bachelor's degree and stand out to future employers, expanding their employment opportunities as they study an additional area of interest. Complementary minors provide students the opportunity to demonstrate added expertise in their field and specialize in an area that may provide an edge in their job search, and also add knowledge that can be used throughout an individual's career.

| Code | Title | Units |
|---|---|---|
| **Business Analytics Core** | | |
| BUSI 111 | Business Statistics [1] | 3 |
| BUSI 246 | Foundations of Business Analytics | 3 |
| BUSI 314 | Big Data Analytics for Business | 3 |
| BUSI 414 | Application of Business Analytics | 3 |
| Select three of the following: | | 9 |
| ACCT 120 | Principles of Accounting I | |
| ACCT 121 | Principles of Accounting II | |
| ACCT 320 | Intermediate Accounting I [F] | |
| ECON 200 | Survey of Economics [2] | |
| ECON 350 | Intermediate Macroeconomics [F] | |
| ECON 351 | Intermediate Microeconomics [S] | |
| FIN 300 | Business Finance for Managers | |
| FIN 352 | Financial Markets and Institutions [F] | |
| FIN 330 | Financial Analysis [F] | |
| FIN 432 | Investment Analysis [S] | |
| MKTG 260 | Principles of Marketing [3] | |
| MKTG 262 | Consumer Behavior: An Applied Approach [4] | |

| MKTG 363 | Marketing Research [F] | |
|---|---|---|
| **Total Units** | | **21** |

[1]  Meets the General Education Quantitative Literacy requirement.
[2]  Meets the General Education Social Sciences requirement.
[3]  Meets the General Education Intercultural Competence requirement.
[4]  Meets the General Education Civic Knowledge and Engagement requirement.

| F | Offered in Fall only |
|---|---|
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Describe business issues which require business analytics' skills and methods.
2. Transform large quantities of real-life data from a wide range of domains to resolve issues.
3. Apply appropriate analytical methods (descriptive, diagnostic, predictive, and prescriptive analytics) to find solutions to business problems.
4. Explain the results of analytical activities clearly and concisely using oral, written, or electronic media.
5. Describe the ethical and legal issues involved with collecting, storing, and using big data from a Christian perspective.

# Minor in Business Management

21 units

The business management minor program is designed for those who seek a broad spectrum of business courses necessary to lead and manage organizations. This program develops competence in conceptual, human, and technical skills, and these skills make students completing the program well prepared for employment in public and private-sector organizations.

Students in this program learn the management and leadership skills of planning, decision making, problem solving, communication, and delegation. Coursework in general business management and leadership includes a fundamental system of values that serves as the basis for decision making. This minor also emphasizes project and people management.

## Benefits of Adding a Minor

A minor can help students complement their bachelor's degree and stand out to future employers, expanding their employment opportunities while they study an additional area of interest. The versatility of the management minor complements any major, giving students the opportunity to demonstrate management expertise in any field and possibly providing an edge in their job search, as well as adding knowledge that can be used throughout an individual's career.

## Certificates, Credentials, and Microcredentials

Today, employers are looking for new hires with technical skills and leadership abilities such as decision making and teamwork. Students in this program have the opportunity to earn industry-valued certificates, credentials, and microcredential badges that can be added to résumés and uploaded to online portfolios, certifying and showcasing certain skills and abilities to potential employers.

## Experiential Learning Opportunities

Study-away opportunities expose students to topics of globalization, trade, culture, and global management and leadership as they travel the world. Typically, these trips include visiting global and international organizations and learning from universities and business leaders around the world. Additionally, numerous School of Business and Management clubs offer students the chance to build skills in leadership, management, decision making, and teamwork.

## Career Opportunities

At APU, students may choose from among a broad range of management course offerings. Business management minors are able to pursue work in a vast range of industries.

## Requirements

No more than three courses in a student's major may count toward the business management minor.

| Code | Title | Units |
| --- | --- | --- |
| BUSI 110 | Business and Entrepreneurship [1] | 3 |
| MGMT 210 | Principles of Management [2] | 3 |
| MKTG 260 | Principles of Marketing [3] | 3 |
| MGMT 445 | Human Resource Management | 3 |
| MGMT 448 | Organizational and Administrative Behavior [1] | 3 |
| Select two of the following: | | 6 |
| MGMT 211 | Organizational Leadership [4] | |
| MGMT 212 | Managing Diverse Teams and Groups [4] | |
| MGMT 214 | Project Management [2] | |
| MGMT 350 | Business Management Internship [2] | |
| MGMT 410 | Production Management | |
| MGMT 440 | Business Process Management | |
| MGMT 446 | Introduction to Organizational Theory and Design | |
| MGMT 467 | Introduction to Organizational Development and Change | |
| **Total Units** | | **21** |

[1]    Meets the General Education Civic Knowledge and Engagement requirement.
[2]    Meets the General Education Integrative and Applied Learning requirement.
[3]    Meets the General Education Intercultural Competence requirement.
[4]    Meets the General Education Social Sciences requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Students will be able to demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Students will be able to identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Students will be able to demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Students will be able to convey ideas clearly through professional written communication.
5. Oral Communication: Students will be able to express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Students will be able to demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Students will be able to identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Students will be able to demonstrate knowledge of management concepts.
9. Discipline Problem Solving/Strategy: Students will be able to a) solve core management problems or b) analyze management situations and provide strategy for effectiveness.

# Minor in Economics

21 units

The economics minor focuses on a deep understanding of the economic environment of business, including labor, environmental, and international issues. Students become grounded in economic theory and practical applications.

## The Benefits of Adding a Minor

A minor can help students complement their bachelor's degree and stand out to future employers, helping them expand their employment opportunities as they study an additional area of interest. Complementary minors provide students the opportunity to demonstrate added expertise in their field and specialize in an area that may provide an edge in their job search, and also add knowledge that can be used throughout an individual's career.

## Requirements

The economics minor allows no more than three courses in the student's major to count toward this minor.

| Code | Title | Units |
| --- | --- | --- |
| ECON 200 | Survey of Economics [1] | 3 |
| ECON 350 | Intermediate Macroeconomics [2] | 3 |
| ECON 351 | Intermediate Microeconomics [3] | 3 |
| Select four of the following: | | 12 |
| ECON 355 | Environmental Economics | |
| ECON 356 | Labor Economics | |
| ECON 359 | Urban and Regional Economics [4] | |
| ECON 452 | Econometrics | |
| ECON 495 | Special Topics in Economics | |
| ECON 497 | Readings | |
| FIN 352 | Financial Markets and Institutions | |
| FIN 372 | International Trade and Finance | |
| **Total Units** | | **21** |

[1]  Meets the General Education Social Sciences requirement.
[2]  Offered Fall semester.
[3]  Offered Spring semester.
[4]  Meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of economics concepts.
9. Discipline Problem Solving/Strategy: Solve core economics problems, or analyze economics situations and provide strategy for effectiveness.

# Minor in Entrepreneurship

21 units

The entrepreneurship minor prepares students for the intricacies of planning, launching, and leading a new business, with a focus on creativity and innovation, managing and growing a new business, and social media. Coursework covers working in teams, constructing business models, communicating with partners and customers, assessing feasibility while launching a new venture or initiative, and creating a social media campaign.

## Benefits of Adding a Minor

A minor can help students complement their bachelor's degree and stand out to future employers, helping them expand their employment opportunities as they study an additional area of interest. Complementary minors provide students the opportunity to demonstrate added expertise in their field and specialize in an area that may provide an edge in their job search, and also add knowledge that can be used throughout an individual's career.

## Experiential Learning Opportunities

Entrepreneurship minors apply their knowledge and skills in academic and real-world settings. Guided by faculty, teams of students conduct needs assessments in local communities, identify potential solutions, and implement community impact projects. The communities benefit from collaboration and fresh innovation, and students gain valuable experience to advance their entrepreneurial résumés.

Students also have the option to participate in student clubs and competitions, such as ENACTUS, that provide skill-building opportunities in leadership, teamwork, and decision making. APU-sponsored teams have a track record of successful placement in ENACTUS competitions.

## Credentials and Microcredentials

Today, employers are looking for new hires with technical skills and leadership abilities such as decision making and teamwork. Entrepreneurship minors have the opportunity to earn industry-valued credentials and microcredential badges that can be added to résumés and uploaded to online portfolios, certifying and showcasing these skills and abilities to potential employers.

## Requirements

No more than three courses in a student's major may count toward this minor.

| Code | Title | Units |
|---|---|---|
| BUSI 110 | Business and Entrepreneurship [1] | 3 |
| BUSI 213 | Negotiation Strategies and Skills | 3 |
| ENTR 312 | Creativity and Innovation | 3 |
| MGMT 210 | Principles of Management [2] | 3 |
| MGMT 214 | Project Management [2] | 3 |
| **Select two of the following:** | | **6** |
| BUSI 100 | Personal Finance [1] | |
| ENTR 315 | Social Entrepreneurship | |
| MKTG 364 | Sales and Sales Management | |
| MKTG 466 | Digital and Social Media Marketing | |
| MGMT 212 | Managing Diverse Teams and Groups [3] | |
| MGMT 350 | Business Management Internship [2] | |
| MGMT 410 | Production Management | |
| MGMT 440 | Business Process Management | |
| **Total Units** | | **21** |

[1]    Meets the General Education Civic Knowledge and Engagement requirement.
[2]    Meets the General Education Integrative and Applied Learning requirement.
[3]    Meets the General Education Social Sciences requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Students will be able to demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Students will be able to identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Students will be able to demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Discipline Knowledge: Students will be able to demonstrate knowledge of entrepreneurship concepts.
5. Discipline Problem Solving/Strategy: Students will be able a) solve core entrepreneurship problems or b) analyze entrepreneurship situations and provide strategy for effectiveness.

# Minor in Foundations of Business (MBA Preparation)

21 units

The foundations of business (MBA prep) minor (https://www.apu.edu/business/programs/foundations-business-minor/) is for nonbusiness students who are interested in pursuing a Master of Business Administration (MBA) degree after completing their bachelor's program.

Azusa Pacific University's School of Business and Management offers a customizable, Christ-centered MBA degree program that prepares ethical leaders capable of adapting to the changing business landscape. This program teaches the key concepts and skills, both analytical and relational, to be successful managers and leaders in business and society. This minor prepares students to enter into APU's MBA program or any other accredited MBA program after the completion of a bachelor's degree in a discipline outside of business.

No more than three courses in a student's major may count toward the foundations of business (MBA prep) minor.

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| ACCT 120 | Principles of Accounting I | 3 |
| BUSI 110 | Business and Entrepreneurship [1] | 3 |
| FIN 300 | Business Finance for Managers | 3 |
| MGMT 210 | Principles of Management [2] | 3 |
| MGMT 212 | Managing Diverse Teams and Groups [3] | 3 |
| MKTG 260 | Principles of Marketing [4] | 3 |
| **Elective** | | **3** |
| Choose one of the following: | | |
| BUSI 111 | Business Statistics [5] | |
| BUSI 240 | Introduction to Information Systems and Business Applications | |
| BUSI 244 | Data Analytics, Spreadsheets, and Data Visualization | |
| ECON 200 | Survey of Economics [3] | |
| **Total Units** | | **21** |

[1]   Meets the General Education Civic Knowledge and Engagement requirement.
[2]   Meets the General Education Integrative and Applied Learning requirement.
[3]   Meets the General Education Social Sciences requirement.
[4]   Meets the General Education Intercultural Competence requirement.
[5]   Meets the General Education Quantitative Literacy requirement.

## Program Learning Outcomes
### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in multiple business disciplines.
2. Apply critical thinking to solve business problems.
3. Evaluate business decisions based on a Christian perspective.
4. Communicate ideas through professional channels.
5. Demonstrate awareness of community impact.

# Minor in Foundations of Management (MBM Preparation)

21 Units

The Foundations of Management (MBM Prep) minor (https://www.apu.edu/business/programs/foundations-management-minor/) is for nonbusiness students who are interested in pursuing a Master of Business Management degree (MBM) after completing their bachelor's program.

Azusa Pacific University's School of Business and Management offers a customizable, Christ-centered MBM that prepares ethical leaders capable of adapting to the changing business landscape. This master's in management program prepares students to become managers and leaders who can effectively motivate employees to exceed market expectations, improve competency levels and job performance, guide their organizations to invest in their workforce, and recruit, hire, and train the right individuals. Program graduates become experts in positively steering organizational change and creating a culture of teamwork.

## Requirements

No more than three courses in a student's major may count toward the foundations of management (MBM prep) minor.

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| BUSI 110 | Business and Entrepreneurship [1] | 3 |
| MGMT 210 | Principles of Management [2] | 3 |
| MGMT 445 | Human Resource Management | 3 |
| MGMT 448 | Organizational and Administrative Behavior [1] | 3 |
| MKTG 260 | Principles of Marketing [3] | 3 |
| **Electives** | | **6** |
| Choose two of the following: | | |
| BUSI 213 | Negotiation Strategies and Skills | |
| MGMT 212 | Managing Diverse Teams and Groups [4] | |
| MGMT 120 | Business Communications | |
| MGMT 211 | Organizational Leadership [4] | |
| MGMT 214 | Project Management [2] | |
| MGMT 446 | Introduction to Organizational Theory and Design | |
| MGMT 467 | Introduction to Organizational Development and Change | |
| **Total Units** | | **21** |

[1]   Meets the General Education Civic Knowledge and Engagement requirement.
[2]   Meets the General Education Integrative and Applied Learning requirement.
[3]   Meets the General Education Intercultural Competence requirement.
[4]   Meets the General Education Social Sciences requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in multiple business disciplines.
2. Apply critical thinking to solve business problems.
3. Evaluate business decisions based on a Christian perspective.
4. Communicate ideas through professional channels.
5. Demonstrate awareness of community impact.

# Minor in Human Resources

21 units

The human resources minor provides students with a comprehensive understanding of the fundamental principles and practices of managing human capital within an organization. This program equips students with the knowledge and skills needed to effectively recruit, develop, and retain employees, and to navigate the complex legal and ethical considerations associated with employment.

Students will learn about a variety of topics, including compensation and benefits, employee relations, training and development, talent acquisition, diversity and inclusion, and strategic planning. Students will also explore the various challenges facing HR professionals in today's rapidly changing

business landscape, such as the impact of technology on the workforce, the evolving nature of work and employment, and the importance of fostering a positive organizational culture.

## Benefits of Adding a Minor

A minor can help students complement their bachelor's degree and stand out to future employers, helping them expand their employment opportunities as they study an additional area of interest. Complementary minors provide students the opportunity to demonstrate added expertise in their field and specialize in an area that may provide an edge in their job search, and also add knowledge that can be used throughout an individual's career.

## Certificates, Credentials and Microcredentials

Today, employers are looking for new hires with technical knowledge and leadership abilities such as decision making and teamwork. Students in this program have the opportunity to earn industry-valued certificates, credentials, and microcredential badges that can be added to résumés and uploaded to online portfolios, certifying and showcasing certain skills and abilities to potential employers.

## Requirements

| Code | Title | Units |
|---|---|---|
| MGMT 211 | Organizational Leadership [1] | 3 |
| MGMT 212 | Managing Diverse Teams and Groups [1] | 3 |
| MGMT 446 | Introduction to Organizational Theory and Design | 3 |
| MGMT 467 | Introduction to Organizational Development and Change | 3 |
| HROD 250 | HR Life Cycle: Hiring to Retiring | 3 |
| HROD 351 | Talent Enhancement: Training, Development, and Engagement | 3 |
| HROD 352 | Employee Relations | 3 |
| **Total Units** | | **21** |

[1] Meets the General Education Social Sciences requirement.

# Minor in International Business

24 units

The international business minor prepares students for careers in global business and international commerce. The program incorporates a global collaborative approach to the study of business, international management, strategic positioning, international trade, macroeconomics, and politics as it prepares students to work in a dynamic and interdependent global business environment.

Students explore various ethical, cultural, legal, and other differences that exist in international business and consider their individual and leadership responsibilities and actions. International business majors think through the various urgent challenges that face business environments today, including sustainability, climate change, energy and technological shifts, political shifts, and all forms of equity.

Students also acquire practical skills and experience through study-away opportunities, internships, and the opportunity to work with university students around the world in global colloquium case-study projects.

## Benefits of Adding a Minor

A minor can help students complement their bachelor's degree and stand out to future employers, expanding their employment opportunities while they study an additional area of interest. Complementary minors give students the opportunity to demonstrate added expertise in any field and possibly provide an edge in their job search, and add knowledge that can be used throughout an individual's career.

## Experiential Learning Opportunities

The International Business Global Colloquium gives APU students the opportunity to study various aspects of international business and international differences with students from different countries, schools, and programs for a significant social/international experience.

Study-away opportunities expose students to topics of globalization, trade, culture, and global management and leadership as they travel the world. Typically, these trips include visiting global and international organizations and learning from universities and business leaders around the world. Additionally, numerous student clubs offer the chance to build skills in leadership, management, decision making, and teamwork.

## Certificates, Credentials, and Microcredentials

Today, employers are looking for new hires with technical skills and leadership abilities such as decision making and teamwork. Students in this program have the opportunity to earn industry-valued certificates, credentials, and microcredential badges that can be added to résumés and uploaded to online portfolios, certifying and showcasing certain skills and abilities to potential employers.

## Career Opportunities

International business careers may be found with multinational corporations, foreign companies, banks, international investments, export/import trade, international law, international nonprofit organizations, world missions, and public/foreign service. Some of these exist in expatriate opportunities and some through various other logistics and extensions. Individuals graduate from this program with significant international experience, as well as proficiency in a foreign language, and are in high demand in today's job market.

## Requirements

No more than three courses in a student's major may count toward the international business minor.

| Code | Title | Units |
| --- | --- | --- |
| BUSI 213 | Negotiation Strategies and Skills | 3 |
| BUSI 370 | International Business [1] | 3 |
| MGMT 210 | Principles of Management [2] | 3 |
| MGMT 212 | Managing Diverse Teams and Groups [3] | 3 |
| IBUS 374 | Topics in International Management and Strategy | 3 |
| IBUS 377 | Global Field Study | 3 |
| FIN 372 | International Trade and Finance | 3 |
| MKTG 373 | Global Marketing Management | 3 |
| **Total Units** | | **24** |

[1]	Meets the General Education Intercultural Competence requirement.
[2]	Meets the General Education Integrative and Applied Learning requirement.
[3]	Meets the General Education Social Sciences requirement.

## Program Learning Outcomes
## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Students will be able to demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Students will be able to identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Students will be able to demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Students will be able to convey ideas clearly through professional written communication.
5. Oral Communication: Students will be able to express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Students will be able to demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Students will be able to identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Students will be able to demonstrate knowledge of international business concepts.
9. Discipline Problem Solving/Strategy: Students will be able to a) solve core international business problems or b) analyze international business situations and provide strategy for effectiveness.

# Department of Digital and Strategic Marketing

The Department of Digital and Strategic Marketing offers several undergraduate and graduate programs led by industry veterans who equip students to become ethical experts who shape the business world for the cause of Christ.

# Programs

## Majors

## Minors

## Master's

## Professional

## Certificate

## Courses

### MKTG 260, Principles of Marketing, 3 Units

Students in this course analyze the movement of goods from producers to consumers, which includes discussion of the channels of distribution, marketing functions, management considerations, and problems in marketing practice. Marketing trends in current economic systems are reviewed. *Meets the General Education Requirement: Intercultural Competence.*

### MKTG 261, Visual Marketing, 3 Units

This course provides students with a comprehensive overview of the principles and techniques behind visual marketing. Students explore various platforms available to help them effectively reach their target audience through visually engaging methods, and evaluate market trends, use of technology, target audience, and visual communication methods to create a visual marketing strategy. By the end of the course, students are able to identify which approaches are best suited for their projects and how they can use these tools to create compelling visual marketing campaigns. **Prerequisite:** MKTG 260

### MKTG 262, Consumer Behavior: An Applied Approach, 3 Units

This course involves a comprehensive examination of the nature of markets and the factors influencing market development and change. Students study individual consumer behavior in relation to the buying-selling process, with emphasis on understanding the consumer in order to facilitate the development of an effective marketing strategy. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

### MKTG 350, Marketing Internship, 3 Units

This course integrates marketing principles and theory into a working environment related to marketing. Includes research, setting objectives, general marketing decision making, and reflection. *Meets the General Education Requirement: Integrative and Applied Learning.* **Prerequisite:** MKTG 260, completion of 60 units, and instructor consent.

### MKTG 361, Advertising and Integrated Marketing Communications, 3 Units

Students in this course explore how organizations promote ideas, products, or services through strategic connections with consumers on a variety of digital channels. Grounded in advertising, public relations, and communication, course material covers marketing campaigns and practices that have shaped our history, and how modern organizations build value by using branding, storytelling, publicity, medium utilization, and data analytics to create authentic messaging for specific target audiences. **Prerequisite:** MKTG 260

### MKTG 363, Marketing Research, 3 Units

This course is an overview and practical application of contemporary methods for gathering, analyzing, and preparing market research for use in management decision making. Research methodology includes specific topic areas as the research process, primary and secondary data, qualitative and quantitative research methods, statistical analysis, and utilization of technology. **Prerequisite:** MKTG 260 and MATH 130

## MKTG 364, Sales and Sales Management, 3 Units

In this course, consideration is given to personal sales strategies and practices, including relationship management, negotiation, consultative selling, and key account management. The sales management function, including recruiting and selecting salespeople, motivation and training, compensation plans and quotas, supervising, sales forecasting and budgeting, salesforce evaluation, and the ethics in selling and sales management is covered.
**Prerequisite:** MKTG 260 or instructor consent

## MKTG 368, Retail Management, 3 Units

Students explore the roles and scope of retailing business, characteristics of retailers and consumers, and strategies for managing operations. Course material emphasizes retailing characteristics and activities, multichannel opportunities, retail communication mix, consumer buying behavior, retail market strategy (including location and site strategy), product mix, store layout, merchandising, competition, pricing, and promotion. This course also introduces students to procurement and supply chain logistics, customer relationship management, operations, and employee management. Students in this course have the opportunity to earn a retail management microcredential.
**Prerequisite:** MKTG 260

## MKTG 369, Global Industrial Marketing, 3 Units

Students learn the marketing of business goods by manufacturers to other businesses, government agencies, and social institutions. The course consists of market analysis, sales forecasting, product strategy, effective use of sales force, and industrial promotional planning and implementation. Extensive quantitative techniques are utilized.
**Prerequisite:** MKTG 262, MKTG 363

## MKTG 373, Global Marketing Management, 3 Units

This course is an overview of international marketing and considers the powerful economic, technological, industrial, political, and demographic forces that are converging to build the foundation of a global marketplace in a dynamic and ever-changing world. Students conduct projects involving international marketing.
**Prerequisite:** MKTG 260 and BUSI 370

## MKTG 376, Strategic Brand Management, 3 Units

This course introduces students to the essential concepts of strategic brand management. It provides an in-depth exploration of how brands are created, positioned, and leveraged for maximum market advantage. Through the perspective of customer-based brand equity, students learn about influencer marketing, digital platform brands, social listening, attribution modeling, and marketing to bicultural consumers. Upon completion of this course, students are able to demonstrate a comprehensive understanding of the principles and techniques used in today's competitive marketing environment.
**Prerequisite:** MKTG 260

## MKTG 378, Contagious Marketing, 3 Units

Students in this course gain a comprehensive understanding of the strategic methods that organizations employ to promote their products, services, or ideas in the digital age. Course material covers various channels used for connecting with consumers, such as advertising, public relations, and other communications. Students explore the historical and current practices of contagious marketing campaigns, focusing on how organizations build value through branding, storytelling, publicity, and medium utilization. By the end of the course, students have a deep understanding of the principles and practices of contagious marketing and are equipped with the skills needed to create effective campaigns.
**Prerequisite:** MKTG 260

## MKTG 465, Strategic Marketing Management, 3 Units

This course offers a strategic approach to the management of the marketing function. As the capstone course for marketing majors, students utilize marketing case analysis to examine and evaluate the entire marketing decision-making process. Course content focuses on the strategic analysis of market opportunities and the development of the marketing mix through project coursework.
**Prerequisite:** MKTG 262, MKTG 361

## MKTG 466, Digital and Social Media Marketing, 3 Units

Within an organization's strategic and business objectives, digital marketing leverages traditional marketing, utilizing essential digital marketing tools such as online branding, display advertising, social media marketing, and search engine optimization. Content in this course emphasizes the development of digital marketing strategies and programs for an organization, and students have the opportunity to earn an industry-recognized Hootsuite certificate in social media and social media marketing management.
**Prerequisite:** MKTG 260

## MKTG 502, Marketing Principles, 3 Units

This course focuses on understanding marketing management, formulating and implementing marketing strategies, and provides a systematic framework for marketing planning, analysis and evaluation. The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, positioning and targeting.

## MKTG 515, Marketing Research, 3 Units

This course prepares students to approach marketing research from a management perspective. The role of marketing research process, the human side of marketing research, and organizational and ethical issues are discussed. Students utilize comprehensive cases and analysis, along with a marketing research project.
**Prerequisite:** MKTG 527 and BUSI 511

## MKTG 527, Marketing Strategy, 3 Units

This course offers in-depth management, analysis, and decision-making resources related to marketing strategy, including environmental turbulence, competitive analysis, customer and market analysis, product life cycle analysis, and marketing mix management. Course material is primarily case-based.
**Prerequisite:** ACCT 512 and FIN 513

## MKTG 545, International Marketing, 3 Units

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.

## MKTG 565, Integrated Marketing Communications, 3 Units

In this course, the marketing communication function is introduced and analyzed. Topics include advertising theory, planning and measurement, communication theory, the integrated marketing communication (IMC) mix, promotional strategies, public relations and publicity, consumer education, collateral materials planning, and promotional ethics.

## MKTG 580, Strategic Digital Marketing, 3 Units

This course discusses the differences between E-commerce and E-business in relation to the firm, emphasizing the correlation between business, technology, and society. An advanced marketing course, it builds on the firm's business model, which guides its traditional and dynamic online marketing presence. Emphasis is placed on the importance of the Christian worldview and community citizenship, and on developing a positive long-term relationship with customers and stakeholders, thereby creating a distinct competitive advantage for the firm. Student projects integrate learning activities with business organizations.

## PUBR 215, Public Relations and Social Media, 3 Units

Students in this course explore the application of public relations strategies and techniques to social media platforms, examining the different ways organizations can communicate with their publics through new technologies. Students learn through a hands-on approach to case studies and social media campaigns, and through a detailed study of social media platforms, social media trends, and communication theories applied to this new form of communication. A crucial element of the course is the design, development, and implementation of a social media consultancy project for a nonprofit.

## PUBR 250, Introduction to Public Relations, 3 Units

Applies communication principles and theories to the field of public relations. Emphasis is placed on developing successful approaches to establishing and maintaining mutual understanding between organizations and their publics through successful two-way communication.

## PUBR 325, Public Relations Agency, 3 Units

This course equips students with a realistic approach to daily life as a public relations practitioner. Because this course is structured as a workshop replicating the structure and organization of a public relations agency, students experience a working environment that prepares them for the professional world as they produce public relations materials for a variety of clients. A key component of the course is the development of a portfolio of work samples.
**Prerequisite:** PUBR 250

## PUBR 330, Writing 3: Public Relations Writing for Campaigns, 3 Units

This course helps students develop skills in writing and creative strategy in the public relations profession, with special attention given to news and persuasive writing in print, broadcast, digital, and social media platforms; key message construction; and writing for internal and external audiences. Course content also addresses standards, ethical issues, and critical thinking as part of the public relations writing process. Each student produces an individual portfolio of writing samples of public relations products, such as news releases, op-eds, media kits, interviews, scripted interviews, fact sheets, and online materials. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** PUBR 250 and Writing 2

## PUBR 340, Digital Storytelling, 3 Units

This course defines and develops the concept and process of storytelling in the context of digital media. Students explore the idea of storytelling from its inception to its delivery, identifying the components of a story, comparing different strategies used in the field, and developing their own digital storytelling. Students must connect and contrast different strategies utilized by public relations professionals when creating digital storytelling.
**Prerequisite:** PUBR 250

## PUBR 350, Reputation Management, 3 Units

Students in this course explore the concept of reputation and the strategies necessary for developing, maintaining, and improving the reputation of organizations, and building and maintaining positive relationships with publics. Through a variety of case studies and best practices, students identify the different areas of reputation management, including proactive issues and crisis management, and effective approaches to handling crises, capitalizing on performance. As a practical outcome of the course, students design and develop a full-scale reputation management plan for an organization.
**Prerequisite:** PUBR 250

## PUBR 400, Public Relations Management and Ethics, 3 Units

This course is the culmination of the public relations program, covering the advanced application of strategic public relations creative and management functions in organizations through the design, creation, development, and implementation of public relations campaigns for a variety of purposes (e.g., internal communication, media relations, crisis communication, social media, diversity, social corporate responsibility). A key component of the course is planning and implementing a public relations campaign for a local organization. Students also examine specific public relations contexts and analyze case studies that exemplify how organizations successfully apply communication to take advantage of public relations opportunities and solve public relations problems. Students also explore the ethical dimensions of the professional practice of public relations.
**Prerequisite:** PUBR 330

## PUBR 420, Public Relations, Non-profits and Social Causes, 3 Units

Course instruction covers wide-ranging study and application for working and flourishing in communications for the non-profit sector. Learning skills need to prepare for this unique field include language nuance, effective story-telling, strategic networking, as well as an understanding of the similarities and differences existing between communication approaches used in the for-profit, government, and non-profit sectors. This course will also cover the particularities of faith-based non-profits.

## PUBR 430, Innovation and Creativity, 3 Units

Students in this course study the creative process, learning the tools and resources for understanding the role of creativity and innovation in the field of strategic communication. Course material also covers the tools and techniques for fostering creative thinking in our everyday life and in the corporate environment. Special attention is paid to identifying how innovation and creativity are expanding the potential of strategic communication campaigns, and a vital component of the course is the final project, in which students identify a problem, develop strategies to solve it, and produce an innovative solution.
**Prerequisite:** PUBR 250

## PUBR 440, Public Relations and Entertainment, 3 Units

We live in one of the world's largest media markets. This course will explore the entertainment industry and the public relations strategies and practices in the field. Students will learn about the structure of the entertainment industry, distribution channels, media relations and so forth. This course offers a very practical, hands-on workshop where an active professional offers students a series of case studies and challenges to be worked, discussed and solved in the classroom. Students will be exposed to the real life scenarios and will create a number of pieces for their professional portfolio.
**Prerequisite:** Junior or Senior Standing

## PUBR 450, Public Relations International Experience, 3 Units

This course aims to explore the nature of international communication in a practical manner. This course will study the practice of social media, paying special attention to the creative process and industry trends. The course will be structured in two distinct parts, pre and post traveling. Before traveling, students will study the history, culture and socioeconomic context in order to be prepared for the places to be visited. Once abroad, we will meet with different communication agencies, social media startups and public relations professionals who will share their expertise on the topic. The practical outcome of the course will be the production of a video diary of the trip, where students will share their thoughts, reflections and lessons learned using one of the concepts previously discussed as the guideline for the visual narrative.
**Prerequisite:** Junior or Senior Standing

## PUBR 495, Special Topics in Public Relations: Crisis Communication, 3 Units

This course studies the nature and origin of crisis and how organizations respond to them. Exploring in depth the connections between organizations, media and publics, this course reviews the industry's best practice and the theoretical framework for crisis management. Relying heavily on recent and relevant case studies, students will discover the diverse strategies and techniques and tools used by organizations when faced with crisis situations. As a practical outcome of the course, students will design and develop a full-scale crisis communication plan for an organization.
**Prerequisite:** Junior or Senior Standing

## PUBR 496, Public Relations Capstone, 3 Units

This is a senior-level, "capstone" course structured in two distinct parts. The first half of the course discusses and explores the ethical issues that public relations practitioners will deal in their everyday life. Using the Public Relations Society of America's Code of Ethics, students will explore the ethical dimensions of the practice of public relations, and its intersection with a Christian worldview. The second half of the course covers more applied topics of professional readiness for students. As seniors prepare to enter the professional practice, this course will cover professional related topics such as vocation, resume preparation, industry knowledge, and portfolio preparation.
**Prerequisite:** Junior or Senior Standing

# BA in Digital Marketing and Design

63 units

The BA in Digital Marketing and Design (https://www.apu.edu/business/programs/digital-marketing-design-major/) program is for students interested in learning how to apply their creativity in the digital market space. With a focus on digital marketing strategy and social media marketing, this program gives students an innovative and relevant skill set for branding, influencer marketing, and brand journalism.

Students in this program are equipped to create a digital marketing strategic plan and manage digital marketing tools and channels, including the implementation of specific targeted marketing campaigns that promote business services, products, and corporate brand journalism. Students learn how to apply strategically aligned marketing communications to prosumers in order to leverage an organization's brand for the expansion of customer acquisition, conversion, and value growth potential, ultimately increasing sales and brand recognition.

Students in this program have the opportunity to earn industry-valued, internationally recognized certificates and microcredentials, either during the core courses or upon completion of the program, that certify their mastery of digital communication management and marketing analytics skills or abilities. These certificates in social media marketing and business analytics come from an independent third-party firm that specializes in social media and platform management, and can be added to résumés and uploaded to online portfolios, showcasing these skills to potential employers.

Coursework engages students in creating a comprehensive strategic digital marketing plan, including developing appropriate marketing strategies and objectives and conducting a marketing audit to ensure successful implementation. Digital marketing tools are integrated and developed—including email marketing campaigns, website design analysis, SEO, content marketing strategies, social media marketing, and building online community life cycles— that are appropriate and applicable to an organization's vision and mission. Complementary topics in advertising, promotion, graphics, web design, and SEO, and student participation in internship experiences, help build the student skill set and résumé for immediate employment in several marketing-related and design industries.

Today's employers are seeking educated marketers who can create and manage corporate brands and communications designed to foster a consistent organizational image and promote customer loyalty. Students in this program are equipped with the necessary practical skills to become professional marketers for various types of businesses, nonprofits, and church-led organizations.

## Experiential Learning Opportunities

In teams, students complete a social media campaign and a marketing plan for a real organization. Students can build their résumés through internships and have the option to participate in numerous student clubs and honor societies that provide confidence and skill-building opportunities in leadership, team building, social media, event planning, promotion, and marketing supervisory or management positions.

Students have the option to acquire practical skills and experience in leadership, management, decision making, and teamwork through internships, student clubs, honor societies, and study-away opportunities. Students participating in study-away opportunities engage with topics of globalization, trade, culture, and global management and leadership as they travel the world. Typically, study-away trips include visiting global and international organizations and learning from universities and business leaders around the world.

## Career Opportunities

Professionals who can leverage the power of digital marketing are in high demand. Career paths open to marketing majors include marketing coordinator/specialist, marketing project manager, social media specialist/manager, account coordinator/executive manager, product/brand manager, digital marketing specialist/manager, social media marketing manager, creative assistant, web content writer/manager, sales representative/manager, marketing manager, advertising and promotion manager, media planner/buyer, retail marketer, marketing analytics specialist, and marketing communications coordinator. Income potential and personal fulfillment are high. Marketing professionals who excel can become top executives.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Business and Management Core Courses** | | |
| BUSI 110 | Business and Entrepreneurship [1] | 3 |
| BUSI 120 | Business Communications [2] | 3 |
| BUSI 240 | Introduction to Information Systems and Business Applications | 3 |
| BUSI 244 | Data Analytics, Spreadsheets, and Data Visualization | 3 |
| BUSI 213 | Negotiation Strategies and Skills | 3 |
| BUSI 495 | Writing 3: Business Ethics [3] | 3 |
| MGMT 210 | Principles of Management [4] | 3 |
| MGMT 211 | Organizational Leadership [5] | 3 |
| MGMT 212 | Managing Diverse Teams and Groups [5] | 3 |

| | | |
|---|---|---|
| MGMT 214 | Project Management [4] | 3 |
| MGMT 440 | Business Process Management | 3 |
| MGMT 445 | Human Resource Management | 3 |
| MGMT 448 | Organizational and Administrative Behavior [1] | 3 |
| **Digital Marketing and Design Courses** | | |
| DSGN 120 | Introduction to Computer Graphics [6] | 3 |
| or DSGN 115 | Using Digital Media in a Visual World | |
| DSGN 281 | Elements and Principles of Typography | 3 |
| MKTG 260 | Principles of Marketing [7] | 3 |
| MKTG 262 | Consumer Behavior: An Applied Approach [1] | 3 |
| MKTG 364 | Sales and Sales Management [S] | 3 |
| MKTG 466 | Digital and Social Media Marketing [F] | 3 |
| Select one of the following: | | 3 |
| MGMT 350 | Business Management Internship [4] | |
| MKTG 350 | Marketing Internship [4] | |
| Select one of the following: | | 3 |
| MKTG 363 | Marketing Research [F] | |
| MKTG 373 | Global Marketing Management [8] | |
| MKTG 545 | International Marketing | |
| MKTG 565 | Integrated Marketing Communications | |
| **Total Units** | | **63** |

[1] Meets the General Education Civic Knowledge and Engagement requirement.
[2] Meets the General Education Oral Communication requirement.
[3] Meets the General Education Writing 3 requirement.
[4] Meets the General Education Integrative and Applied Learning requirement.
[5] Meets the General Education Social Sciences requirement.
[6] DSGN 115 meets the General Education Humanities: Fine Arts requirement.
[7] Meets the General Education Intercultural Competence requirement.
[8] Offered via Study Away (https://www.apu.edu/global-engagement/).

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Examine the full spectrum of digital marketing concepts and practices, including advertising, promotion, and design concepts.
2. Apply key marketing processes, including digital marketing concepts, and graphic design.
3. Create digital marketing plans that appeal to a diverse and global population.
4. Benchmark digital marketing campaigns against best practices.
5. Develop design strategies for digital marketing campaigns.
6. Evaluate digital marketing practices to ensure compliance with relevant laws and regulations.
7. Incorporate ethical practice into all aspects of digital marketing management.

# BA in Digital Media and Communication (Bachelor's Completion Program)

36 units

The professional bachelor's completion program in digital media and communication (https://www.apu.edu/comm/programs/digital-media-bachelors-completion/) prepares graduates for the fastest-growing job sector in Southern California: digital media. Students prepare for positions with PR agencies, online news sites, nonprofits, or social media management, polishing their skills in courses designed to help them publish in online magazines, websites, or client communications. Courses refine interpersonal communication, writing, and digital storytelling skills across many media.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Core Requirements** | | |
| **Lower Division** | | **12** |
| PRCO 200 | Introduction to Mass Communication | |
| PRCO 210 | News Writing and Reporting | |
| PRCO 211 | Professional Communication | |
| PRCO 230 | Small Group Communication | |
| **Upper Division** | | **18** |
| PRCO 305 | Media and Communication Ethics | |
| PRCO 310 | Writing 3: Writing for Communication [1] | |
| PRCO 335 | Leadership Communication | |
| PRCO 420 | Entertainment, Religion, and Specialty Writing and Reporting | |
| PRCO 430 | Organizational Communication | |
| PRCO 495 | Special Topics | |
| **Electives** | | **6** |
| Select 6 units from the following: | | |
| PRCO 330 | Writing 3: Public Relations Strategies and Techniques [1] | |
| PRCO 340 | Journalism Research Methods | |
| PRCO 425 | Conflict Management | |
| PRCO 440 | Religion and the Media | |
| PRCO 499 | Thesis/Project [2] | |
| **Total Units** | | **36** |

[1]    Meets the General Education Writing 3 requirement.
[2]    Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Create digital content to clearly express ideas in oral, written and visual forms across multiple media.

2. Express fluency in personal presentations incorporating multi-media: images, video, audio and charts in group settings.

3. Skillfully integrate text, audio, video, graphics in a communication or story across platforms such as YouTube, Instagram, Twitter, Snapchat, Facebook or other web platforms.

4. Demonstrate written fluency and narrative development in creative mastery of storytelling skill sets across mediums: digital and print publications, video, audio and social media.

5. Articulate legal, ethical biblical principles impacting digital media professionals and the fields and industries they serve.

6. Explain the relationship between the forms of media in a digital media ecosystem and the implications of content analytics.

7. Ethically apply interpersonal and negotiation skills to arrive at solutions and resolutions in small work group settings.

# BA in Public Relations

51 units

The public relations major (https://www.apu.edu/comm/programs/public-relations-major/) is an innovative program that offers in-depth study of the field and emphasizes hands-on experience. Students create their own professional portfolio, gain experience working in APU's student-run agency, join the local chapter of the Public Relations Student Society of America, develop global public relations skills through international study-away trips, and become specialists in nonprofit, entertainment, or sports PR.

# Career Opportunities

To prepare for career opportunities, students are required to complete a 3-unit communication internship prior to graduation. In addition, students can enroll in PUBR 325 Public Relations Agency and study away in the summer through PUBR 450 Public Relations International Experience. Public relations graduates often work as:

- Public relations managers
- Communication directors
- Creative directors
- Spokespersons
- Event planners
- Marketing analysts
- Media relations specialists
- Nonprofit communication professionals
- Media relations specialists
- Copy writers
- Bloggers
- Graphic designers
- Producers

# Requirements

To graduate, public relations majors must maintain a cumulative grade-point average of 2.0 or higher in their major coursework.

| Code | Title | Units |
|---|---|---|
| **Lower-Division Core** | | |
| COMM 111 | Public Communication [1] | 3 |
| PUBR 250 | Introduction to Public Relations | 3 |
| COMM 200 | Introduction to Mass Communication | 3 |
| PUBR 215 | Public Relations and Social Media | 3 |
| JOUR 230 | Video Production: Introduction | 3 |
| **Upper-Division Core** | | |
| PUBR 330 | Writing 3: Public Relations Writing for Campaigns [2] | 3 |
| PUBR 340 | Digital Storytelling | 3 |
| PUBR 350 | Reputation Management | 3 |
| PUBR 400 | Public Relations Management and Ethics | 3 |
| JOUR 315 | Visual Design and Branding | 3 |
| JOUR 335 | Journalism Research Methods | 3 |
| COMM 490 | Communication Internship [3] | 3 |
| PUBR 496 | Public Relations Capstone | 3 |
| **Electives** | | |
| Select 12 units from the following (at least 6 units must be from PUBR courses): | | 12 |
| PUBR 325 | Public Relations Agency | |
| PUBR 420 | Public Relations, Non-profits and Social Causes | |
| PUBR 430 | Innovation and Creativity | |
| PUBR 440 | Public Relations and Entertainment | |
| PUBR 450 | Public Relations International Experience | |
| PUBR 495 | Special Topics in Public Relations: Crisis Communication | |
| JOUR 345 | Sports Strategic Communication and Public Relations | |
| COMM 230 | Small Group Communication | |
| COMM 302 | Rhetorical Theory | |
| COMM 335 | Leadership Communication | |
| COMM 420 | Conflict Management | |
| COMM 430 | Organizational Communication | |

| COMM 440 | Persuasion and Attitude Change | |
|---|---|---|
| **Total Units** | | **51** |

1. Meets the General Education Oral Communication requirement.
2. Meets the General Education Writing 3 requirement.
3. Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Identify major theories and development of the field of public relations.
2. Understand how public relations techniques create relationships between organizations and their different publics.
3. Apply Christian ethical principles to the practice of public relations.
4. Select public relations strategies and techniques to solve communication problems.
5. Utilize quantitative and qualitative tools to produce research in the field of public relations.
6. Create professional public relations campaigns.
7. Build a personal portfolio of public relations artifacts.

# BS in Business: Marketing

63 units

The marketing major (https://www.apu.edu/business/programs/marketing-major/) equips students with solid functional skills in business and strong marketing skills that emphasize a dynamic synergy built upon traditional marketing components with innovative digital and social media marketing. These skills can be used to obtain an internship and secure many types of marketing-related opportunities in industry, positioning them to be influencers in the digital market space.

Students in this program are equipped to create and manage all aspects of an organization, encompassing a hybrid blending of traditional and digital marketing. A comprehensive view of strategic planning for an organization to the implementation of the expanded marketing mix and campaigns to promote business services, products, and brands is demonstrated from student engagement. Corporate brand identity, customer acquisition, conversion, and retention are fulfilled through integrated marketing communications and targeted campaigns. Students may earn certificates demonstrating their proficiency in social media marketing and analytics.

Coursework engages students in learning about consumer behavior, integrated marketing communications, digital marketing, and web design, and offers choices of additional marketing courses that are appealing (sales and sales management, retailing, global marketing management, marketing research). The capstone course, Strategic Marketing Management, is a hands-on course in which students analyze case studies and determine the best course for sustainable strategic competitive advantage. Hands-on projects and community outreach are emphasized throughout the program.

Today's employers are seeking educated marketers who can create and manage corporate brands and communications designed to foster a consistent organizational image and promote customer loyalty. Students are equipped with the necessary practical skills to become professional marketers for various types of businesses, nonprofits, and church-led organizations.

## Experiential Learning Opportunities

In teams, students complete a social media campaign and a marketing plan for a real organization. Students build their résumés through internships and have the option to participate in numerous student clubs that provide opportunities for marketing supervisory or management positions as well as confidence and skill-building opportunities in leadership, team building, project management, decision making, social media, event planning, and promotion.

Students may also participate in various study-away opportunities. Students participating in study-away opportunities engage with topics of globalization, trade, culture, and global management and leadership as they travel the world. Typically, study-away trips include visiting global and international organizations and learning from universities and business leaders around the world.

## Certificates, Credentials, and Microcredentials

The marketing major allows students to earn industry-valued, internationally recognized certificates in social media management and analytics, as well as microcredentials in social media, social media marketing management, and sales management, all of which can be added to résumés and uploaded to online portfolios, certifying and showcasing their mastery of these skills to potential employers.

# Career Opportunities

Career paths open to marketing majors include marketing coordinator/specialist, marketing project manager, account coordinator/executive manager, product/brand manager, digital marketing specialist/manager, social media marketing manager, creative assistant, web content writer/manager, sales representative/manager, marketing researcher/analyst, marketing manager, advertising and promotion manager, media planner/buyer, retail marketer, marketing analytics specialist, and marketing communications coordinator. Income potential and personal fulfillment are high. Marketing professionals who excel can become top executives.

# Requirements

The marketing major comprises 63 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

| Code | Title | Units |
| --- | --- | --- |
| **Business Core Courses** | | |
| ACCT 120 | Principles of Accounting I | 3 |
| ACCT 121 | Principles of Accounting II | 3 |
| BUSI 240 | Introduction to Information Systems and Business Applications | 3 |
| BUSI 244 | Data Analytics, Spreadsheets, and Data Visualization | 3 |
| BUSI 296 | Business Law | 3 |
| BUSI 370 | International Business [1] | 3 |
| FIN 300 | Business Finance for Managers | 3 |
| ECON 200 | Survey of Economics [2] | 3 |
| BUSI 111 | Business Statistics [3] | 3 |
| MGMT 210 | Principles of Management [4] | 3 |
| MGMT 211 | Organizational Leadership [2] | 3 |
| MGMT 448 | Organizational and Administrative Behavior [5] | 3 |
| MGMT 450 | Strategic Management [4] | 3 |
| MKTG 260 | Principles of Marketing [1] | 3 |
| **Marketing Courses** | | |
| MKTG 262 | Consumer Behavior: An Applied Approach [S, 5] | 3 |
| MKTG 361 | Advertising and Integrated Marketing Communications [S] | 3 |
| MKTG 465 | Strategic Marketing Management [S] | 3 |
| MKTG 466 | Digital and Social Media Marketing [F] | 3 |
| Select two of the following: | | 6 |
| ENTR 312 | Creativity and Innovation [F] | |
| MKTG 363 | Marketing Research [F] | |
| MKTG 364 | Sales and Sales Management [S] | |
| MKTG 368 | Retail Management [F] | |
| MKTG 373 | Global Marketing Management [6] | |
| Select one of the following: | | 3 |
| MKTG 350 | Marketing Internship [4] | |
| MGMT 350 | Business Management Internship [4] | |
| BUSI 350 | Business Internship [4] | |
| **Total Units** | | **63** |

[1] Meets the General Education Intercultural Competence requirement.
[2] Meets the General Education Social Sciences requirement.
[3] Meets the General Education Quantitative Literacy requirement.
[4] Meets the General Education Integrative and Applied Learning requirement.
[5] Meets the General Education Civic Knowledge and Engagement requirement.
[6] Offered via Study Away.

| F | Offered in Fall only |
| --- | --- |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |

| EF | Offered in Fall in even years |
|---|---|
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in multiple business disciplines.
2. Apply critical thinking to solve business problems.
3. Evaluate business decisions based on a Christian perspective.
4. Communicate ideas through professional channels.
5. Be contributing team members.
6. Identify cultural aspects of business in diverse environments.

# Certificate in Digital Marketing and Social Media

12 units

Certificates are designed for current students who want a specialization, and for working professionals who want to grow in their field or change career paths. Certificates are great résumé builders, provide increased marketability, verify competence to potential employers, and provide practical learning that can be translated directly into workplace application. Certificate programs also provide the knowledge you need to in order to transform your career in less time than many traditional postgraduate and professional degree programs, and do not require any prerequisite work.

The Certificate in Digital Marketing and Social Media provides a foundation of marketing principles and consumer behavior with emphasis on digital and social media marketing. Coursework helps students develop the skills necessary to create and manage digital advertising and social media campaigns and measure their results. Students also learn to create and build a social media presence through brand identity and engaging content communication.

## Credentials and Microcredentials

Today, employers are looking for new hires with technical skills in digital marketing and social media. This certificate program gives students the opportunity to earn industry-valued, internationally recognized credentials and microcredentials such as HootSuite, Google Digital Garage, and Sales Force that can be added to résumés and uploaded to online portfolios, certifying and showcasing their mastery of these skills and abilities to potential employers.

## Career Opportunities

Job growth for digital marketing and social media professionals is projected to continue rising, so this high-stakes field also commands high salaries. This certificate prepares students for a wide variety of these jobs, so whether you want to launch a new career or advance to the next level of your current path, this program can get you there.

## Requirements

| Code | Title | Units |
|---|---|---|
| MKTG 260 | Principles of Marketing [1] | 3 |
| or PRBA 260 | Marketing Principles | |
| MKTG 262 | Consumer Behavior: An Applied Approach [2] | 3 |
| MKTG 361 | Advertising and Integrated Marketing Communications | 3 |
| MKTG 466 | Digital and Social Media Marketing | 3 |
| **Total Units** | | **12** |

[1] Meets the General Education requirement for Intercultural Competence.

[2] Meets the General Education requirement for Civic Knowledge & Engagement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Leverage the latest digital tools and technologies to target consumer audiences and create brand loyalty while promoting products and services to consumers.

# MA in Strategic Communication

Learn more about the MA in Strategic Communication program. (https://www.apu.edu/comm/programs/strategic-communication-masters/)

## Requirements

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| COMM 500 | Strategic Communication Theory and Practice | 3 |
| COMM 502 | Writing and Media Content Development | 3 |
| COMM 503 | Research Methods | 3 |
| COMM 504 | Digital Analytics and Consumer Insights | 3 |
| COMM 505 | Ethics in Strategic Communication | 3 |
| COMM 506 | Reputation Management | 3 |
| COMM 590 | Professional Project I | 3 |
| COMM 596 | Professional Project II | 3 |
| **Electives** | | **6** |
| Choose two of the following: | | |
| COMM 507 | Case Studies in Strategic Communication | |
| COMM 513 | Strategic Branding | |
| COMM 520 | Global Strategic Communication | |
| COMM 595 | Special Topics in Strategic Communication | |
| **Total Units** | | **30** |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate mastery of the knowledge, skills, and research appropriate to strategic communication professionals.
2. Create professional-quality strategic communication materials that meet the needs of a wide variety of diverse communities.
3. Examine business and organizational fundamentals related to the strategic communication field as well as various for-profit and nonprofit settings.
4. Produce high-quality multimedia content that demonstrates clarity of writing, mastery of transmedia platforms, and design expertise for a variety of audiences.
5. Incorporate faith-based decision making, professional ethical standards, and legal foundations in the pursuit of Truth, equity, and fairness in the strategic communication space.

# Minor in Marketing

24 units

The marketing minor is for students who want to complement a major from a different field, as it adds the skills and abilities needed to be knowledgeable about marketing effectiveness in multiple areas. This program equips students with solid skills in marketing, which they can utilize to obtain an internship or secure a marketing-related position. Coursework in digital and social media marketing enables students to be influencers in the social media marketing environment.

## Experiential Learning Opportunities

Skills are developed by hands-on class projects such as creating social media campaigns and creating a comprehensive digital marketing plan for an organization. Students can build their résumés through participation in student clubs that provide confidence and skill-building opportunities in leadership, team building, social media, event planning, and marketing supervisory or management positions.

## Certificates, Credentials, and Microcredentials

Today, employers are looking for new hires with technical skills and leadership abilities such as decision making and teamwork. Students in this program have the opportunity to earn industry-valued certificates, credentials, and microcredential badges in social media management, sales management, and marketing analytics that can be added to résumés and uploaded to online portfolios, certifying and showcasing these skills and abilities to potential employers.

## Benefits of Adding a Minor

A minor can help students complement their bachelor's degree and stand out to future employers, expanding their employment opportunities while they study an additional area of interest. Complementary minors give students the opportunity to demonstrate added expertise in any field and possibly provide an edge in their job search, and add knowledge that can be used throughout an individual's career.

## Requirements

No more than three courses in the student's major may count toward this minor.

| Code | Title | Units |
| --- | --- | --- |
| BUSI 110 | Business and Entrepreneurship [1] | 3 |
| MKTG 260 | Principles of Marketing [2] | 3 |
| MKTG 262 | Consumer Behavior: An Applied Approach [1] | 3 |
| MKTG 361 | Advertising and Integrated Marketing Communications | 3 |
| MKTG 466 | Digital and Social Media Marketing | 3 |
| Select three of the following: | | 9 |
| MKTG 350 | Marketing Internship [3] | |
| MKTG 363 | Marketing Research | |
| MKTG 364 | Sales and Sales Management [S] | |
| MKTG 368 | Retail Management [F] | |
| MKTG 373 | Global Marketing Management | |
| MKTG 465 | Strategic Marketing Management | |
| **Total Units** | | **24** |

[1]    Meets the General Education Civic Knowledge and Engagement requirement.
[2]    Meets the General Education Intercultural Competence requirement.
[3]    Meets the GE Integrative and Applied Learning requirement.

| F | Offered in Fall only |
| --- | --- |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Discipline Knowledge: Demonstrate knowledge of marketing concepts.
5. Discipline Problem Solving/Strategy: Solve core marketing problems, or analyze marketing situations and provide strategy for effectiveness.

# Minor in Public Relations

24 units

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Core Requirements** | | |
| PUBR 215 | Public Relations and Social Media | 3 |
| PUBR 250 | Introduction to Public Relations | 3 |
| COMM 200 | Introduction to Mass Communication | 3 |
| PUBR 330 | Writing 3: Public Relations Writing for Campaigns [1] | 3 |
| PUBR 400 | Public Relations Management and Ethics | 3 |
| **Electives** | | |
| Select 9 units from the following: | | 9 |
| JOUR 315 | Visual Design and Branding | |
| JOUR 335 | Journalism Research Methods | |
| COMM 420 | Conflict Management | |
| COMM 490 | Communication Internship [2] | |
| PUBR 325 | Public Relations Agency | |
| PUBR 340 | Digital Storytelling | |
| PUBR 350 | Reputation Management | |
| PUBR 420 | Public Relations, Non-profits and Social Causes | |
| PUBR 440 | Public Relations and Entertainment | |
| PUBR 450 | Public Relations International Experience | |
| PUBR 495 | Special Topics in Public Relations: Crisis Communication | |
| PUBR 496 | Public Relations Capstone | |
| **Total Units** | | **24** |

[1]    Meets the General Education Writing 3 requirement.
[2]    Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Identify major theories and development of the field of public relations.
2. Understand how public relations techniques create relationships between organizations and their different publics.
3. Apply Christian ethical principles to the practice of public relations.
4. Select public relations strategies and techniques to solve communication problems.
5. Utilize quantitative and qualitative tools to produce research in the field of public relations.

6. Create professional public relations campaigns.
7. Build a personal portfolio of public relations artifacts.

# Department of Organizational Leadership and Communication

## Mission

The Department of Organizational Leadership and Communication offers interdisciplinary leadership programs to help you further your skills and prepare to help people and organizations flourish. At the core of each program is a focus on Christ-like principles to prepare students to lead with integrity.

## GPA Requirement

Any student participating in Department of Organizational Leadership and Communication cocurricular activities, forensics, or media production must maintain a 2.5 cumulative grade-point average.

## Programs

### Majors

- Communication Management (BA) (p. 864)

### Minors

- Communication Management (p. 866)
- Leadership (p. 867)

### Master's

- Master of Arts in Leadership (p. 865)
- Master of Science in Organizational Psychology (p. 869)

## Courses

### COMM 111, Public Communication, 3 Units

This course offers practical instruction in how to speak effectively and introduces the basic principles underlying effective communication. Topics range from the study of theoretical models of interpersonal and public communication to the fundamental skills of research, organization, and delivery of informative and persuasive discourse. *Meets the General Education Requirement: Oral Communication.*

### COMM 116, Intercollegiate Forensics, 1-3 Units

Students participate in directed activity in debate and/or individual events, including platform speaking, limited preparation events, and the oral interpretation of literature. Participation in intercollegiate speech competition is required. May be repeated for up to 6 units, but only three count toward the major.

### COMM 200, Introduction to Mass Communication, 3 Units

This course provides a study of the forms, content, environments, and strategies of the mass media (e.g., newspaper, magazine, radio, television, film, etc.). Emphasis is given to an historical and critical understanding of media structures and functions.

### COMM 201, Introduction to Communication Studies, 3 Units

This introductory course exposes students to the main areas of scholarship and research within the field of communication. Students are introduced to the fundamental issues and concerns involved in the study of rhetorical and communication theory and given an orientation necessary for future study. Emphasis is placed on approaches to communications employed within the field, current developments in scholarship, and the development of proper research techniques.

### COMM 211, Professional Communication, 3 Units

Improves students' professional communication skills and develops an understanding of vocational calling necessary to establish a professional identity. The course provides the structural skills necessary to deliver effective professional presentations using innovative technologies in a variety of contexts.
**Prerequisite:** COMM 111

## COMM 225, Communication and Relationships, 3 Units

This course offers an analysis of interpersonal interactions in personal and professional life, from initial and developing relational sequences to the maintenance and dissolution of relationships. Topics such as attraction, intimacy, trust, and interpersonal influence are discussed, as well as current developments in interpersonal communication theory, research, and consulting.

## COMM 230, Small Group Communication, 3 Units

This course gives students a theoretical and applied group participation and leadership. Students examine the antecedents, processes, and outcomes of group communication, including group development, leadership emergence, norms and roles, performance, cohesion, conflict, and decision making.

## COMM 260, Intercultural Communication, 3 Units

Students in this course explore the dynamic processes involved in establishing a relationship between culturally diverse individuals. Respecting divergent cultural patterns is promoted, but not at the expense of salient spiritual, moral, and ethical issues involved in intercultural communication. *Meets the General Education Requirement: Intercultural Competence.*

## COMM 300, Research Methods in Communication, 3 Units

This course introduces students to the research process. Students learn how research is planned and designed; explore quantitative and qualitative methods, as well as processes of data collection and analysis; and gain experience in conducting original research.
**Prerequisite:** COMM 201

## COMM 302, Rhetorical Theory, 3 Units

Provides a survey of historical and contemporary rhetorical theories beginning with the Greek classical period. Emphasis is on forms of critical and theoretical analysis of human discourse in modern society.
**Prerequisite:** COMM 201

## COMM 305, Writing 3: Writing for Communication, 3 Units

This course prepares students to participate in the discourse community of communication studies. It transitions students from classroom writing tasks, genres, and audiences to those that will be expected of them once they enter an academic field or profession. This includes researching in the Information Age, synthesizing information from sources, upholding communications industries' standards, and building identities as communication specialists. Portfolio-based assignments focus on writing for advanced study, strategic communication, media, businesses, online platforms, and professional contexts. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2

## COMM 315, Intercollegiate Forensics, 1-3 Units

Students participate in directed activity in debate and/or individual events, including platform speaking, limited prep events, and the oral interpretation of literature. Participation in intercollegiate speech competition is required. May be repeated for up to 6 units, but only 3 count toward the major.

## COMM 335, Leadership Communication, 3 Units

This course teaches students the theoretical, empirical, and practical aspects of leadership communication by taking a distinct communication approach to leadership studies. Topics covered include leadership and followership communication styles and practices; various leadership theories and perspectives; power and influence; team/group leadership; organizational, crisis, and public leadership; diversity; ethics in leadership; and leadership development.
**Prerequisite:** Junior or senior standing

## COMM 340, Argumentation and Advocacy, 3 Units

Students in this course analyze argumentation techniques used in formal and informal settings. Course material focuses on understanding and defining argument, and discovering argument in the personal community, the social community, and nontraditional places.
**Prerequisite:** COMM 203

## COMM 341, Media Criticism and Theory, 3 Units

Students in this course examine the origins and development of film criticism and theory through a close analysis of selected writings. Specialized critical approaches such as genre, auteur, feminist, and Marxist are framed by a cultural studies approach, giving an understanding of film as an expression of art and popular culture.

## COMM 345, Nonverbal Communication, 3 Units

This course introduces students to nonverbal communication as a vital factor in human communication by examining the research, practice, and principles underlying nonverbal behavior. The course focuses on several components of nonverbal communication, including touch, proximity, vocal quality, eye contact, facial expression, personal appearance, gesturing, and gender and culture differences in nonverbal behavior. Application of the theories of nonverbal communication is made to workplace, social, and family settings.

## COMM 350, Rhetoric and Political Influence, 3 Units

This course provides a survey of the principles and practices of speech communication to examine political dynamics of rhetorical power. Students pursue a deeper understanding of the rich history and context of the unique communication phenomenon that is political rhetoric, as well as its areas of influence in cultural settings.
**Prerequisite:** COMM 201

## COMM 360, Studies in Popular Culture, 3 Units

This course carefully examines popular cultural forms, institutions, rituals, artifacts, icons, communication practices, thought patterns, worldviews, value systems, and ideologies possibly created thereby. Topics range from the private and public experiences of popular culture in movies, television, and recordings to fast food, automobiles, and blue jeans, along with their relationship to wider cultural contexts and Christian faith.

## COMM 420, Conflict Management, 3 Units

This course examines the process of communication to create, manage, and resolve conflict situations, and analyzes conflict on intrapersonal, interpersonal, group, and organizational levels.
**Prerequisite:** Junior or Senior Standing

## COMM 430, Organizational Communication, 3 Units

Examines the nature and process of communication in and constitutive of modern organizations. Explores the pragmatic implications of organizational communication theories as they relate to understanding, shaping, and participating in organizations.
**Prerequisite:** COMM 300 and Junior or Senior standing

## COMM 435, Family Communication, 3 Units

Offers an in-depth analysis of various family units and family functioning. Topics include family theories (i.e., systems theory, relational dialectics, and communication privacy management), specific family relationship types (i.e., sibling relationships, blended families, adoption, and parent-child relationships), and communication patterns in families, with emphasis on current development in family communication theory and research.
**Prerequisite:** Jr/Sr Standing

## COMM 440, Persuasion and Attitude Change, 3 Units

Examines the basic theories and techniques of influence, providing the student with a critical awareness of the nature, function, and scope of persuasion. The class covers such concepts as attitudes, credibility, resistance to persuasion, ethics, logic and argumentation, and propaganda.
**Prerequisite:** Junior or Senior Standing

## COMM 490, Communication Internship, 1-3 Units

This course gives students direct experience as they apply the principles and skills of communication theory while performing specific tasks, which may include career training and group leadership. Participants arrange their own internships, under the direct supervision of the instructor. *Meets the General Education Requirement: Integrative and Applied Learning.*
**Prerequisite:** Junior or senior standing and instructor consent

## COMM 491, Classroom Practicum, 1-3 Units

This course gives students practical experience in classroom teaching and tutoring. Students assist in classroom duties as well as complete assignments related to the development of a communication perspective. Three units must be taken for the communication major; an additional 3 units may be taken for credit toward graduation.

## COMM 495, Special Topics, 3 Units

This course allows occasional offerings of diverse topics in communication studies not covered by regular department courses. Performance areas, emerging skills needs, contemporary issues, and trends in the field of communication studies, or special interests of faculty and students, may be targeted under this category. Performance areas such as forensics, as well as subject areas such as leadership communication, urban communication, and health communication, are some topics that may be taught in this course. Course may be repeated, but only 3 units count toward major elective credit. Additional units may be taken for credit toward graduation.
**Prerequisite:** Junior or Senior Standing

## COMM 496, Communication Capstone: Ethics and Communication, 3 Units

This course helps students understand a biblical worldview of communication and the ethical dilemmas facing communicators in a variety of situations. Through the examination of a biblical metanarrative and various communication theories, students come to understand the powerful ways in which communication defines, creates, maintains, and/or changes social reality, and the ethical implications involved in each of these communication functions.
**Prerequisite:** COMM 300

## COMM 497, Readings, 1-4 Units

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## COMM 498, Directed Research, 1-3 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill the preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

## COMM 499, Thesis/Project, 1-4 Units

This is a senior-level, "capstone" type of independent study/research experience involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, annotated recital, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
**Prerequisite:** Upper-division writing intensive course or instructor consent; and Junior or Senior standing

## COMM 500, Strategic Communication Theory and Practice, 3 Units

This course examines the history, theory, research, trends, tools, and practices of strategic communication, with special attention given to the use and influence of social and digital media. Students analyze realistic case studies as the applied understanding of how they design and execute strategic communication plans, and explore the role of strategic communication in business, government, not-for-profit organizations, and agencies.
**Prerequisite:** Acceptance into the Master of Arts in Strategic Communication program.

## COMM 502, Writing and Media Content Development, 3 Units

This course examines the foundational and essential tools of writing across multimedia platforms, emphasizing effective content development and precision in writing strategically. The course encompasses principles and applications for branding, advertising, integrated marketing communication, public relations, and crisis communication, and the technologies for producing and disseminating effective content and engaging key publics. Students are required to master writing strategy, design fundamentals, typology, research, terminology, production techniques, pitching, digital platform development, and portfolio construction for actual clients and/or community partners.
**Prerequisite:** Acceptance into the Master of Arts in Strategic Communication program.

## COMM 503, Research Methods, 3 Units

This course examines how professionals utilize research and data. Students gather, review, analyze, explain, and apply the methods and practices of popular and academic research in order to learn how to effectively achieve organizational goals and build relationships with publics.

## COMM 504, Digital Analytics and Consumer Insights, 3 Units

This course focuses on the understanding and use of social and digital media data analytics. Students take a hands-on approach in utilizing various digital analytic methodologies to address key questions in strategic communication related to such topics as return on investment, audience measurement, and brand management.

## COMM 505, Ethics in Strategic Communication, 3 Units

This course helps students better understand the presuppositional thinking and faith-based foundations that guide their motivations and actions related to legal and ethical principles in the profession of strategic communication. Students also explore the role of corporate social responsibility and diversity in various types of organizations in a growing global marketplace.

## COMM 506, Reputation Management, 3 Units

Issue management in strategic communication involves scanning the public environment, policy advocacy, media relations, local and global mobilization, coalition management, and organizational reputation maintenance. Students in this course analyze case studies and interact with multiple interpretations, thus gaining the practical skills needed to shape and guide public opinion and advance organizational mission.

## COMM 507, Case Studies in Strategic Communication, 3 Units

Students in this course analyze case studies as the applied understanding of how they design and execute strategic communication plans. Students design and produce a case study focusing on a communication aspect of their organization or another actual for-profit or not-for-profit client.

## COMM 513, Strategic Branding, 3 Units

This course will guide students in the understanding of brand value through the discovery of how to build and manage a brand. Areas covered in the course include: defining brand, brand equity and the strategic brand management process; the role of the consumer in brand building; identifying brand elements; the relationship between product strategy, pricing strategy, and channel strategy; the function of integrated marketing communication in brand building and expansion; branding strategy in the digital era; brand measurement (e.g. big data and marketing analytics); and the future of branding.

## COMM 520, Global Strategic Communication, 3 Units

Students in this course explore the role of strategic communication within the global marketplace. Special emphasis is placed on effective communication within the contexts of cultural, economic, and regulatory distinctions.

## COMM 590, Professional Project I, 3 Units

Students work autonomously to demonstrate mastery of core strategic communication concepts through the planning and implementation of primary and secondary research resulting in the written and oral presentation of a strategic communication research report. This course builds the foundation for the development of a data-driven, comprehensive campaign for a real-world client in COMM 596.
**Prerequisite:** Successful completion of six core courses and two electives.

## COMM 595, Special Topics in Strategic Communication, 3 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.

## COMM 596, Professional Project II, 3 Units

Students work autonomously to demonstrate mastery of core strategic communication concepts through the development of a data-driven, comprehensive strategic communication campaign for a corporate, nonprofit, or government organization. This course builds upon the research conducted in COMM 590 with the creation of campaign strategy, messaging, and evaluation. The final product contributes to the student's portfolio for current or potential employers.
**Prerequisite:** Successful completion of COMM 590.

## COMM 599, Readings in Communication, 1-3 Units

This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

## LDRS 103, Life Design and Self-Leadership, 3 Units

This course helps students discover their individual calling within the framework of their view of life and work. Students gain a greater understanding of their strengths, values, interests, skills, and personality as they build prototypes of potential careers utilizing a life design process and prepare for life after college with intention and purpose.

## LDRS 201, Foundations of Leadership, 3 Units

This course blazes the trail for understanding the concepts of good leadership and followership, identifying oneself as a leader, discovering one's sense of calling, establishing a commitment and plan for whole-person leadership development, seeing leadership through an interdisciplinary lens, and grounding one's "leadership story" in an awareness of current history and the reality of the Kingdom of God. Through creative experiences, meaningful texts, and powerful assignments, students are prepared for further leadership education.

## LDRS 303, Career and Life Planning, 3 Units

For students entering the professional world, this course aids in understanding career development options, finance management, and coping with stress. Students gain a greater understanding of their strengths, values, interests, skills, and personality as they seek employment and/or apply to graduate school. Relevant guest presenters spend class time sharing important information that benefits students in planning for careers and life.

## LDRS 311, Leadership Values and Virtues, 3 Units

This course views leaders as authentic servants committed to transformation. Students study the leader's motivations, the dreams of followers, conflict resolution, as well as personal, intellectual, and civic virtue. Perspectives for steering clear of bad leadership and toward collaboration with those who share the leader's commitment to the common good are considered. The course focuses on the development of leaders who are responsible, good, humble, and who understand the diverse values of others.
**Prerequisite:** LDRS 201 (may also be taken concurrently) or junior standing or department consent.

## LDRS 311H, Leadership Values & Virtues - Honors, 3 Units

This course views leaders as authentic servants committed to transformation. Students study the leader's motivations, the dreams of followers, conflict resolution, as well as personal, intellectual, and civic virtue. Perspectives for steering clear of bad leadership and toward collaboration with those who share the leader's commitment to the common good are considered. The class focuses on the development of leaders who are responsible, good, humble, and who understand the diverse values of others.
**Prerequisite:** LDRS 201 (may also be taken concurrently), Junior standing, or departmental consent. Must also be a student admitted to the Honors College and be considered a member in "active" status

## LDRS 322, Leadership Strengths and Skills, 3 Units

This course focuses on a strengths-based approach to leadership and leadership development, as well as the skills necessary for good leadership. Opportunities to understand and practice essential skills such as continual learning, powerful communication, problem solving, managing process, goal achievement, conflict resolution, win-win negotiating, and empowering stewardship are woven throughout the course. Training additional leaders is also a key topic. Effective leadership practice through emphasis on strengths development is the goal of this course.
**Prerequisite:** LDRS 201 (may also be taken concurrently) or junior standing or department consent.

## LDRS 333, Leadership Influence and Impact, 3 Units

This course looks at the leader as agent of change on three levels: personal change, influence on individuals and small groups, and impact on cities, organizations, and cultures. Through historical reflection and developing a systemic vision, students are equipped to make a difference in many social settings. By learning to work as mentors, facilitators, and ambassadors, emerging leaders can leave a dynamic legacy.
**Prerequisite:** LDRS 201 (may also be taken concurrently) or junior standing or department consent.

## LDRS 335, Leadership Communication, 3 Units

This course teaches students the theoretical, empirical, and practical aspects of leadership communication by taking a distinct communication approach to leadership studies. Topics covered include leadership and followership communication styles and practices; various leadership theories and perspectives; power and influence; team/group leadership; organizational, crisis, and public leadership; diversity; ethics in leadership; and leadership development.

## LDRS 401, Leadership Studies Capstone, 3 Units

This course deepens students' capacity for leadership based on wisdom, knowledge, and understanding. In addition to concluding the leadership minor by linking leadership practice to leadership theory, students dialogue about leadership issues such as gender, community, temptation, finding one's voice, mission, and the whole-person model. A thoughtful and thorough final project and a high-quality portfolio presentation are crafted to integrate students' learning about leadership and to provide a postgraduation plan for lifelong leadership development.
**Prerequisite:** LDRS 201, LDRS 311, LDRS 322, LDRS 333

## LDRS 495, Special Topics in Leadership, 1-3 Units

This course addresses topics of current interest in leadership studies that are not covered by the core and elective courses. Topics vary from semester to semester. This course may be taken more than once as topics change.

## LDRS 497, Readings, 1-3 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a professor approved by the Program Chair. The course allows the student to identify a specific leadership theme and investigate it further.

## LDRS 501, Foundations of Leadership Theory, 3 Units

This course provides a conceptual and practical survey of predominant leadership theories providing students with opportunities for critical reflection and application. A focus is given to transformational theories of leadership and application is made to the M.A. in Leadership core competencies.

## LDRS 502, Cornerstones of Christian Leadership, 3 Units

This course utilizes APU's Four Cornerstones to discuss leadership from the Christian tradition. Students look at the example of Jesus, the ultimate servant leader, and how His followers through history have both succeeded and failed in following His example. Through probing into how Christian scholars have written about and understood leadership, as well as seeking to show that the goal of Christian leadership is to serve God and the common good of humanity, students gain a faith-based benchmark for further studies in leadership.

## LDRS 503, Organizational Behavior, 3 Units

This course investigates the effective functioning of individuals and groups within organizational settings. Emphasis is placed on how leaders perceive organizations from strategic design, organizational culture, and political environment perspectives. This course applies theoretical concepts to major organizational challenges such as organizational effectiveness, motivation, conflict, job stress and satisfaction, and decision making. The focus of the course includes organizational communication, as well as the attitudinal and behavioral implications for leaders.

## LDRS 510, Creative and Collaborative Leadership, 3 Units

This course enables students to integrate the concepts of personality, leadership, and creativity; investigate collaborative leadership; identify and apply creativity and preferred leadership styles; and explore the effects leadership styles can have on given organizational communities.

## LDRS 511, Exploration of Leadership Thought, 3 Units

This foundational course provides an overview of the evolution of leadership thought, including a review of the fundamental theories and principles that led to the study of leadership as a discipline, as well as an examination of the story of leadership from a biblical perspective. Students are introduced to a holistic framework for leadership development informed by an understanding of the importance of ethics, values, and spirituality from a Christian worldview.

## LDRS 512, EQ I: Self-Leadership, 3 Units

This course focuses on the self-competence elements of emotional intelligence - leader self-awareness and leader self-management - from psychological, spiritual, emotional, and developmental perspectives. Students enhance their self-leadership through the improvement of self-competence and self-development.

## LDRS 516, Leadership Development and Practice, 3 Units

This course emphasizes the process of leadership development from a transformational perspective. Students consider both their personal growth and the dynamic mechanisms necessary for facilitating the development of others. Emphasis is on the issues and challenges of creating a lifelong learning mindset individually and organizationally, mentoring strategies, team building, developing effective followers, and designing career development systems. This course provides the opportunity for application through a practicum assignment.

## LDRS 520, Understanding Vocation in a Changing World, 3 Units

This course focuses on understanding one's true overarching vocation in life as it connects to the purposes of God in this world to steward the earth and its peoples. One's vocation then influences what one does with his or her life. The concepts of career are continually changing, but work/life planning continues to be important personally and professionally. Students have the opportunity to use various self-assessment tools and diagnostic instruments to evaluate their own working history, interests, skills, values, and career anchors. Students also learn to design career programs for organizational settings.

## LDRS 523, EQ 2: Relational Leadership, 3 Units

This course focuses on the social competence elements of emotional intelligence - leader/follower social awareness and leader/follower relationship management - from psychological, spiritual, emotional, and developmental perspectives. Students enhance their relational leadership acumen through the study of motivation, and social skills for leader/follower relational development.
**Prerequisite:** LDRS 512

## LDRS 524, Principles and Practices of Design Thinking, 3 Units

Students in this course explore the fundamental principles and practices of design thinking, in relation to the workplace and in the context of the person as leader. Concepts such as creativity, empathy, failure, risk, and creative confidence are explored. This course also provides the opportunity to practice design thinking on personal and organizational levels.

## LDRS 532, Leadership Practicum, 3 Units

This course creates a dialogue between previously explored concepts/theories of leadership and the practical experiences of exemplar practitioners. Students are involved in community service and exposed to community leaders for interaction, observation, and analysis. These encounters enable students to assess and activate their leadership journey based on spiritual, mental, educational, and emotional aspects of leadership development.
**Prerequisite:** LDRS 501, LDRS 502, and LDRS 503

## LDRS 533, Systems and Strategic Planning for Leaders, 3 Units

This course focuses on systems thinking from a leadership perspective. By working with stories, scenarios, and strategy, students learn to address complex problems, anticipate consequences, and leverage potential. Attention will be given to the use of narrative for influencing constituent participation. Finally, organizational design is considered as a key concern for leaders in organizations.
**Prerequisite:** LDRS 501, LDRS 502, and LDRS 503

## LDRS 534, Leader as an Agent of Change, 3 Units

This course looks at the leader as an agent of change through three lenses: self examination, change theory, and organizational culture. Each is assessed in light of implications for those involved in the change initiative. Special attention will be given to the transformational change that takes place for leaders and followers when the call for change occurs. Application is made to organizations, informal networks, temporary situations, and other social contexts.

## LDRS 535, Leading Dynamic Change, 3 Units

This course focuses on the practice of leading organizational change, as well as the importance of personal change within the life of the leader. Students engage in activities and projects to enhance understanding of the role of the leader as a change agent within the organization.

## LDRS 536, Disruptors and Conflict, 3 Units

This course prepares students to manage their responses to conflict in order to leverage disruptive issues in leadership with creative confidence. Through the study of personal and organizational conflict management skills, students become equipped to solve complex issues that are disruptive to personal, team, and organizational functioning.

## LDRS 542, Leading Across Cultures, 3 Units

In a pluralistic society, leaders are often tasked with the responsibility of bridging both domestic and international contexts in a convergence of global learning. This seminar will examine the historical, organizational, and interpersonal significance of leading across cultures, with particular emphasis on discerning the underlying values of community behaviors as well as the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for leaders to effectively serve in diverse contexts. A variety of theoretical, research and applied issues are addressed; in particular, the course aims to explore social location theory as a means of equipping graduates to advance equity and positive change through increased capacity for diversity engagement.

## LDRS 547, Navigating Social Climates, 3 Units

This course equips students as leaders in today's globalized organizations and societies who analyze, through multiple lenses, issues of inequity and injustice that exist locally, nationally, and globally. The course utilizes conceptual and experiential learning in which students encounter and reflect on realities of inequity and injustice in the social and natural worlds, in interpersonal, intergroup, and organizational relationships. Students are also expected to begin to develop habits and skills to promote shalom-oriented organizations and communities.

## LDRS 548, Strategic Foresight, Thinking, and Planning, 3 Units

This course focuses on engaging the full strategy cycle, which includes strategic foresight, thinking, and planning. Through an applied project, students engage in scanning for trends and developing stories and scenarios; develop strategic thinking skills; and engage in a strategic planning process.

## LDRS 559, Curiosity to Inquiry, 3 Units

This pass/fail course underscores curiosity as an innate human capacity and cultivates students' ability to use it toward human-centered inquiry and socially transformative innovations. Students engage in the ideation and inspiration phases of Design Thinking in solving a complex leadership challenge for an organization or a community. Through the process, students are expected to become familiar with traditional as well as innovative data collection techniques and become informed consumers of published research. Successful completion of this course results in a prototype for the leadership experiment, which the student implements in LDRS 560 Leadership Experiment.
**Prerequisite:** LDRS 511, LDRS 512, LDRS 523, LDRS 524, LDRS 535, LDRS 536, LDRS 547, and LDRS 548.

## LDRS 560, Leadership Experiment, 3 Units

As a completion of the M.A. in Leadership program's 4D model of Discover, Design, Develop, and Deliver, this final course helps students continue their leadership experiment started in LDRS 559 and culminates with a TEDx-style presentation. This is a pass/fail course.
**Prerequisite:** LDRS 559, and enrollment in the M.A. in Leadership program.

## LDRS 561, Group and Conflict Issues in Leadership, 3 Units

This course helps the student understand small-group behavior. It uses experience-based methods, case studies, reading material, and simulation. The course examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

## LDRS 563, Ethical Decision Making, 3 Units

This course investigates the intersection of ethics and effective decision making. Students will explore ethical implications of the decision making process, with particular emphasis on the ways that ethical decision making applies to individuals, groups, and organizational systems. This course applies theoretical concepts to significant organizational problems requiring effective decision making processes. Attention will be given to systematic rational approaches as well as the role of intuition and group dynamics in the decision making process. The course will utilize lecture, case study analysis, group exercises, review of current literature, classroom discussions, and simulations to create an effective learning environment.

## LDRS 571, Leadership for a Learning Environment, 3 Units

This course looks at the leader's role in designing and implementing effective learning strategies and effective methods for educating adults. Emphasis is given to the creation of programs that focus on learning styles, discussion-oriented teaching, inspiring presentation skills, and results-oriented outcomes. During the course, students are given opportunities to demonstrate competency in the principles and practices of materials development, teaching, training, and skill development.

## LDRS 592, Research Methods and Design, 3 Units

This course provides an introduction to basic concepts, principles, and methods of evaluation and research in the leadership setting, focusing on research traditions, procedures, theories, and methods. Emphasis is placed on identifying methods appropriate for particular research questions and conducting disciplined inquiry regardless of method selected. Particular emphasis will be placed on identifying a research question and conducting a comprehensive review of relevant literature.

## LDRS 593, Applied Research, 3 Units

This course provides an introduction to basic concepts, principles, and methods of evaluation and applied research in leadership settings, focusing on action research methodology. A faculty-student collaborative process, participatory action research allows students to engage in inquiry and action for change in response to organizational or community problems. During the course, students will identify a research question in their personal leadership contexts, review the current research literature, develop a plan to collect initial data, and present their project and findings to the class. At each stage of inquiry, the professor and peer research groups will provide feedback.
**Prerequisite:** LDRS 592 (May be taken concurrently)

## LDRS 595, Capstone Project in Leadership, 3 Units

The capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning established through the M.A. in Leadership program competencies. The course assesses cognitive, affective, and applied learning in a student-centered and student-directed manner which requires the command, analysis, and synthesis of knowledge and skills. The capstone course integrates scholarship and praxis through the development of a literature review and 360-degree assessment and requires application of that learning to professional and personal contexts as evidenced through artifacts demonstrating competence. In culmination of their graduate studies, students will formulate a personal philosophy of leadership and develop a personalized growth plan that synthesizes their academic learning and outlines future professional and intellectual goals.
**Prerequisite:** Students enrolled in the M.A. in Leadership program

## LDRS 597, Current Issues in Leadership, 3 Units

Current topics are chosen for discussion, research, and decision making relevant to the Organizational Leadership emphasis.

## LDRS 598, Special Topics, 3 Units

In this course, a topic of current interest or need is examined in depth. Students analyze and evaluate topics/ issues to reach and express a position, provide training for a particular population, or enhance personal development. If students elect this course more than once during their program, each course must address a different topic.

## LDRS 599, Readings in Leadership Studies, 1-3 Units

The independent study vehicle allows students and their sponsoring faculty members to pursue approved investigations beyond regular course offerings.

# OPSY 501, Introduction to Organizational Psychology, 3 Units

This course is an introduction to the field of industrial/organizational (I/O) psychology, providing an overview of the fundamentals and the various subfields of the discipline. Special consideration is given to topics that integrate the application of psychology to organizational environments. Coursework covers the history of I/O psychology, offers a comparative review of topics within industrial psychology and organizational psychology, and helps students gain a fundamental understanding of employee selection, training, motivation, job satisfaction, communication, group behavior, and stress management. The course also includes a review of the organizational psychology literature as well as ethics guidelines and professional standards governing the practice of organizational psychology.
**Prerequisite:** Acceptance into the MS in Organizational Psychology program

# OPSY 502, Organizational Ethics, 3 Units

Students in this course examine psychological phenomena that help explain why people who want to act ethically in organizations often do not act in accordance with their values. Course material also helps students understand how cognition, affect, and behavior interact, so they can better navigate ethically challenging situations. Ethical issues in organizational contexts are examined in light of biblical values and the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct.
**Prerequisite:** Acceptance into the MS in Organizational Psychology program

# OPSY 503, Group and Organizational Behavior, 3 Units

This course offers a behavioral science approach to organizational life and enables students to investigate the effective functioning of individuals and groups within organizational settings. Emphasis is on the psychology of teams, team dysfunction, group conflict, and organizational culture. This course applies theoretical concepts to challenges such as team dynamics, conflict, decision making, and organizational behavior patterns.
**Prerequisite:** Acceptance into the M.S. in Organizational Psychology program; successful completion of OPSY 501 is recommended.

# OPSY 505, Individual and Team Assessment, 3 Units

Students receive instruction and training in individual assessment techniques for vocational and business applications, including pre- and postemployment assessment for selection, onboarding training, advancement, developmental or remedial coaching, and succession planning. Students are introduced to qualitative and quantitative assessment methods as key tools for leadership assessment; learn the importance of assessment in organizational and leadership dynamics; and gain competency in the use of several key assessment methods and instruments and learn to apply these instruments to leadership development within work team environments. Students are also introduced to job analyses and use measurement tools relevant for assessing occupational interests, abilities, competency modeling, and work-related personality constructs. Students also complete several individual assessments as part of the experiential, outside-of-class portion of the course.
**Prerequisite:** Acceptance into the MS in Organizational Psychology program

# OPSY 510, Organizational Assessment and Interventions, 3 Units

This course introduces interventional strategies that correspond to the primary issues related to organizational life: change management, organizational culture, and leadership and team dynamics. Students gain competency in focusing on these critical areas of assessment and intervention: qualitative method, conducting needs analysis, proposing consultation projects, and employee assistance programs. Students also become familiar with research methodologies related to existing programs and successful programs within companies.

# OPSY 515, Coaching Techniques and Application, 3 Units

Students in this course examine theories and practices within the fields of psychology, organizational behavior, business, and other relevant fields as they relate to the practice of executive coaching. They also explore coaching competencies, professional ethics, and models of executive coaching, and are introduced to a repertoire of basic coaching skills applicable to most executive coaching situations (e.g., self-awareness, empathy, listening, questioning, giving and receiving feedback, confrontation, limit setting, demonstrating leadership, etc.).

# OPSY 520, Consultative Applications of Organizational Psychology, 3 Units

This course covers the applied aspects of organizational psychology, providing an overview of the consulting process as it relates to external and internal consultation in industry. Students are introduced to the theoretical and practical aspects of providing organizational consultation, with special consideration given to topics that integrate the competencies needed for applying psychology to organizational environments. Coursework provides an overview of organizational consulting models and frameworks, and focuses on the fundamental steps in the consulting process that lead to high-impact outcomes. The course also includes a review of the organizational psychology literature, as well as ethics guidelines and professional standards governing the practice of organizational psychology.

# OPSY 534, Organizational Systems: Theories of Change, 3 Units

This course engages the idea of organizational change from a systems perspective and approaches content through analysis of theory, praxis, and story. Practical application is explored in regard to how students can and will be equipped to serve as change agents in internal and external consultant roles. Special attention is given to the specific steps involved in identifying the need for change, engaging internal and external stakeholders in the change process, and implementing desired change initiatives.

## OPSY 542, Organizational Implications of Diversity, 3 Units

This course explores theoretical and practical ideas about diversity in organizations, equipping students to identify and engage individual, societal, and organizational dynamics related to 21st-century workplace diversity and inclusion. Students learn about basic psychological processes - including attitudes toward marginalization, structural inequity, privilege, and prejudice - that affect how members of different social groups perceive and interact with one another in organizational settings. Students also engage critical perspectives on the historical, sociocultural, and psychological factors of organizational diversity, explore the ethical implications of navigating complex organizational cultures, and discuss strategies for fostering and sustaining diversity.

## OPSY 590, Statistics for Research in Organizations, 3 Units

This course introduces students to the basic concepts of statistical ideas and methods, equipping them to carry out common statistical procedures and follow statistical reasoning for research in workplace phenomena. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Emphasis is on the application of fundamental concepts to real-world situations.
**Prerequisite:** Acceptance into the MS in Organizational Psychology program

## OPSY 592, Research Methodology and Survey Applications, 3 Units

Students in this course learn quantitative research techniques of investigation and apply them to psychological activities in organizations. Students also learn principles of survey design. A final project includes developing and administering a psychometrically valid survey for an organization, with students analyzing the data and providing a report of the results.
**Prerequisite:** OPSY 590

## OPSY 595, Introduction to Thesis in Organizational Psychology, 4 Units

This course gives student researchers a directed study focused on preparing a master's thesis in organizational psychology. Students identify a worthy research topic, write a comprehensive literature review, select an appropriate research method, and shape a compelling research proposal.
**Prerequisite:** OPSY 501, OPSY 502, OPSY 503, OPSY 505, OPSY 510, OPSY 515, OPSY 520, OPSY 534, OPSY 542, OPSY 590, OPSY 592, and permission from the department chair.

## OPSY 596, Thesis in Organizational Psychology: Data Collection and Analysis, 4 Units

This course gives student researchers a directed study focused on completing a master's thesis in organizational psychology. Building on the research proposal completed in OPSY 595, students collect and analyze data and present their findings in the form of a completed master's thesis and oral presentation to the thesis committee.
**Prerequisite:** OPSY 595

# BA in Communication Management

48 units

The communication management major (https://www.apu.edu/comm/programs/communication-major/) is an interdisciplinary, "next-level" degree program that trains students for promotion, management, and leadership. This degree program equips graduates with many skills needed for promotion and leadership in a variety of fields, such as business, health care, government, hospitality, and more. Communication management graduates are equipped in foundational theory and with expertise in conflict management, small-group decision-making and facilitation, understanding organizational cultures and functioning, relational communication, persuasion and social influence, intercultural communication, and much more.

## Career Opportunities

To prepare for career opportunities, students are required to complete a 3-unit communication internship prior to graduation. Communication management graduates often work as:

- Managers and organizational leaders
- Communication training and development specialists
- Strategic communication (including social media) specialists
- Human resource officers
- Corporate or personal event planners
- Customer relations managers
- Sales representatives
- Higher education administrators
- Student development professionals
- Ministry leaders in churches or nonprofits
- Marriage and family counselors
- Entrepreneurs

## Requirements

To graduate, communication management majors must maintain a cumulative grade-point average of 2.0 or higher in their major coursework.

| Code | Title | Units |
| --- | --- | --- |
| **Lower-Division Core Requirements** | | |
| COMM 111 | Public Communication [1] | 3 |
| COMM 201 | Introduction to Communication Studies | 3 |
| COMM 211 | Professional Communication | 3 |
| COMM 225 | Communication and Relationships | 3 |
| COMM 230 | Small Group Communication | 3 |
| COMM 260 | Intercultural Communication [2] | 3 |
| **Upper-Division Core Requirements** | | |
| COMM 300 | Research Methods in Communication | 3 |
| COMM 305 | Writing 3: Writing for Communication [3] | 3 |
| COMM 335 | Leadership Communication | 3 |
| COMM 420 | Conflict Management | 3 |
| COMM 430 | Organizational Communication | 3 |
| COMM 440 | Persuasion and Attitude Change | 3 |
| COMM 490 | Communication Internship [4] | 3 |
| COMM 496 | Communication Capstone: Ethics and Communication | 3 |
| **Electives** | | |
| Choose 6 units from the following: | | 6 |
| COMM 315 | Intercollegiate Forensics | |
| COMM 345 | Nonverbal Communication | |
| COMM 350 | Rhetoric and Political Influence | |
| COMM 435 | Family Communication | |
| COMM 495 | Special Topics | |
| COMM 498 | Directed Research | |
| **Total Units** | | **48** |

[1]  Meets the General Education Oral Communication requirement.
[2]  Meets the General Education Intercultural Competence requirement.
[3]  Meets the General Education Writing 3 requirement.
[4]  Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain how communication creates, sustains, manages, and changes persons, groups, organizations, and society, and use that knowledge in an ethical manner.
2. Articulate how the Christian faith and one's worldview can inform the study, evaluation, and practice of communication.
3. Identify one's own communication tendencies, strengths, and weaknesses.
4. Express ideas clearly and accurately through oral and written communication using various media in academic and practitioner contexts.
5. Utilize quantitative and qualitative research tools to explore communication worlds.
6. Apply communication theories and ethics to various communicative situations.
7. Identify a vocational direction where one's communication skills can be utilized to make a positive difference.

# MA in Leadership

The Master of Arts in Leadership (https://www.apu.edu/business/programs/masters-in-leadership/) (available face to face and online) is an interdisciplinary degree that equips leaders with skills and tools that can be applied across a variety of vocations and fields. With a focus on character,

creativity, curiosity, and innovation grounded in a framework of Christian values, you will explore what being a leader means to you, and how you can hone your skills to help others thrive.

 Throughout the program, you will:

1. Discover various dimensions of leadership character as it pertains to the individual, team, and enterprise.
2. Design strategic leadership initiatives through curiosity, inquiry, and experimentation.
3. Develop relevant skills and tools needed to lead a changing leadership landscape with creativity and agility.
4. Deliver innovative solutions to complex leadership and organizational challenges.

## Experiential Learning Opportunities

Experiential learning opportunities are integrated throughout the program, allowing students to immediately apply knowledge. Applied and experiential learning equips students with a deeper understanding of design thinking. Students use LEGO® SERIOUS PLAY® to understand organizational change structures and gain firsthand experience working with companies.

## Requirements

Students pursuing the MA in Leadership must complete 30 units of coursework, as well as present their final design project during a Designer Symposium (a TEDx-style night of presentations). Up to 6 units of appropriate coursework may be transferred into the program by petition.

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| LDRS 512 | EQ I: Self-Leadership | 3 |
| LDRS 523 | EQ 2: Relational Leadership | 3 |
| LDRS 524 | Principles and Practices of Design Thinking | 3 |
| LDRS 548 | Strategic Foresight, Thinking, and Planning | 3 |
| LDRS 560 | Leadership Experiment | 3 |
| MGMT 561 | Managing Teams and Conflict | 3 |
| MGMT 581 | Ethical Leadership | 3 |
| OPSY 515 | Coaching Techniques and Application | 3 |
| OPSY 534 | Organizational Systems: Theories of Change | 3 |
| OPSY 542 | Organizational Implications of Diversity | 3 |
| **Total Units** | | **30** |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Discover various dimensions of leadership character as it pertains to the individual, team, and enterprise.
2. Design strategic leadership initiatives through curiosity, inquiry, and experimentation.
3. Develop relevant skills and tools needed to lead a changing leadership landscape with creativity and agility.
4. Deliver innovative solutions to complex leadership and organizational challenges.

# Minor in Communication Management

18 units

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Core Requirement** | | |
| COMM 201 | Introduction to Communication Studies | 3 |
| **Lower-Division Electives** | | **6** |
| Select two of the following: | | |
| COMM 211 | Professional Communication | |
| COMM 225 | Communication and Relationships | |
| COMM 230 | Small Group Communication | |
| COMM 260 | Intercultural Communication [1] | |
| **Upper-Division Electives** | | **9** |
| Select three of the following: | | |
| COMM 300 | Research Methods in Communication | |
| COMM 335 | Leadership Communication | |
| COMM 345 | Nonverbal Communication | |
| COMM 350 | Rhetoric and Political Influence | |
| COMM 420 | Conflict Management | |
| COMM 430 | Organizational Communication | |
| COMM 435 | Family Communication | |
| COMM 440 | Persuasion and Attitude Change | |
| **Total Units** | | **18** |

[1]    Meets the General Education Intercultural Competence requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain how communication creates, sustains, manages, and changes persons, groups, organizations, and society, and use that knowledge in an ethical manner.
2. Articulate how the Christian faith and one's worldview inform the study, evaluation, and practice of communication.
3. Identify one's own communication tendencies, strengths, and weaknesses.
4. Express ideas clearly and accurately through oral and written communication using various media in academic and practitioner contexts.
5. Utilize quantitative and qualitative research tools to explore communication worlds.
6. Apply communication theories and ethics to various communicative situations.
7. Identify a vocational direction where one's communication skills can be utilized to make a positive difference.

# Minor in Leadership

18 units

The undergraduate leadership minor capitalizes upon the university's intention to develop disciples and scholars who seek to advance the work of God in the world. This minor does so by encouraging students to pursue excellence in their chosen major while also seeking proficiency as strengths-driven leaders. Students are encouraged toward lifelong development (as people and as leaders) and have the opportunity to create, articulate, and practice their own philosophy of Christian leadership.

Courses are thoughtful, challenging, and relationally focused while providing opportunities for reflection, conversation, and research. Students in the minor learn about whole-person development, leadership and virtue, the role of personal strengths and skills in good leadership, and how to lead as agents of change. Disciplined self-leadership, combined with the knowledge of how to facilitate effective collaboration, make leadership minor graduates an asset to any context in which they may serve.

## Mission Statement

The leadership minor seeks to educate and inspire students to integrate their faith into their calling and, as people of integrity, live purposefully for the glory of God.

## Benefits of Adding a Minor

A minor can help students complement their bachelor's degree and stand out to future employers, expanding their employment opportunities while they study an additional area of interest. The versatility of the leadership minor complements any major, giving students the opportunity to demonstrate management expertise in any field and possibly providing an edge in their job search, as well as adding knowledge that can be used throughout an individual's career.

## Requirements

The minor in leadership comprises 18 units of leadership coursework.

*Note: Seniors may take one course in the MA in Leadership program. If a student is accepted into the MA in Leadership, the course will count toward that degree as well.*

| Code | Title | Units |
| --- | --- | --- |
| **Core Courses** | | |
| LDRS 333 | Leadership Influence and Impact [S] | 3 |
| ENTR 312 | Creativity and Innovation [F] | 3 |
| MGMT 211 | Organizational Leadership [1] | 3 |
| MGMT 212 | Managing Diverse Teams and Groups [1] | 3 |
| **Electives** | | **6** |
| Select two of the following: | | |
| BUSI 350 | Business Internship [2] | |
| LDRS 103 | Life Design and Self-Leadership [F] | |
| LDRS 495 | Special Topics in Leadership [S] | |
| LDRS 497 | Readings | |
| LDRS 512 | EQ I: Self-Leadership | |
| MGMT 350 | Business Management Internship [2] | |
| MGMT 446 | Introduction to Organizational Theory and Design | |
| MGMT 581 | Ethical Leadership | |
| OPSY 515 | Coaching Techniques and Application | |
| **Total Units** | | **18** |

[1]     Meets the General Education Social Sciences requirement.
[2]     Meets the General Education Integrative and Applied Learning requirement.

| | |
| --- | --- |
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Understand and be able to express their personal leadership style.
2. Differentiate between Christian and non-Christian approaches to leadership.
3. Define followership and be able to enact it.
4. Facilitate effective collaboration.

5. Express their calling.
6. Delineate good leadership practices in their selected major.

# MS in Organizational Psychology

The Master of Science in Organizational Psychology (https://www.apu.edu/business/programs/masters-in-organizational-psychology/) degree program prepares students to become effective organizational consultants (either internal or external to an organization). At the intersection of business and psychology, our blended learning experiences combine theoretical grounding and practical application. Students in this program demonstrate the ability to solve complex organizational challenges through assessment, data-driven decision making, and other organizational effectiveness tools. Innovative curriculum produces scholar-practitioners who are competent and confident working in organizations to create a people strategy that aligns with the business strategy.

The expanding field of organizational psychology, sometimes referred to as industrial-organizational psychology, or the study of people's attitudes, feelings, and behaviors in the workplace, calls for individuals prepared to help organizations and businesses flourish. You can complete the MS in Organizational Psychology program in a little over a year, quickly elevating your earning potential and distinguishing yourself as a qualified and confident practitioner-scholar in one of the most exciting and fastest-growing fields in America.

## Highlights

Through the program, you'll learn to:

- Diagnose organizational health
- Develop and implement change initiatives
- Conduct job analysis and craft job descriptions
- Increase employee morale and expand retention strategies
- Advance performance management programs
- Generate and direct effective succession plans
- Hire, train, and develop talent
- Advise, coach, and build successful teams

## Certificates, Credentials, and Microcredentials

Today, employers are looking for new hires with technical skills and also leadership abilities such as innovative decision making and executive coaching. MS in Organizational Psychology students have the opportunity to earn industry-valued, internationally recognized certificates, credentials, and microcredentials that can be added to résumés and uploaded to online portfolios, certifying and showcasing these skills and abilities to potential employers.

## Career Opportunities

The demand is high and continues to rise for those who possess a master's degree in organizational psychology. Current research trends project two available jobs for every individual applying to work in this lucrative field centered on understanding and improving the workplace environment. People with an organizational psychology degree pursue careers in a variety of fields including academic/educational settings, business, churches, health care, government, and nonprofits. The following list highlights a few specific job titles: talent acquisition coordinator/manager; organizational development director; head of people and culture; organizational consultant; executive/leadership coach; diversity, equity, and inclusion (DEI) leader; human resources manager or director; human resources generalist; training and workplace learning manager; people analyst; and social science researcher.

## Requirements

The Master of Science in Organizational Psychology (https://www.apu.edu/business/programs/masters-in-organizational-psychology/) program includes 13 courses (41 units), all of which are required for the degree. There are no electives.

| Code | Title | Units |
| --- | --- | --- |
| OPSY 501 | Introduction to Organizational Psychology | 3 |
| OPSY 502 | Organizational Ethics | 3 |
| OPSY 505 | Individual and Team Assessment | 3 |
| OPSY 510 | Organizational Assessment and Interventions | 3 |
| OPSY 515 | Coaching Techniques and Application | 3 |
| OPSY 520 | Consultative Applications of Organizational Psychology | 3 |
| OPSY 534 | Organizational Systems: Theories of Change | 3 |

| OPSY 542 | Organizational Implications of Diversity | 3 |
|---|---|---|
| OPSY 590 | Statistics for Research in Organizations | 3 |
| OPSY 595 | Introduction to Thesis in Organizational Psychology | 4 |
| OPSY 596 | Thesis in Organizational Psychology: Data Collection and Analysis | 4 |
| MGMT 516 | High-Performance People Management | 3 |
| **Choose one of the following:** | | **3** |
| OPSY 592 | Research Methodology and Survey Applications | |
| MGMT 515 | Applied Research and Analysis | |
| **Total Units** | | **41** |

# Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

# Course Attendance and Schedule

The collaborative learning process that characterizes the organizational psychology program requires that students be prepared to contribute value to class discussions and to the broader learning community based on their experiences. As such, class attendance is an important aspect of commitment to the program, and absences from class are not appropriate except in cases of emergency. Students should notify instructors of planned absences as soon as possible and make arrangements with other students to get notes and assignments.

# Commissioning Ceremony

Preceding each commencement, the School of Business and Management holds a commissioning ceremony for graduating students and their families. This event includes an achievement awards ceremony, words to live by, student remarks, and a time of prayer and commissioning for each graduate.

# Outstanding Thesis Award

At each commissioning ceremony, graduate faculty may honor a single graduate with the distinction of Outstanding Thesis Award. The award is primarily based on the quality of research study conducted during the thesis process, the written paper, the oral defense presentation, and the original contribution the study makes to the field of organizational psychology. The study's contribution to furthering the Kingdom of God is also considered.

# Graduation

In order to graduate, students must complete the required courses with an overall grade-point average (GPA) of at least 3.0. Students may participate in the graduation ceremony once all coursework is complete and the thesis has been defended and approved.

All organizational psychology students are required to complete the library publication of their final thesis paper. This process commences following the student's oral defense and must be completed within 6 months. A student's official degree will not be posted, nor will a diploma be mailed, until the publication process is complete.

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain the theoretical constructs of organizations in relation to the attitudes, feelings, and behaviors of those who work in the organization.
2. Utilize research and diagnostic tools to develop the competencies needed as an organizational consultant.
3. Construct organization development interventions using experience-based models and simulations.
4. Approach individual and organizational wellness through a holistic perspective framed through a Christian worldview.

# LP and Timothy Leung School of Accounting

Housed within Azusa Pacific's School of Business and Management (https://www.apu.edu/business/), the LP and Timothy Leung School of Accounting (https://www.apu.edu/business/accounting/) focuses on developing graduates with the Christian character and competence demanded by the public accounting profession.

## Vision Statement

To be a premier Christian accounting school, recognized as a thought leader on accounting character and competence to reflect the life of Christ and shine the light of Truth.

## LP and Timothy Leung Scholarships

With gratitude to the Leung Endowment, students may qualify for scholarships. Additionally, students have the option to enroll in a fifth year to earn a Master of Professional Accountancy (MAcc) degree.

## Specialized Credentials and Applied Learning

Students have the opportunity to earn specialized credentials, such as the IRS Enrolled Agent (EA) and the Certified Information Systems Auditor (CISA), increasing their value to potential employers. Additionally, students may join the Accounting Honors Society and participate in the Volunteer Income Tax Assistance (VITA) program, which equips students with hands-on experience as they provide income tax assistance to low-income taxpayers in the surrounding communities. Comprehensive curriculum coupled with experiential learning techniques has led to CPA exam pass rates in the top 20% of California universities.

In addition to VITA and the Accounting Honors Society, the school offers numerous student clubs and study-away opportunities. Students participating in study-away opportunities engage with topics of globalization, trade, culture, and global management and leadership as they travel the world. Typically, study-away trips include visiting global and international organizations and learning from universities and business leaders around the world. Additionally, numerous student clubs offer students the opportunity to build skills in leadership, management, decision making, and teamwork.

## Internships and Job Placement

Accounting majors are invited to participate in the annual Meet the Firms night, hosted by the Accounting Honors Society and boasting outstanding successes. Typically, 60 accounting professionals representing 20 public accounting firms—all of the Big Four (EY, PwC, KPMG, and Deloitte), several major national (CLA, BDO) and specialty (CapinCrouse, Ron Blue) firms, and many regional and local firms (KSJG)—meet with APU students to discuss internship and job opportunities.

Accounting majors obtain paid internships with public accounting firms and in professional accounting. Job placement for accounting students also remains strong, with most CPA-track students placed prior to graduation. On the undergraduate side, our graduates are typically placed with every major accounting firm in the US, from Big Four to national and regional firms.

## Graduate Programs Offer Flexible Course Schedules

To accommodate busy schedules, graduate classes are offered during the evening, afternoon, and online. Classes give students the opportunity to participate in real-life projects and case studies with profit, nonprofit, and governmental organizations. Students may take advantage of the multiple delivery formats to customize their education experience. **Students are admitted to and can start the Master of Professional Accountancy (MAcc) program in any of the eight terms during the academic year.**

## Programs

### Majors

- Accounting (BS) (p. 877)
- Finance (BS) (p. 879)

### Minors

- Accounting (p. 882)
- Finance (p. 883)

## Master's

- Master of Professional Accountancy (MAcc) (p. 881)

## Courses

### ACCT 120, Principles of Accounting I, 3 Units

This course introduces the financial accounting model and application of fundamental accounting principles. The corporate form of business serves as the primary model to demonstrate accounting principles for cash, accounts receivable, inventories, operational assets, liabilities, and stockholders' equity.

### ACCT 121, Principles of Accounting II, 3 Units

This course introduces basic managerial accounting concepts and emphasizes the use of accounting data in decision making. Topics covered include cost accumulation models, cost behavior, break-even analysis, variable costing, budgeting, differential analysis, product pricing, capital expenditure analysis, and financial statement analysis.
**Prerequisite:** ACCT 120

### ACCT 122, Accounting Perspectives, 1 Unit

This course introduces students pursuing an accounting degree to a broad overview of the various career paths available to successful accounting graduates.

### ACCT 320, Intermediate Accounting I, 3 Units

This course offers an intensive study of the accounting theory and principles underlying financial accounting. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. This course begins with a review of the accounting model and covers accounting theory as it relates to revenue recognition, current assets including cash, accounts receivable, inventories, and current liabilities.
**Prerequisite:** ACCT 121

### ACCT 321, Intermediate Accounting II, 3 Units

This course continues the study begun in ACCT 320, covering operational assets, intangible assets, investments, long-term liabilities, leases, income taxes, corporate capital transactions, and statement of cash flows. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants.
**Prerequisite:** ACCT 320

### ACCT 325, Cost Accounting, 3 Units

This course explores managerial accounting concepts used in planning and controlling operations, determining cost of production, inventory control and evaluation, budgeting, and long-range planning. Emphasis is placed on cost determination, cost accumulation, cost-volume-profit relationships, standard costs, variances analysis and reporting, and the relationship between controlling costs and controlling operations.
**Prerequisite:** ACCT 321

### ACCT 331, Federal Taxes I, 3 Units

This course offers an intensive study of the theory and principles of federal income tax law as it applies to individuals. Emphasis is on the theoretical framework and philosophy of the federal tax system, as well as practical application and planning. Course material covers basic concepts in the determination of income, classes of deductions, allowable credits, and property transactions. The importance of appropriate tax planning is stressed, and students prepare for the CPA (Certified Public Accountancy) test along with the IRS (Internal Revenue Service) Enrolled Agent (EA) test.
**Prerequisite:** ACCT 121

### ACCT 332, Federal Taxes II, 3 Units

This course offers an intensive study of the theory and principles of federal income tax law as it applies to business entities/corporations, partnerships, estates, and trusts. Emphasis is on the theoretical framework as well as practical application and planning. Course material covers basic concepts of taxation in corporate formation and operation, as well as in partnership and S corporation formation and operation, along with the fundamentals of estate, gift, and trust taxation. The course also covers the tax audit process and professional tax preparer responsibilities, and students prepare for the CPA (Certified Public Accountancy) test along with the IRS (Internal Revenue Service) Enrolled Agent (EA) test.
**Prerequisite:** ACCT 331 for accounting majors, ACCT 121 for accounting minors;
**Corequisite:** ACCT 333

### ACCT 333, Volunteer Income Tax Assistance (VITA), 1 Unit

This course gives students the opportunity to apply their knowledge of tax law and the available tools to successfully assist individuals and families in the community in preparing and filing accurate tax returns under the supervision of the instructor. Students gain hands-on experience working with clients and preparing tax returns according to the Volunteer Income Tax Assistance (VITA) and Tax Counseling for the Elderly (TCE) return preparation process.
**Prerequisite:** ACCT 331

## ACCT 336, Advanced Accounting, 3 Units

This course provides an in-depth study of accounting theory and principles. Topics include business combinations, consolidations, insolvency, foreign currency transactions, segment reporting, partnerships, fund accounting, and accounting for state and local governmental units and other non-business organizations.
**Prerequisite:** ACCT 321

## ACCT 425, Writing 3: Accounting Ethics, 3 Units

Students in this course are introduced to issues of accounting ethics that professionals encounter in practice, moral reasoning to resolve ethical dilemmas, and accountants' professional codes of conduct. Topics include major philosophical schools of thought, biblical perspectives on accountability, ethical reasoning strategies, earnings management, fraud, and corporate governance. Credit is not given for both ACCT 425 and ACCT 525. ACCT 425 does not satisfy the requirements of the Master of Professional Accounting (MAcc) program. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
**Prerequisite:** Writing 2 and ACCT 321.

## ACCT 426, Auditing Principles I, 3 Units

This course is an overview of auditing concepts, with special attention to auditing standards, professional ethics, the legal ability inherent in the attest function, the study and evaluation of internal control, the nature of evidence, statistical sampling, and the impact of electronic data processing. The basic approach to planning an audit is also addressed, as are the audit objectives and procedures applied to the elements in a financial statement.

## ACCT 427, Auditing Principles II, 3 Units

This course takes the concepts and procedures learned in ACCT 426 and applies them in a comprehensive audit case study. Students prepare audit work papers that demonstrate application of audit theory and objectives for various classes of financial statement accounts. Students are exposed to the planning, control, and review procedures used by many public accounting firms. The use of computerized audit software is covered.
**Prerequisite:** ACCT 426

## ACCT 500, Principles of Accounting I, 3 Units

This course introduces the financial accounting model and application of fundamental accounting principles. The corporate form of business serves as the primary model to demonstrate accounting principles for cash, accounts receivable, inventories, operational assets, liabilities and stockholders' equity.

## ACCT 501, Principles of Accounting II, 3 Units

This course introduces basic managerial accounting concepts and emphasizes the use of accounting data in decision making. Topics covered include cost accumulation models, cost behavior, break-even analysis, variable costing, budgeting, differential analysis, product pricing, capital expenditure analysis, and financial statement analysis.
**Prerequisite:** ACCT 500

## ACCT 502, Financial Accounting, 3 Units

This course introduces the financial accounting model and application of fundamental accounting principles. The corporate form of business serves as the primary model to demonstrate accounting principles for cash, accounts receivable, inventories, operational assets, liabilities and stockholders' equity. Students will interpret company performance by analyzing accounting statements and complete a computer simulation which demonstrates computer applications in accounting.

## ACCT 503, Intermediate Accounting I, 3 Units

This course offers an intensive study of the accounting theory and principles underlying financial accounting. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. This course begins with a review of the accounting model and covers accounting theory as it relates to current assets including cash, accounts receivable, inventories, and current liabilities.

## ACCT 504, Intermediate Accounting II, 3 Units

This course covers operational assets, intangible assets, investments, long-term liabilities, leases, income taxes, corporate capital transactions, and statements of cash flow. Emphasis is on the theoretical and conceptual framework of the financial reporting process, including the role and authority of official accounting pronouncements and the responsibilities of professional accountants.

## ACCT 506, Cost Accounting, 3 Units

This course provides the study of the theory and principles underlying cost and managerial accounting. Emphasis is placed on the following topics: Terminology, Job Order Costing, Activity Based Costing, Cost Volume Profit Analysis, Budgeting, Standard Cost, Non-Routine Decisions, Responsibility Accounting, Process Costing, Quality, Capital Budgeting, and Inventory Management.

## ACCT 507, Auditing Principles, 3 Units

This course takes the concepts and procedures learned in previous accounting courses and applies them in a comprehensive audit case study. Students prepare audit work papers that demonstrate application of audit theory and objectives for various classes of financial statement accounts. Students are exposed to the planning, control, and review procedures used by many public accounting firms.

## ACCT 508, Federal Taxes I, 3 Units

This course offers an intensive study of the theory and principles of federal income tax law as it applies to individuals. Emphasis is placed on the theoretical framework and philosophy of the federal tax system as well as practical application and planning. This course also covers basic concepts in the determination of income, classes of deductions, allowable credits, property transactions, as well as the tax audit process and professional tax preparer responsibilities. The importance of appropriate tax planning is stressed.

## ACCT 509, Federal Taxes II, 3 Units

This course offers an intensive study of the theory and principles of federal income tax law as it applies to business entities - corporations, partnerships, estates, and trusts. Emphasis is on the theoretical framework as well as practical application and planning. This course covers basic concepts of taxation in corporation formation and operation, and partnership and S corporation formation and operation, and fundamentals of estate, gift, and trust taxation.

## ACCT 510, Accounting and Tax Research Methods, 3 Units

In preparation for professional practice, students explore accounting research methods and tax issues utilizing professional online research databases to properly identify and focus research questions, interpret data, develop opinions, and effectively communicate the results.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 511, Advanced Accounting, 3 Units

This course provides an in-depth study of accounting theory and principles first encountered in Intermediate Accounting. Topics covered include, but are not limited to, partnerships and corporations. Extensive coverage is given to business combinations and consolidations, as well as bankruptcy reporting.

## ACCT 512, Management Accounting, 3 Units

Students investigate how management makes critical strategic and operational decisions using an organization's key financial and managerial accounting information, including Financial Statement, Balance Sheet, Income Statement, and Statement of Cash Flow. Students also discuss how to motivate and align management to act in the firm's best interests.

## ACCT 515, Accounting Information Systems, 3 Units

This course emphasizes the application of accounting information systems. Students gain experience in auditing data within the computer environment and learn the controls necessary to ensure the accuracy and reliability of the accounting system.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 520, Global Financial Accounting Standards, 3 Units

This course compares global accounting standards of the International Financial Reporting Standards to Generally Accepted Accounting Principles standards in the United States. Topics include statements of operations, financial position, stockholders' equity, and cash flow, as well as research and development, inventories, pensions, stock options, intangibles, leases, and taxes. Students learn through in-depth analysis of contemporary financial reporting requirements promulgated by the national and international accounting standards boards.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 525, Accounting Ethics, 3 Units

Students explore accounting ethics encountered in practice such as, moral reasoning to resolve ethical dilemmas and accountants' professional codes of conduct. Topics include major philosophical schools of thought, biblical perspective on accountability, ethical reasoning strategies, earnings management, fraud, and corporate governance.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 530, Advanced Business Law, 3 Units

Focusing on advanced legal issues encountered in financial and commercial business transactions, this course offers an in-depth study of business law, mergers and acquisitions, sales, commercial paper, secured transactions, documents of title, bankruptcy, securities regulations, and the legal liability of accountants.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 535, Advanced Managerial Accounting, 3 Units

Students investigate the various ways management uses accounting information to make critical strategic and operational decisions such as product pricing, line extensions, and activity-based costing, and to evaluate operating performance including EVA and balanced scorecard. Students discuss methods of distilling key financial and managerial accounting information, as well as motivating and aligning management to act in the firm's best interests. Case based.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 540, Forensic Accounting and Fraud Investigation, 3 Units

Discussion focuses on the principles and methodology of forensic accounting, including fraud detection and prevention. Students examine consumer, management, employee, and financial statement fraud. Prevention through internal controls and evidence gathering techniques are also addressed.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 545, Advanced Auditing, 3 Units

This course covers advanced auditing topics and helps students develop an understanding of auditing standards and practice through in-depth analysis of contemporary auditing theory as promulgated by the accounting profession. The course emphasizes pronouncements by the Auditing Standards Board and the Public Company Accounting Oversight Board.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 550, Accounting for Nonprofit Entities, 3 Units

Students in this course examine how nonprofit organizations measure financial performance and how they differ from for-profit organizations. Students also explore accounting principles and practices for nonprofit organizations including churches, hospitals, and health and welfare organizations. Utilizing case studies, students assess nonprofit and for-profit organizations that receive government assistance in the form of contracts, guaranties, grants, or assistance that may be subject to federal audit requirements. Other topics include ethical examination of accounting decisions, and the general characteristics and operational environment of nonprofit organizations, applying generally accepted standards, principles, and practices.

## ACCT 551, Government Financial Management, 3 Units

This course covers the principles of public financial accounting and follows the Association of Government Accountants (AGA) Certified Government Financial Manager (CGFM) exam structure, which focuses on three modules: governmental environment, governmental accounting; financial reporting and budgeting; and governmental financial management and control. Students taking this course are required to use AGA's CGFM study guide materials (which are purchased by the university) and take all three CGFM exams. Students taking this course must pass all three CGFM exams to obtain an automatic A in the course.

## ACCT 590, Integrative Accounting Review, 3 Units

In this course, students integrate the learning experience by completing modules related directly to CPA exam preparation.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## ACCT 591, Accounting Internship, 3 Units

Students in this course engage in a practical application of principles and theory in a real-world business setting through an accounting internship with a CPA firm. Students without prior public accounting internships or work experience are required to take the course.
**Prerequisite:** Acceptance into the Master of Professional Accountancy program

## FIN 300, Business Finance for Managers, 3 Units

This course introduces concepts and tools of business finance for managers. Students study financial statements and their interpretation, business performance measures, the management of cash and the short-term financial needs of organizations, and how to make good capital budgeting decisions.
**Prerequisite:** ACCT 120

## FIN 320, Principles of Corporate Finance, 3 Units

Students in this course explore the principles and practices of financial management. Sources and methods of raising capital, allocation of funds within the firm, cash flow and financial statement analysis, financial markets, and capital budgeting techniques are addressed. Additional concepts covered include present-value analysis, long-term financial planning, risk and return, and basic derivatives.
**Prerequisite:** ACCT 120

## FIN 330, Financial Analysis, 3 Units

This course equips students with the necessary tools of financial statement analysis for business valuation and strategic considerations. Students explore the ideas of ratio analysis and time value of money in discounted cash flows in order to analyze the financial conditions of a business organization. Course material also covers credit analysis and corporate finance issues such as mergers and acquisitions and debt financing. Case studies are used extensively.
**Prerequisite:** FIN 300 (finance majors only)

## FIN 331, Managerial Finance, 3 Units

This course extends the concepts and methodologies introduced in Principles of Finance to incorporate the practical uses as a manager in an organization. The course places emphasis on managerial decisions using spreadsheet applications. Topics include: financial statement analysis, project analysis, long-term financial planning, risk and return, and basic derivatives.
**Prerequisite:** FIN 320 or Instructor's consent

## FIN 352, Financial Markets and Institutions, 3 Units

This course covers financial markets, instruments, and institutions, with students examining the roles of depository institutions, insurance companies, and others in the process of intermediation. The structure of financial markets, recent developments in financial instruments, interest rate determination, and the regulatory environment are discussed.
**Prerequisite:** ECON 200

## FIN 372, International Trade and Finance, 3 Units

Students study the theory and practice of international trade and international finance, exploring questions of why countries trade, what they trade, and national and global trade policies. Course material also covers foreign exchange markets, exchange rate determination, foreign direct investment, and international capital markets.
**Prerequisite:** ECON 200

## FIN 432, Investment Analysis, 3 Units

This course introduces students to the basic tools of investment analysis and integrates these with the actual operations of investments and portfolio construction. Emphasis is on providing analyses of asset selection with an experience of real market activities.
**Prerequisite:** FIN 300 (finance majors only) and FIN 352 (finance majors only; may be taken concurrently with instructor permission)

## FIN 433, Applied Portfolio Management, 3 Units

Students in this course engage in practical application of financial investment principles and theory through a portfolio management opportunity in a business setting. Students learn to set portfolio objectives and measure performance against specific metrics in the business setting through a structured reporting process with the instructor.
**Prerequisite:** FIN 330 or instructor's consent, BUSI 111 or instructor's consent, and FIN 432 (FIN 432 prerequisite applies to finance majors only)

## FIN 434, Derivatives, 3 Units

This course prepares students with a basic understanding of derivatives of financial assets and commodities (such as futures, options, swaps, etc.). Pricing of these derivatives and their function in hedging and speculation is discussed. Recent innovations of pricing models for instruments such as interest rate derivatives, exotic options, and assessment of market risk based on the market prices of derivatives are also covered.
**Prerequisite:** FIN 432, MATH 130

## FIN 436, Financial Risk Management, 3 Units

The course introduces students to the theory and management tools of risk management and financial innovation, including the use of different combinations of financial assets and derivatives to immunize an organization's market risk. Topics include dynamic hedging using derivatives such as futures and options, and possibly the development of new products (or combinations) to protect a business or portfolio from exposure to financial risk.
**Prerequisite:** FIN 300, FIN 432 or instructor's consent, and FIN 433 (may be taken concurrently, required for finance majors only)

## FIN 439, Seminar in Finance, 3 Units

Students in this course evaluate their learning from finance major courses in preparation for the Securities Industry Essentials exam to become finance professionals. Students explore various types of professional finance career tracks and prepare individual career-development plans. Topics include capital markets, financial instruments and their risks, trading activities, managing customer accounts, prohibited activities, rules and regulations, professional financial jobs, and personal career plans.
**Prerequisite:** FIN 330 (finance majors only) and FIN 432 (finance majors only)

## FIN 502, Business Finance for Managers, 3 Units

This course provides an introduction to concepts and tools of business finance for managers. Students study financial statements and their interpretation, business performance measures, the management of cash and the short term financial needs of the organization, and how to make good capital budgeting decisions. Students will analyze company performance and make recommendations by applying class content to financial issues.

## FIN 513, Corporate Finance, 3 Units

Students in this course examine how financial decisions can affect the value and health of firms. Topics include cash flow and ratio analysis, discounted cash flow analysis, stock and bond valuation, investment criteria and decisions, capital budgeting, capital structure decisions, risk-return analysis, and long-term and short-term financing decisions. In addition, students read and discuss articles related to God's financial principles.

## FIN 526, Capital Formation, 3 Units

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. This 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:** FIN 513

## FIN 536, Entrepreneurial Finance, 3 Units

This course examines the financial decisions of entrepreneurs and venture capital investors based on the stages of a venture development. Topics include financial options for entrepreneurs and investors, preparations for and analysis of a new business' financial statements, and the valuation of the venture.

## FIN 546, Investments, 3 Units

This course provides students with the study of financial instruments. Along with the knowledge of investment principles, students focus on the decision process for evaluating various investment opportunities. In addition, students discuss their stewardship responsibilities to God as individual Christian investors and Christian financial managers in a corporation.
**Prerequisite:** FIN 513

## FIN 567, Advanced Financial Analysis, 3 Units

Students explore the practical applications of financial management based on case studies. Major topics include financial statement analysis, financial forecasting, cost of capital estimation, capital budgeting decisions, capital structure decisions, equity financing, and mergers and acquisitions.
**Prerequisite:** FIN 513 (MBA/Accounting students only), FIN 502 (MSHA students only)

# BS in Business: Accounting

70 units

The accounting major (https://www.apu.edu/business/programs/accounting-major/) surveys the principles, theories, and concepts of the accounting profession while providing an intense review of the economic, quantitative, and managerial aspects of business. Its practical component leads to work assignments in international, national, and local certified public accountant (CPA) firms in students' junior and senior years. The combination of classroom theory and real-world experience also prepares candidates for the CPA examination administered by the various state boards of accountancy in the United States.

## Highlights

- CPA exam pass rates in the top 20% of California universities.
- Scholarships allow students to earn a Christian accounting education at a state school price.
- Specialized credentials, such as Enrolled Agent and Certified Internal Systems Analyst, are now available.
- Graduates are placed with every major accounting firm in the U.S., from Big Four to national and regional firms.
- Students are able to earn a Master of Professional Accountancy (MAcc) in one additional year.
- 100% of our MAcc students have paid professional internships.
- 100% job placement rate of our MAcc students in CPA firms by graduation.

## LP and Timothy Leung Scholarships

With gratitude to the Leung Endowment, students may qualify for scholarships over four years. Additionally, students have the option to participate in a fifth-year Master of Professional Accountancy.

## Specialized Credentials

Students have the opportunity to earn specialized credentials, such as the IRS Enrolled Agent (EA) and the Certified Information Systems Auditor (CISA), increasing their value to potential employers. Additionally, students have the options of joining the Accounting Honors Society and participating in the Volunteer Income Tax Assistance (VITA) program at APU. The VITA project equips students with hands-on experience as they provide income tax assistance to low-income taxpayers in the surrounding communities.

## Experiential and Applied Learning

In addition to VITA, the school offers numerous student clubs, honor societies, and study-away opportunities. Students participating in study-away opportunities engage with topics of globalization, trade, culture, and global management and leadership as they travel the world. Typically, study-away trips include visiting global and international organizations and learning from universities and business leaders around the world. Student clubs provide the opportunity for students to build skills in leadership, management, decision making, and teamwork.

## Internships and Job Placement

Accounting majors are invited to participate in the annual Meet the Firms night. This event, hosted by the Accounting Honor Society, boasts outstanding successes. Typically, 60 accounting professionals representing 20 public accounting firms meet with APU students, along with students visiting from other universities. All of the Big Four (EY, PwC, KPMG, and Deloitte), several major national firms (CLA, BDO) and specialty firms (CapinCrouse, Ron Blue), and many regional and local firms (KSJG) attend Meet the Firms.

Accounting majors obtain paid internships with public accounting firms or in professional accounting. Job placement for accounting students also remains strong, with most CPA-track students placed prior to graduation.

## Career Opportunities

Opportunities available to graduates include professional careers in accounting services, auditing, management advising services, and accounting departments in private firms and government bodies such as law enforcement agencies.

## Requirements

The accounting major comprises 70 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

| Code | Title | Units |
| --- | --- | --- |
| **Business Core Courses** | | |
| ACCT 120 | Principles of Accounting I | 3 |
| ACCT 121 | Principles of Accounting II | 3 |
| BUSI 111 | Business Statistics [1] | 3 |
| BUSI 240 | Introduction to Information Systems and Business Applications | 3 |
| BUSI 244 | Data Analytics, Spreadsheets, and Data Visualization | 3 |
| BUSI 296 | Business Law | 3 |
| BUSI 370 | International Business [2] | 3 |
| BUSI 495 | Writing 3: Business Ethics [3] | 3 |
| ECON 200 | Survey of Economics [4] | 3 |
| FIN 300 | Business Finance for Managers | 3 |
| MGMT 210 | Principles of Management [5] | 3 |
| MGMT 448 | Organizational and Administrative Behavior [6] | 3 |
| MGMT 450 | Strategic Management [5] | 3 |
| MKTG 260 | Principles of Marketing [2] | 3 |
| **Accounting Courses** | | |
| ACCT 320 | Intermediate Accounting I [F] | 3 |
| ACCT 321 | Intermediate Accounting II [S] | 3 |
| ACCT 325 | Cost Accounting [S] | 3 |
| ACCT 331 | Federal Taxes I [F] | 3 |
| ACCT 332 | Federal Taxes II [S] | 3 |
| ACCT 333 | Volunteer Income Tax Assistance (VITA) | 1 |
| ACCT 336 | Advanced Accounting [F] | 3 |
| ACCT 426 | Auditing Principles I [F] | 3 |
| ACCT 427 | Auditing Principles II [S] | 3 |
| ACCT 525 | Accounting Ethics | 3 |
| **Total Units** | | **70** |

[1]    Meets the General Education Quantitative Literacy requirement.
[2]    Meets the General Education Intercultural Competence requirement.
[3]    Meets General Education Writing 3 requirement.
[4]    Meets the General Education Social Sciences requirement.
[5]    Meets the General Education Integrative and Applied Learning requirement.
[6]    Meets the General Education Civic Knowledge and Engagement requirement.

| | |
| --- | --- |
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in multiple business disciplines.
2. Apply critical thinking to solve business problems.
3. Evaluate business decisions based on a Christian perspective.
4. Communicate ideas through professional channels.
5. Be contributing team members.
6. Identify cultural aspects of business in diverse environments.

# BS in Business: Finance

66 units

The finance major (https://www.apu.edu/business/programs/finance-major/) is designed for students interested in the stewardship of the financial resources of individuals, corporations, or financial institutions. As future managers, students learn the principles and applications of financial analysis, management, and strategy, and gain experience in portfolio construction; applications of derivatives in financial management, asset management, and international financial management; and case studies in corporate finance.

This program equips students with the theoretical understanding and practical skills necessary to evaluate and direct decisions regarding the allocation of financial resources among a variety of competing opportunities, with the goal of maximizing the value of the resources managed.

## Experiential Learning Opportunities

As a business club hosted by Azusa Pacific University's School of Business and Management and led by a faculty advisor and a board of finance professionals, the Student Investment Fund (SIF) involves the practical application of classroom knowledge. Students practice hands-on investment strategies and are engaged to manage a portion of the university endowment through fundamental valuation.

Students joining SIF have the opportunity to compete in the CFA Institute Research Challenge, a competition between university-sponsored teams that research a designated publicly traded company, prepare a written report on that company, and present their findings. SIF and the CFA competition provide students with hands-on training and mentoring in financial analysis.

## Credentials and Microcredentials

In this program, students have the opportunity to earn microcredential badges certifying their mastery of certain skills or abilities and showcasing them to future employers. Microcredentials can be added to résumés and uploaded to online portfolios.

In addition, the Seminar in Finance course (FIN 439) provides students the opportunity to earn the Securities Industry Essentials (SIE) Certification, one of the FINRA qualification exams.

## Career Opportunities

This program prepares students for employment in a variety of fields, such as corporate financial management, investment analysis and planning, financial institution management, and risk management. According to the *Occupational Outlook Handbook*, such occupations are expected to experience strong rates of growth. Moreover, these occupations generally offer attractive starting salaries and working conditions.

*To complete the finance major in four years, students are encouraged to complete FIN 300 by the end of their sophomore year.*

## Requirements

The finance major comprises 66 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

| Code | Title | Units |
| --- | --- | --- |
| **Business Core Courses** | | |
| ACCT 120 | Principles of Accounting I | 3 |
| ACCT 121 | Principles of Accounting II | 3 |
| BUSI 100 | Personal Finance [1] | 3 |
| BUSI 111 | Business Statistics [2] | 3 |
| BUSI 240 | Introduction to Information Systems and Business Applications | 3 |
| BUSI 244 | Data Analytics, Spreadsheets, and Data Visualization | 3 |

| BUSI 296 | Business Law | 3 |
|---|---|---|
| BUSI 311 | Quantitative Analysis for Management | 3 |
| BUSI 370 | International Business [3] | 3 |
| ECON 200 | Survey of Economics [4] | 3 |
| FIN 300 | Business Finance for Managers | 3 |
| MGMT 210 | Principles of Management [5] | 3 |
| MGMT 448 | Organizational and Administrative Behavior [1] | 3 |
| MGMT 450 | Strategic Management [5] | 3 |
| MKTG 260 | Principles of Marketing [3] | 3 |
| **Finance Courses** | | |
| FIN 372 | International Trade and Finance [S] | 3 |
| FIN 330 | Financial Analysis [F] | 3 |
| FIN 433 | Applied Portfolio Management [F] | 3 |
| FIN 352 | Financial Markets and Institutions [F] | 3 |
| FIN 432 | Investment Analysis [S] | 3 |
| FIN 436 | Financial Risk Management [F] | 3 |
| FIN 439 | Seminar in Finance [S] | 3 |
| **Total Units** | | **66** |

[1]    Meets the General Education Civic Knowledge and Engagement requirement.
[2]    Meets the General Education Quantitative Literacy requirement.
[3]    Meets the General Education Intercultural Competence requirement.
[4]    Meets the General Education Social Sciences requirement.
[5]    Meets the General Education Integrative and Applied Learning requirement.

| F | Offered in Fall only |
|---|---|
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of finance concepts.
9. Discipline Problem Solving/Strategy: Solve core finance problems, or analyze finance situations and provide strategy for effectiveness.

# Master of Professional Accountancy (MAcc)

**For more information: (626) 812-3085**

The Master of Professional Accountancy (MAcc) (https://www.apu.edu/business/programs/macc/) program prepares students for careers as certified public accountants (CPAs). The program's curriculum combines coursework and an internship with a public accounting firm to prepare students to pass the CPA exam and meet the 150-semester-credit-hour rule required for certification by 49 of 50 states. The program focuses on developing students' character and competence consistent with the LP and Timothy Leung School of Accounting's vision (p. 871).

Ideal candidates will have recently completed an undergraduate degree in accounting, or in a related field with a concentration in accounting, with plans to enter the public accounting profession.

## Highlights

- CPA exam pass rates in the top 20% of California universities.
- Students are able to earn the MAcc in as little as one year.
- Scholarships allow students to receive a Christian accounting education at a state-school price.
- Specialized credentials, such as Enrolled Agent and Certified Internal Systems Analyst, are now available.
- Graduates are placed with every major accounting firm in the U.S., from the Big Four to national and regional firms.
- 100% of our MAcc students have paid professional internships.
- 100% job placement rate of our domestic MAcc students in CPA firms by graduation.

## Specialized Credentials and Applied Learning

Students have the opportunity to earn specialized credentials, such as the IRS Enrolled Agent and the Certified Information Systems Auditor credentials, increasing their value to potential employers. Additionally, students have the option of joining the Accounting Honors Society and participating in the Volunteer Income Tax Assistance (VITA) program, which gives students hands-on experience providing income tax assistance to low-income taxpayers in the surrounding communities. A comprehensive curriculum coupled with experiential learning techniques has led to CPA exam pass rates in the top 20% of California universities.

## Internships and Job Placement

Accounting students are invited to participate in the annual Meet the Firms night. This event, hosted by the Accounting Honor Society, boasts outstanding successes. Typically, 60 accounting professionals representing 20 public accounting firms meet with APU students, along with students visiting from other universities. All of the Big Four (EY, PwC, KPMG, and Deloitte), several major national firms (CLA, BDO) and specialty firms (CapinCrouse, Ron Blue), and many regional and local firms (KSJG) attend Meet the Firms.

Accounting majors obtain paid internships with public accounting firms or in professional accounting. Job placement for accounting students also remains strong, with most CPA-track students placed prior to graduation.

## LP and Timothy Leung Scholarships

With gratitude to the Leung Endowment, students may qualify for scholarships awarded on the basis of academic or other achievements.

## Application Deadline

Applications are accepted year-round, but to ensure full consideration for scholarships and internships, completed applications should be received at least six weeks prior to the start of the term.

View the **MAcc-specific admission requirements (https://www.apu.edu/business/programs/macc/)**.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| ACCT 510 | Accounting and Tax Research Methods | 3 |
| ACCT 515 | Accounting Information Systems | 3 |
| ACCT 525 | Accounting Ethics | 3 |
| ACCT 535 | Advanced Managerial Accounting | 3 |
| ACCT 540 | Forensic Accounting and Fraud Investigation | 3 |

| ACCT 590 | Integrative Accounting Review [1] | 3 |
|---|---|---|
| ACCT 591 | Accounting Internship [2] | 3 |
| **Electives (choose 3 courses):** | | **9** |
| ACCT 520 | Global Financial Accounting Standards | |
| ACCT 530 | Advanced Business Law | |
| ACCT 545 | Advanced Auditing | |
| ACCT 550 | Accounting for Nonprofit Entities | |
| ACCT 551 | Government Financial Management | |
| BUSI 511 | Big Data and Business Analytics | |
| BUSI 514 | Operations Management | |
| FIN 513 | Corporate Finance | |
| FIN 567 | Advanced Financial Analysis | |
| MGMT 516 | High-Performance People Management | |
| MGMT 517 | Managing Human Capital | |
| MGMT 541 | Global Business Management | |
| MGMT 561 | Managing Teams and Conflict | |
| **Total Units** | | **30** |

[1]    If a student has passed the CPA exam in full or in part, an elective should be chosen to replace ACCT 590.

[2]    If a student has already successfully completed an approved internship, an elective should be chosen to replace ACCT 591.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate proficiency in professional accounting subject areas.
2. Construct critical thinking processes to solve accounting problems.
3. Defend accounting decisions based on a Christian perspective.
4. Display strategic thinking through professional communication channels.
5. Be impactful team members.
6. Analyze cultural aspects of accounting in diverse environments.

# Minor in Accounting

24 units

The accounting minor surveys the principles, theories, and concepts of the accounting profession. Its practical component leads to work assignments in international, national, and local certified public accountant (CPA) firms in students' junior and senior years. The combination of classroom theory and real-world experience also prepares candidates for the CPA examination administered by the various state boards of accountancy in the United States.

## Benefits of Adding a Minor

A minor can help students complement their bachelor's degree and stand out to future employers, helping them expand their employment opportunities as they study an additional area of interest. Complementary minors provide students the opportunity to demonstrate added expertise in their field and specialize in an area that may provide an edge in their job search, and also add knowledge that can be used throughout an individual's career.

## Requirements

No more than three courses in a student's major may count toward this minor.

| Code | Title | Units |
| --- | --- | --- |
| ACCT 120 | Principles of Accounting I | 3 |
| ACCT 121 | Principles of Accounting II | 3 |
| BUSI 110 | Business and Entrepreneurship [1,2] | 3 |
| ACCT 320 | Intermediate Accounting I [F] | 3 |
| ACCT 321 | Intermediate Accounting II [S] | 3 |
| ACCT 325 | Cost Accounting [S] | 3 |
| or ACCT 426 | Auditing Principles I | |
| ACCT 331 | Federal Taxes I [F] | 3 |
| or ACCT 332 | Federal Taxes II | |
| ACCT 336 | Advanced Accounting [F] | 3 |
| **Total Units** | | **24** |

[1]    BUSI 110 waived for all School of Business and Management majors except for B.A. in Economics majors. BUSI 110 should be taken in the freshman or sophomore year, if possible.

[2]    Meets the General Education Civic Knowledge and Engagement requirement.

| | |
| --- | --- |
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate mastery of key accounting content areas, such as financial reporting, business and economic concepts, auditing, and regulation.
2. Identify and solve accounting or business problems using analytical and critical thinking skills.
3. Compose responses to business decisions that demonstrate a Christian worldview.
4. Express themselves clearly and effectively through professional written and oral communications.
5. Demonstrate the ability to function as an effective business team member.

# Minor in Finance

24 units

The finance minor is for students interested in the stewardship of the financial resources of individuals, corporations, or financial institutions. As future managers, students learn the principles and applications of financial analysis, management, and strategy, and gain experience in portfolio construction and management. This program equips students with the theoretical understanding and practical skills necessary to evaluate and direct decisions regarding the allocation of financial resources among a variety of competing opportunities, with the goal of maximizing the value of the resources managed.

## Benefits of Adding a Minor

A minor can help students complement their bachelor's degree and stand out to future employers, helping them expand their employment opportunities as they study an additional area of interest. Complementary minors provide students the opportunity to demonstrate added expertise in their field and specialize in an area that may provide an edge in their job search, and also add knowledge that can be used throughout an individual's career.

## Experiential Learning Opportunities

As a business club hosted by Azusa Pacific's School of Business and Management and led by a faculty advisor and a board of finance professionals, SIF involves the practical application of classroom knowledge. Students practice hands-on investment strategies and are engaged to manage a portion of the university endowment through fundamental valuation.

Students joining the SIF have the opportunity to compete in the CFA Institute Research Challenge, which is a competition between university-sponsored teams that research a designated publicly traded company, prepare a written report on that company, then present their findings. SIF and the CFA competition give students hands-on training and mentoring in financial analysis.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Required Courses** | | |
| BUSI 100 | Personal Finance [1] | 3 |
| BUSI 110 | Business and Entrepreneurship [1] | 3 |
| FIN 300 | Business Finance for Managers | 3 |
| FIN 330 | Financial Analysis [F] | 3 |
| FIN 432 | Investment Analysis [S] | 3 |
| FIN 433 | Applied Portfolio Management [F] | 3 |
| Select two of the following: | | 6 |
| FIN 352 | Financial Markets and Institutions [F] | |
| FIN 372 | International Trade and Finance [S] | |
| FIN 436 | Financial Risk Management [F] | |
| FIN 439 | Seminar in Finance [S] | |
| **Total Units** | | **24** |

| | |
| --- | --- |
| [1] | Meets the General Education Civic Knowledge and Engagement requirement. |

| | |
| --- | --- |
| F | Offered in Fall only |
| S | Offered in Spring only |
| F/S | Offered in both Fall and Spring terms |
| EF | Offered in Fall in even years |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years |
| OS | Offered in Spring in odd years |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Identify and solve business problems using analytical and critical thinking skills.
3. Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Discipline Knowledge: Students will be able to demonstrate knowledge of financial concepts.
5. Discipline Problem Solving/Strategy: Solve core financial problems, or analyze financial situations and provide strategy for effectiveness.

# Honors College

Today's top-performing students are tomorrow's leaders. The Honors College (https://www.apu.edu/honors/) *telos*—its aim, purpose, end—is to liberally educate the next generation of high-achieving, academically motivated Christian leaders, helping them develop the moral and intellectual virtue, the right habits of the heart and of the mind, to become global leaders.

The Honors College is for students who:

- Enjoy spirited conversation and debate
- Want to think deeply about important issues
- Desire to love God with their mind as well as their heart and soul
- Seek to grow in faith, virtue, and leadership
- Love to read and write
- Aspire to stir the hearts and minds of their generation

The Honors College is an opportunity to:

- Engage life's big questions in discussion-based, intellectually stimulating colloquies
- Read classics about leadership, virtue, and faith
- Grow academically in a close-knit community of engaged, intellectual peers
- Learn without exams, textbooks, or busywork
- Complete two majors in four years
- Enjoy writing-intensive courses with writing support groups
- Benefit from "high-impact educational practices"
- Experience an Oxford-style tutorial
- Apply to study away in Oxford
- Reserve classes with priority registration
- Receive a $1,000-per-year Honors scholarship

## Mission

The Honors College offers an innovative, enriching, and challenging Christian liberal education, emphasizing good leadership, moral and intellectual virtue, and the Christian tradition, to high-achieving, academically motivated undergraduate students.

## Application to the Honors College

Students may apply to the Honors College as incoming first-year students, transfer students, or as second-year APU students.

In addition to completing the application form for admission to the university, a candidate must submit written responses to an essay prompt and three letters of recommendation. Applicants are considered on the basis of academic performance, demonstrated leadership ability, and exemplary character.

Admission to the Honors College is selective. Among those accepted and enrolled in the Honors College, the mean high school weighted GPA is 4.2 with an SAT score of 1320, ACT score of 29, or CLT score of 86.

Recipients of a Trustees' (https://www.apu.edu/trusteesscholarship/), President's (https://www.apu.edu/undergraduate-enrollment-services/finances/aid/academic/), Multi-Ethnic Leadership (MEL) (https://www.apu.edu/scrd/scholarship/multiethnic/), or Haggard International (https://www.apu.edu/scrd/scholarship/) scholarship are encouraged to apply for admission. Transfer and second-year APU students may apply for admission and will be considered if space is available.

## Program Overview

### Curriculum

The Honors College curriculum starts with the premise that good leadership requires the cultivation of moral and intellectual virtue—the habits of the heart and mind that enable one to determine what ought to be done and how best to do it. Such habits define one's character. The content of a leader's character is shaped, in part, by his or her answers to life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God, and what is our relationship with Him? What are our responsibilities to others? What is good? What is true? What is beautiful?

The classic works read in the Honors College curriculum perceptively address such questions. Their authors are cartographers, unveiling the lay of the land, providing ways to think and talk about life's big questions.

The small, discussion-based, intellectually stimulating seminars are reading and writing intensive. The courses do not require secondary textbooks or traditional examinations. The selected texts nurture a deep understanding of the Christian faith, foster moral and intellectual virtue, and grapple with life's most important questions. Wrestling with the ideas and arguments in those texts cultivates cognitive, expressive, and civic capacities (critical inquiry, analytical reasoning, problem solving, close reading, textual interpretation, attentive listening, effective language usage as a speaker and writer, and participating in and leading small groups/teams).

In this vein, the Honors College intends to produce scholarly disciples, equipped and worthy to assume positions of leadership, having grown in wisdom, virtue, faith, and eloquence.

There are 9-10 courses in the Honors curriculum (48 units). Completion of all 9-10 courses leads to an honors humanities major. The honors humanities major is not a stand-alone major; Honors Scholars are required to complete an additional major in another field of study.

The honors humanities major satisfies all requirements in the university's General Education program (p. 911). Students pursuing the honors humanities major are generally exempt from all assessment or placement exams associated with General Education. The honors humanities minor satisfies only a portion of the university's General Education requirements (p. 919).

The Honors College offers four ways of participating in the curriculum:

- Pathway One: Honors Humanities Minor (p. 889)
- Pathway Two: Honors Humanities Major (p. 888)
- Pathway Three: Honors Humanities Major for Advanced Degrees (p. 888)
- Pathway Four: National Merit Scholars and Trustees' Scholarship Recipients (p. 888)

## Study Away Opportunities

Study away is a uniquely enriching experience. To encourage Honors students to pursue study away, the Honors College has adopted the following practices:

- Honors students are encouraged to consider the Oxford Semester as a recommended study away option. In that program, it is possible to arrange to read texts similar to those in the Honors curriculum.
- Honors students who study away may substitute courses completed during a semester studying away for up to 6 units of Honors course requirements. The following requirements may be substituted only with the dean's approval: HON 101, HON 340, HON 440, HON 450, and HON 460.
- Honors Humanities majors may utilize the study away course substitution above for up to two semesters, and Honors Humanities minors may substitute study away courses for one required Honors course (6 units).

## Career Opportunities

The honors humanities major and minor are not designed as preparation for a specific career, but rather as preparation for life. Nonetheless, the ability to combine the major/minor with a second major while graduating in four years creates many career opportunities. The program provides a competitive edge for those seeking a great graduate school and produces top candidates for employers who seek deep thinkers and articulate communicators with strong moral character. It also cultivates key skills useful in every field of endeavor: critical thinking, teamwork, oral communication, and written communication.

## Programs

### Major

- Honors Humanities (BA) (p. 888)

### Minor

- Honors Humanities (p. 889)

## Courses

### HON 101, Leadership, 6 Units

A study of classic texts on leadership, including the Old Testament, that tackle key leadership questions- Who is a good leader? What does a good leader do? Is leadership an art or a science? How does one prepare for leadership? What ought to be the aim of good leaders? What is practical wisdom, and how does one obtain it? Are leaders constrained by any boundaries or obligations? Is virtue essential to good leadership? Is vice ever necessary? How should one lead in a situation that is less than the best? What can we learn from exemplary leaders? Taught by a faculty tutor in an integrative, interdisciplinary fashion.
**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in "active" status.

### HON 240, Core I, 6 Units

A study of select classic works, including the New Testament, that have shaped our spiritual and intellectual heritage and continue to influence us today. We join the authors in grappling with life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God and what is our relationship with him? What are our responsibilities to others? What is good? What is true? What is beautiful? Taught by a faculty tutor in an integrative, interdisciplinary fashion.
**Prerequisite:** HON 101 or dean consent

## HON 260, Core II, 6 Units

The second in a four course study of select classic works by thinkers who have shaped our spiritual and intellectual heritage and who continue to influence us today. We join them in grappling with life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God and what is our relationship with him? What are our responsibilities to others? What is good? What is true? What is beautiful? Taught by a faculty tutor in an integrative, interdisciplinary fashion.
**Prerequisite:** HON 240 or dean consent

## HON 280, Core III, 6 Units

The third in a four course study of select classic works by thinkers who have shaped our spiritual and intellectual heritage and continue to influence us today. We join the authors in grappling with life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God and what is our relationship with him? What are our responsibilities to others? What is good? What is true? What is beautiful? Taught by a faculty tutor in an integrative, interdisciplinary fashion.
**Prerequisite:** HON 260 or dean consent

## HON 300, Core IV, 6 Units

The fourth in a four course study of select classic works by thinkers who have shaped our spiritual and intellectual heritage and continue to influence us today. We join the authors in grappling with life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God and what is our relationship with him? What are our responsibilities to others? What is good? What is true? What is beautiful? Taught by a faculty tutor in an integrative, interdisciplinary fashion.
**Prerequisite:** HON 280 or dean consent

## HON 340, Nature, 6 Units

A philosophical and historical review of the rise of modern natural and social science, the kinds of questions science answers, how it answers them, and the limits and potential of scientific inquiry. The course highlights major revolutions in the fields of biology, chemistry, physics, astronomy, psychology, and sociology as well as ensuing debates about the relationship between religion and science.
**Prerequisite:** HON 101 and HON 240 or dean consent

## HON 360, Democracy, 3 Units

A study of the principles and practices of self-government in America. Taught by a faculty tutor in an integrative, interdisciplinary fashion.
**Prerequisite:** HON 101 and HON 240 or dean consent

## HON 380, Wisdom, 3 Units

A study of Old Testament wisdom literature and its teachings about moral character as well as a comparative investigation of the Apocrypha and Confucian, Daoist, Buddhist, Egyptian, Babylonian, and Greek wisdom texts. Taught by a faculty tutor in an integrative, interdisciplinary fashion.
**Prerequisite:** HON 101 and HON 240 or dean consent

## HON 440, Oxbridge Tutorial I, 3 Units

This tutorial is the first half of a year-long course devoted to exploring a single seminal text or the collected work of a single author. Students engage in self-directed research, learning on their own and thinking for themselves. Tutorial sessions are an opportunity for students to show the benefits of their independent work, especially their ability to read, comprehend, and interpret seminal texts and then analyze, appraise, and critique the ideas and arguments therein. In their papers and in conversations, students also demonstrate their ability to share their learning orally and in writing. This course may be repeated with dean's permission.
**Prerequisite:** HON 300 or dean's approval

## HON 450, Oxbridge Tutorial, 6 Units

This tutorial is an entire semester devoted to exploring a single seminal text or the collected work of a single author. Students engage in a self-directed research, learning on their own and thinking for themselves. Tutorial sessions are an opportunity for students to show the benefits of their independent work, especially their ability to read, comprehend, and interpret seminal texts and then analyze, appraise, and critique the ideas and arguments therein. In their papers and in conversations, students also demonstrate their ability to share their learning orally and in writing. This course may be repeated with dean's permission.
**Prerequisite:** HON 300 or dean's approval

## HON 460, Oxbridge Tutorial II, 3 Units

This tutorial is the second half of a year-long course devoted to exploring a single seminal text or the collected work of a single author. Students engage in self-directed research, learning on their own and thinking for themselves. Tutorial sessions are an opportunity for students to show the benefits of their independent work, especially their ability to read, comprehend, and interpret seminal texts and then analyze, appraise, and critique the ideas and arguments therein. In their papers and in conversations, students also demonstrate their ability to share their learning orally and in writing. This course may be repeated with dean's permission.
**Prerequisite:** HON 440 or dean's approval

## HON 497, Readings, 1-6 Units

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## HON 499, Honors Thesis, 3 Units

This course provides honors students an opportunity to design, research, and write an honors thesis. The Senior Honors Thesis is the culmination of the Honors College experience, emphasizing critical thinking, writing and independent, creative work. Since thesis constitutes three to six semester hours of the baccalaureate degree program, it should reflect a significant time commitment, be of high quality and demonstrate personal intellectual growth. The thesis topic may relate to the student's major, or be selected from a topic within the humanities. The standards of scholarship of the selected discipline apply, and the written portion of the thesis should conform to the style and format of the discipline. The thesis course provides experience in writing a longer research paper, and prepares you for further work at the graduate and professional level.

**Prerequisite:** Honors College, Junior or Senior standing

# BA in Honors Humanities

## Pathway Two: Honors Humanities Major (https://www.apu.edu/honors/programs/humanities-major/)

This pathway is for students accepted into the Honors College as incoming freshmen and who wish to complete two majors: honors humanities and another major within any college or school on campus.

- Requires 48 units.
- Allows for completion of two academic majors while still graduating in four years.
- Results in an honors humanities major that complements majors in all other fields of study.
- Provides a university-approved equivalency of the entire General Education program.
- Leads to "Honors Scholar" designation.
- Includes an Honors College scholarship for all four years, early class registration privileges, and the opportunity to live in the freshman Honors living-learning community.
- Grants participation in the college's signature Oxbridge tutorial.

## Pathway Three: Honors Humanities Major for Advanced Degrees

This pathway is for students accepted into the Honors College as incoming freshmen who wish to complete two majors (honors humanities and another major within any college or school on campus) and who intend to pursue an advanced degree in a prestigious graduate or professional school.

- Requires 59 units.
- Entails an Honors Thesis (Honors College or discipline-based).
- Expects mastery of a foreign language at the intermediate level.
- Allows for completion of two academic majors while still graduating in four years.
- Results in an honors humanities major that complements majors in all other fields of study.
- Provides a university-approved equivalency of the entire General Education program.
- Leads to "Honors Scholar" designation.
- Includes an Honors College scholarship for all four years, early class registration privileges, and the opportunity to live in the freshmen Honors living-learning community.
- Grants participation in the college's signature Oxbridge tutorial.

## Pathway Four: National Merit Scholars and Trustees' Scholarship Recipients

This is a unique pathway by invitation only for National Merit Scholars and Trustees' Scholarship recipients that allows them to design an individualized second major.

- Requires 120 units.
- Results in an honors humanities major that complements majors in all other fields of study.
- Permits a wholly individualized second major (with approval of the Honors College dean and the respective department chairs).
- Provides a university-approved equivalency of the entire General Education program.
- Entails an Honors Thesis (Honors College or discipline-based).
- Expects mastery of a foreign language at the intermediate level.
- Leads to "Distinguished Honors Scholar" designation.
- Includes an Honors College scholarship for all four years, early class registration privileges, and the opportunity to live in the freshmen Honors living-learning community.
- Grants participation in the college's signature Oxbridge tutorial.

## Requirements

| Code | Title | Units |
|---|---|---|
| HON 101 | Leadership | 6 |
| HON 240 | Core I | 6 |
| HON 260 | Core II | 6 |
| HON 280 | Core III | 6 |
| HON 300 | Core IV | 6 |
| HON 340 | Nature | 6 |
| HON 360 | Democracy | 3 |
| HON 380 | Wisdom | 3 |
| Select one of the following options: | | 6 |
| HON 450 | Oxbridge Tutorial | |
| or | | |
| HON 440 & HON 460 | Oxbridge Tutorial I and Oxbridge Tutorial II | |
| **Total Units** | | **48** |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Critically analyze primary classic texts and the ideas and arguments therein that contribute to or challenge the Christian faith.
2. Appraise important and influential Christian and non-Christian efforts to address central human questions.
3. Compare and contrast the contributions of various authors from different eras and cultures to our understanding of good leadership and moral/intellectual virtue.
4. Write lucid, concise, cogent, and in-depth analyses of texts, ideas, and arguments.
5. Present clear, well-organized, engaging, persuasive, and substantive oral contributions in group settings.
6. Contribute competently and constructively in small-group/team settings.

# Minor in Honors Humanities

30 units

## Pathway One: Honors Humanities Minor

The Honors humanities minor comprises 30 units of Honors courses and can be completed in five semesters. The minor fulfills 12 requirements (p. 932) in the university's required General Education program; students select which requirements are fulfilled from among the following: First-Year Seminar, Writing 1, Writing 2, Writing 3, Oral Communication, Humanities: History, Humanities: Fine Arts, Humanities: Literature, Philosophy, Intercultural Competence, Civic Knowledge and Engagement, Theology, Integrative and Applied Learning, Christian Ministry, Luke/Acts, or Exodus/Deuteronomy. All remaining General Education requirements (p. 919) must be completed in addition to the minor.

This is an ideal pathway for students who join the Honors College as sophomores and for transfer students.

- Requires 30 units of Honors courses, including Leadership, Core I, Core II, Core III, and Core IV.
- Allows completion in five semesters.
- Results in an Honors humanities minor.
- Leads to "Honors Scholar" designation.
- Includes an Honors College scholarship for five semesters, early class registration privileges, and the freshman Honors living-learning community.
- Transfer students admitted into the Honors College having already completed 60 or more units may complete the Honors humanities minor with 24 units, taking four of the required five classes.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| HON 101 | Leadership | 6 |
| HON 240 | Core I | 6 |
| HON 260 | Core II | 6 |
| HON 280 | Core III | 6 |
| HON 300 | Core IV | 6 |
| **Total Units** | | **30** |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Critically analyze primary classic texts and the ideas and arguments therein that contribute to or challenge the Christian faith.
2. Appraise important and influential Christian and non-Christian efforts to address central human questions.
3. Compare and contrast the contributions of various authors from different eras and cultures to our understanding of good leadership and moral/intellectual virtue.
4. Write lucid, concise, cogent, and in-depth analyses of texts, ideas, and arguments.
5. Present clear, well-organized, engaging, persuasive, and substantive oral contributions in group settings.
6. Contribute competently and constructively in small-group/team settings.

# Office of the Provost

The Office of the Provost guides the strategic academic vision of the university and oversees all academic matters, including hiring faculty, working with faculty to develop new programs and initiatives, and setting academic policy.

The Office of the Provost has administrative oversight of the Center for Vocational Ministry (https://www.apu.edu/vocational-ministry/), along with an academic program, the BA in Interdisciplinary Studies (p. 910).

## Programs

The following program is administered by the Office of the Provost:

- BA in Interdisciplinary Studies (p. 910)

# Azusa Pacific Seminary

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (https://www.wscuc.org/)
- Azusa Pacific Seminary is accredited by the The Association of Theological Schools (ATS) (https://www.ats.edu/).

**Learn more about Azusa Pacific Seminary. (https://www.apu.edu/seminary/)**

## Mission Statement

Azusa Pacific Seminary, in keeping with its commitment to the centrality of Jesus Christ and the authority of Scripture, prepares men and women for effective, practical ministry in the Church throughout the world by promoting the spiritual, personal, and vocational development of students and by extending theological knowledge through academic inquiry, research, and writing for the glory of God.

## Spiritual Life

The faculty of Azusa Pacific Seminary believe that the growth of the student's spiritual life is foundational to effective ministry. Accordingly, the development of spiritual life is integral to every course. In addition, there are opportunities for the seminary community to pray together and share experiences in Jesus Christ. Students and faculty are encouraged to attend university chapels as well as special services and lectures.

## Experiential Learning

Azusa Pacific Seminary utilizes an experiential learning model. The Master of Divinity (MDiv), Master of Arts in Pastoral Studies (MAPS), and the Doctor of Ministry (DMin) programs intentionally integrate biblical, theological, and ministerial studies with ministerial practice. Mentored ministry courses form a central component in the MDiv and MAPS programs and facilitate the integration of academic learning and experience in ministry. Students are required to devote at least eight hours per week to some form of supervised ministry for the duration of their master's degree program.

## Online Courses

Azusa Pacific Seminary offers several courses online. Maximum enrollment in each online course is 20 students; enrollment is granted on a first-come, first-served basis.

## Korean Program

The Korean Program offers courses in Korean (directly or translated) for the various graduate degree programs in Azusa Pacific Seminary at the Azusa Campus and the Orange County Regional Campus. This program seeks to make an impact for Christ by equipping Korean pastors and lay leaders to serve as ministers, missionaries, and leaders in the Korean community throughout the world. Blending Korean culture with the principles of God's Word, the program provides academic excellence coupled with practical ministry training. Daniel Newman, PhD, is the director of the Korean Doctor of Ministry program; Linda Pyun, PhD, is the director of the Korean master's degree programs. For more information, call (626) 857-2200.

## Programa Hispano

Azusa Pacific Seminary is committed to equipping leaders for the Hispanic church of the 21st century. With that focus in view, the seminary provides Hispanic students a graduate theological education in a linguistic and cultural dynamic that enhances the richness of the Hispanic worldview in the context of mainstream American culture.

The Master of Arts in Pastoral Studies (48 units) and the Master of Divinity (74 units) programs are offered in a bicultural setting. Classes are taught in Spanish or, on rare occasion, in English with a translator. Hispanic students who understand both languages gain an expanded worldview that will advance their witness in church leadership. Enrique Zone, EdD, associate dean, is director of Programa Hispano (https://www.apu.edu/seminary/programa-hispano/). For more information, call (626) 815-5448.

## El Centro Teológico Hispano (CTH)

Dedicated to fostering the field of Hispanic church studies, El Centro Teológico Hispano (https://www.apu.edu/seminary/resources/centrohispano/) at Azusa Pacific Seminary offers unique courses, guest speakers, and relationship-building opportunities. It also provides a place for pastors and students to meet and discuss current issues, gain diverse training, and tap into multicultural resources that enable Hispanics to adequately minister within their particular contexts. For more information about El Centro Teológico Hispano, contact Enrique Zone, EdD, associate dean, at (626) 387-5851 or ezone@apu.edu.

### El Centro Teológico Hispano (CTH) Advisory Members

Agustin Barajas, MDiv, Senior Pastor, Eagle Rock Victory Outreach Church; Overseer, Liberia Victory Outreach Church

Aureliano Flores, Pastor Emeritus, Church of the Redeemer, Assembly of God

Eddie Ruano, Senior Pastor, Azusa Foursquare Church

Edgar Mohorko, MA, CEO, Social Outreach Service; President, National Police Clergy Council; Youth Outreach/Gang Intervention Consultant; Senior Pastor, Messiah Foursquare Church

Eduardo Font, PhD, President, Alberto Motessi Escuela de Evangelismo

Gladys Trejo, MDiv, Assistant Pastor, Comunidad Cristiana, Iglesia del Nazareno

Heliberto Cayetano, MDiv, Director, Hispanic Ministry Church of the Sacred Heart

Hugo Melvin Aldana Jr., Senior Pastor, Lynwood Grace Church; Hispanic Coordinator, Anaheim District Church of the Nazarene

Rodelo Wilson, DMin, President, Asociación Teológica Hispana

## Friends Center

The Friends Center (https://www.apu.edu/friendscenter/) is the seminary education and ministry training program of Evangelical Friends Church Southwest at Azusa Pacific Seminary. The Friends Center's mission is to make an eternal impact for Christ by equipping men and women to serve internationally as ministers, missionaries, and leaders. The program highlights the Evangelical Friends' theological tradition with its emphasis on the primacy of Scripture as the revelation of God's Word. The center provides an excellent academic environment for students seeking a scholarly

foundation for ministry. The Friends Center also provides leadership development to Friends churches by overseeing a Certificate of Leadership Ministry through the Friends churches. For more information, call Kent Walkemeyer, DMin, director, at kwalkemeyer@apu.edu.

## Library and Information Resources

The James L. Stamps Theological Library (https://www.apu.edu/library/stamps/), located in the Duke Academic Complex, houses the university library collections in the areas of biblical studies, theology, philosophy, church history, and ethics. The collection numbers approximately 60,000 volumes and is complemented by collections in the Marshburn Memorial Library and Darling Library, also at the Azusa campus.

The Stamps Library maintains special collections for denominations with historic ties to the university, including the Church of God – Anderson, Free Methodist, Friends, and Salvation Army.

The Stamps Library places a high priority on making available the latest information technology, including more than 100 licensed databases and a variety of CD-ROM databases in the areas of biblical studies and languages, theology, and church history. Access to many of the resources is available through the Internet. Current journal holdings exceed 13,500 titles.

Consortial arrangements allow students to access the rich theological collections of the seminaries in the Southern California Theological Library Association (SCATLA) (https://www.atla.com/learning-engagement/rg/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, a contractual arrangement exists with the Claremont School of Theology Library.

The theological librarian serves on the faculties of the APU libraries and Azusa Pacific Seminary, serves as the subject specialist, and oversees collection development for the theological disciplines. Training in the use of the resources is available to classes and by appointment.

## Advanced Standing

- MDiv students may petition for up to 18 units of Advanced Standing from upper-division undergraduate work in religion.
- The number of core courses in any department that may be replaced by Advanced Standing is limited to two.
- MAPS students may petition for up to 12 units of Advanced Standing from upper-division undergraduate work in religion.
- Prior to formal admission, the Request for Advanced Standing Petition form should be completed.
- All Advanced Standing examinations are administered in a proctored setting.
- Students must pass examinations for advanced standing within 12 months of their admission date. If the student passes the exam(s), he/she will not be required to pay full tuition for those units.
- A student may repeat Advanced Standing examinations one time without further charge.
- Courses in which a grade of *B-* or lower was earned may not be used for Advanced Standing.
- Students admitted under the exceptional category may not petition for Advanced Standing units.
- Undergraduate work must be from a regionally accredited college or university.

## Transfer Units

A student may petition to transfer in up to 48 units for the MDiv, less any Advanced Standing units (e.g., 30 units transfer and 18 units Advanced Standing or any other combination totaling 48 units), and up to 32 units for the MAPS, less any Advanced Standing units, from other regionally or ATS-accredited graduate degree programs. Units transferred are limited to one half of an earned master's degree. A minimum of 26 units for the MDiv and 16 units for the MAPS must be completed at Azusa Pacific Seminary.

## Advancement to Candidacy

In order for students to progress beyond the initial courses of the master's degree program, they must be granted candidacy. Candidacy is granted by faculty approval upon the satisfactory completion of 16 units of coursework with a minimum 2.7 grade-point average and evaluation of each student's personal growth and commitment to the mission and goals of Azusa Pacific Seminary.

## Programs

### Master's

- Master of Divinity (MDiv) (p. 907)
- Master of Divinity (MDiv): Biblical Studies (p. 908)
- Master of Arts in Pastoral Studies (MAPS) (p. 903)

### Doctoral

- Doctor of Ministry (DMin) (p. 901)

# Courses

## GBBL 500, Elements of Greek Exegesis, 4 Units

Students who are readers of the English Bible are introduced to the syntax of New Testament Greek for a better understanding of the translation process, the principles of exegesis, and the exegetical reference tools available for interpreting the New Testament. This class will support and reinforce practices learned in GBBL 511. Either this course or GBBL 510 New Testament Greek is a prerequisite to New Testament courses (GBBL 512 Gospels Witness to Christ, GINS 542 Gospels and Christology, and GBBL 532 Paul the Pastor and Theologian).

## GBBL 501, Torah and Prophets: Exodus-2 Kings, 4 Units

This course follows GBBL 511 and continues the study of the Old Testament as Christian Scripture by examining Exodus through 2 Kings with a focus on the women and men who formed and preserved Israel. The prophets and prophetic books that relate to this period will also be read and interpreted.
**Prerequisite:** GBBL 511

## GBBL 510, New Testament Greek I, 4 Units

This course introduces the basic vocabulary, morphology, and syntax of New Testament Greek for the purpose of learning to read and interpret the New Testament as a foundation for theological study and pastoral practice.

## GBBL 511, Biblical Interpretation: Exploring Genesis, 4 Units

Students in this course are introduced to the Old Testament and the inductive method of interpretation through an exploration of the book of Genesis, practicing close readings of the text and paying attention to genre and historical and literary contexts. Course material also helps seminarians participate in the dialogue between science and Scripture, including theological discussions about the origins of the physical universe and humankind.

## GBBL 512, The Gospels' Witness to Christ, 4 Units

This course examines the life and teaching of Jesus portrayed in the Gospels, exploring the historical, literary, and theological features of their witness through the inductive method of Bible study, enhanced by the methods of contemporary Gospel criticism.
**Prerequisite:** GBBL 511

## GBBL 520, New Testament Greek II, 4 Units

This course continues the study of the basic vocabulary, morphology, and syntax of New Testament Greek begun in GBBL 510 New Testament Greek I.
**Prerequisite:** GBBL 510

## GBBL 522, The Gospel of Mark, 4 Units

Students study the Gospel of Mark with attention to developing skill in the methods of Gospel criticism and engaging the Gospel's implicit theology and teaching about the Christian life.
**Prerequisite:** GBBL 511

## GBBL 530, Hebrew I, 4 Units

This course introduces the basic vocabulary, morphology, and syntax of biblical Hebrew for the purpose of learning to read basic Hebrew narrative and gaining the tools for interpreting the Old Testament as a foundation for biblical study. It provides pastors and teachers with tools for greater insight into the biblical message of the Old Testament.

## GBBL 532, Paul the Pastor and Theologian, 4 Units

Through the examination of the Apostle Paul's letters, students in this course study his pastoral work in the establishment and care of churches and his formative contribution to the theology of the Church.
**Prerequisite:** GBBL 511

## GBBL 540, Hebrew II, 4 Units

This course serves as a continuation of the introduction to the basic vocabulary, morphology, and syntax of biblical Hebrew begun in Hebrew I.

## GBBL 541, Exegetical Study of the Greek or Hebrew Text, 4 Units

Students are introduced to the basic principles and practice of Greek or Hebrew exegesis, through a detailed study of selected passages in the Greek text of the New Testament or the Hebrew Scriptures. Attention is given to methodological and bibliographical resources.

## GBBL 551, Geographical and Historical Setting of the Bible, 4 Units

This comprehensive course of study emphasizes the geography, history, and archaeology of Israel in biblical times, as well as introducing the post-biblical history of the land, the Holocaust, and the complex social issues facing the modern nation of Israel. The course includes a 10-day travel tour of the lands of the Bible.

## GBBL 552, Epistle to the Romans, 4 Units

Students study Paul's letter to the Romans, with attention to developing skill in the methods of biblical exegesis and engaging the theological and ethical implications of Paul's thought.
**Prerequisite:** GBBL 511

## GBBL 561, Psalms as Resource for Ministry, 4 Units

The psalms of ancient Israel provide models of appropriate human response to the breadth of life as lived before God. In a strange but hopeful way, these human songs also become the source of the Divine Word of guidance, salvation, and grace. The course investigates the historical and literary character of the Hebrew psalms as well as ways these compositions can be effectively and appropriately incorporated into a life of ministry.
**Prerequisite:** GBBL 511

## GBBL 562, Biblical Foundations of Worship, 4 Units

This course is a study of the worship of the believing communities of the Bible and early Christianity within the context of the ancient Near East and the Greco-Roman world, with special attention to its historical expressions and theological foundations.
**Prerequisite:** GBBL 511

## GBBL 570, Directed Research, 1-4 Units

This is a course of independent research directed by the instructor.

## GBBL 571, Readings in the Hebrew Text of the Pentateuch, 1-4 Units

Selections from the Pentateuch are chosen according to the students' needs and interest. Attention is devoted to improving the ability to read the Hebrew text and knowledge of advanced Hebrew grammar. The course focuses on the documentary hypothesis and traditional-historical criticism.

## GBBL 572, Readings in the Greek Text of the Gospels, 1-4 Units

Selected passages from the Greek text of the Gospels are examined, and special attention is given to the tools of source, form, redaction, and narrative criticism.

## GBBL 581, Readings in the Hebrew Text of the Prophets, 1-4 Units

Selections from the Hebrew Bible are chosen according to the students' needs and interests. Attention is devoted to improving the ability to read the Hebrew composed in poetry. The role of the prophets in the life of Israel is investigated in terms of their preparation of the people for the coming of God's Kingdom in Christ.

## GBBL 582, Readings in the Greek Text of the Epistles, 1-4 Units

Selected passages from the Greek text of the Epistles are examined and special attention is given to rhetorical criticism.

## GBBL 590, Thesis, 4 Units

This is a course of independent study in which the student prepares a thesis supervised by the instructor.

## GBBL 591, Isaiah, 4 Units

This course comprises a study of the canonical book Isaiah. The life and ministry of Isaiah of Jerusalem are investigated. Then the other sections of Isaiah are studied. The concepts of Isaiah 40-55 receive special emphasis, particularly the view of God, God's Word, the messages of salvation, and the role of the servant. Some attention is given to the major themes of Isaiah 56-66. The role of this canonical book in preparation for the coming of God's Kingdom in Christ receives special attention. His message of hope laid the foundation for the early Christians to understand God's work in Jesus. Thus, of all the books of the Old Testament, Isaiah is the most crucial for understanding the work of God in Christ.
**Prerequisite:** GBBL 511

## GBBL 599, Readings in Biblical Studies, 1-4 Units

This is a course of independent study supervised by the instructor.

## GBBL 611, Old Testament Seminar, 4 Units

Topics with current and/or continuing significance for Old Testament studies, critical methods, and advanced research techniques are emphasized.
**Prerequisite:** GBBL 511

## GBBL 612, New Testament Seminar, 4 Units

Topics that have current and/or continuing significance for the study of the New Testament are explored with emphasis on the methods of advanced research.
**Prerequisite:** GBBL 511

## GBBL 621, Jeremiah, 4 Units

The student undertakes a thorough investigation into the message of Jeremiah. This great prophet worked during the years of great turmoil leading up to the exile. A study of his life, confessions, and struggles leads the student into a thorough acquaintance with the events of the Middle East of the 6th century B.C. Also, the material in Jeremiah provides the student with the opportunity to discover the inner life of a prophet who faced tremendous opposition.
**Prerequisite:** GBBL 511

## GBBL 622, The Church of the First Century, 4 Units

Students undertake an investigation of the emergence of the Christian Church in the first century A.D. through an examination of the Acts of the Apostles, using the tools of literary, historical, sociological, and theological analysis.
**Prerequisite:** GBBL 511

## GBBL 631, Early Judaism: The Writings and the Dead Sea Scrolls, 4 Units

This course examines the Dead Sea Scrolls, the biblical books, and extra-biblical resources produced by the Jews of the Persian, Greek, and Roman periods. These sources demonstrate the processes involved in establishing post-exilic Jewish communities, authoritative texts, synagogue and home rituals, social practices, and interpretive discourses, which form a foundation for the early Jesus movement, the New Testament, Christianity, rabbinic Judaism, and the Judaisms of today.
**Prerequisite:** GBBL 511

## GBBL 632, The New Testament World, 4 Units

This course gives students an encounter with Jewish and Greco-Roman primary texts from the Hellenistic Age in order to gain an understanding of the history, religion, and culture that formed the milieu of the New Testament.

## GBBL 641, Theological Themes of the Old Testament, 4 Units

This course investigates contemporary approaches to Old Testament theology. These methods are studied and critiqued. Specific theological themes are pursued, including God's self-revelation, God's holiness, justice, wisdom, love, the view of humans, sin and atonement, praise, and lament. Very important is a consideration of the relationship of both testaments for practicing biblical theology.
**Prerequisite:** GBBL 511

## GBBL 651, Scripture and Canon: The Formation of the Bible, 4 Units

This course traces how the Jewish and Christian Scriptures were produced, preserved, transmitted, authorized, and canonized in living communities of faith. It explores how inspiration and revelation-as well as social structures, historical events, and politics-feature in the development and persistence of a sacred canon.

## GBBL 652, Geographical and Historical Setting of the Hellenistic World, 4 Units

This course explores geography, history, culture, and archaeology of the Hellenistic world as the setting in which the New Testament was written, and includes a tour of sites in the Aegean region of Greece and Turkey.

## GBBL 661, Women in the Bible and Church History, 4 Units

This course is an inductive survey of women's roles in the Bible and biblical discourse regarding women. It also survey's women's contributions to church history and theology. This in-depth examination of women in biblical and interpretive traditions, church history, and theology informs students' understanding of the vocations of women serving God today.

## GDMN 704, Research and Design, 4 Units

Students are introduced to the practical application of the doctor of ministry coursework as it relates to their needs and ministerial context. Special attention is given to developing a lifelong appreciation of active discovery. Focus is on tools for study and research, developing a design proposal for the D.Min. project, and the methods of research and writing.

## GDMN 710, Christian Spirituality, 4 Units

The spiritual dynamics involved in the transformation of the human personality are studied in the course. Topics covered include biblical, theological, historical, psychological, and sociological understanding of the human condition and how holy habits are formed. Special attention is given to how spiritual formation applies to situations of ministry.

## GDMN 720, Theology for Spiritual Formation, 4 Units

Students explore the ways in which the disciplines of theology, the humanities, and the behavioral sciences can be integrated and applied to the task of ministry. Spiritual formation of individuals and communities into the way of Christ, the imitatio Christi, is the focus of the integration process; practical application is made to congregational life.

## GDMN 730, Church Renewal, 4 Units

Students consider the dynamics of spiritual renewal through an investigation of renewal movements among the people of God from the pre-exilic prophets in ancient Israel to contemporary movements in the Christian church in the 20th century. The analysis draws on the perspectives of theology, psychology, and sociology, with a focus on the ways in which these movements enhance or inhibit character formation. Attention is given to the application of the dynamics of renewal to contemporary situations.

## GDMN 740, Spiritual Leadership, 4 Units

Students uncover the dynamics of leadership in the context of Christian community, using models developed from the humanities and behavioral sciences as well as the theological disciplines to determine the ethnic and cultural variables in leadership practice. Special emphasis is given to the effect of different leadership styles on growth toward Christ-likeness, and application is made to practical pastoral settings.

## GDMN 750, Civic Spirituality, 4 Units

Students uncover the dynamics of spiritual formation within the context of urban life and ministry, integrating issues of social justice and personal piety. Particular attention is given to the African-American, Asian-American, Asian, Hispanic-American, and Hispanic experience, and practical application is made to the ministerial context of the individual student.

## GDMN 752, Christian Spiritual Formation I, 3 Units

The dynamics of a life in the Kingdom of God are investigated in this first of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) spiritual formation into Christ-likeness as God's intention for humans - that it is possible and suited to human nature; 2) living in the Kingdom of Heaven here and now; and 3) application of these understandings from Christ to the realities of the human self and actual existence in our circumstances.

## GDMN 754, Christian Spiritual Formation II, 3 Units

Living in the divine conversation and character is investigated in the second of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) learning how to hear God; 2) Christian spiritual disciplines - concept and history; and 3) salvation is a life, with special emphasis given to the "Fruit of the Spirit" as the foundation and framework of eternal living.
**Prerequisite:** GDMN 752

## GDMN 756, Christian Spiritual Formation III, 3 Units

The great traditions of Christian faith through Scripture, literature, and praxis are investigated in the third of a four-course sequence on authentic discipleship to Jesus Christ. The course is built around the following three themes: 1) gaining an experiential understanding of the six great traditions of Christian faith; 2) coming to a deeper appreciation of the importance of classical devotional literature; and 3) learning to better experience God in Scripture while developing a deeper appreciation for the Bible's presentation of 15 ways of 'being with' God.
**Prerequisite:** GDMN 754

## GDMN 758, Christian Spiritual Formation IV, 3 Units

Living as an apprentice to Jesus is investigated in the fourth of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) being with God in prayer; 2) discipleship as apprenticeship; and 3) spiritual formation in all life's roles.
**Prerequisite:** GDMN 756

## GDMN 760, Christian Spirituality and Modern Technology, 4 Units

Students study the theory and practice of modern technology in the context of Christian ministry, including practical experience with the various aspects of the information superhighway (e.g., computers and peripherals, software, network services, and email). Attention is given to ways in which the technological society enhances or inhibits spiritual formation in individuals and communities.

## GDMN 762, Spiritual Practices in the Church, 4 Units

This course covers the biblical, theological, and historical foundation for the classical disciplines of the spiritual life as a means of grace through which the human person exercises relative independent will to bring body, mind, and spirit into a cooperative relationship with God. Special attention is given to prayer as the foundational discipline of engagement, the via positive, and its practice in the prayer life of the individual and in the life of the congregation.

## GDMN 764, History and Theology of Worship, 4 Units

This course documents the history and theology of worship with particular attention given to worship as a means for the cure of souls. The rationale and practice of both liturgical and free church worship is considered along with attention to various musical forms. Attention is also given to the application of the insights of this study to the ministerial context of the individual student.

## GDMN 768, Urban Immersion, 4 Units

Students analyze the impact of urban changes upon the work of church planting and congregational life through an exposure to urban culture using the university's network of relationships to churches, institutions, and agencies throughout the greater Los Angeles area.

## GDMN 772, Contemplative Spirituality, 4 Units

This course explores the scriptural and historical background of contemplative spirituality in order to experience its dimensions and practices today. Special attention is focused on how one's relationship with God, character formation, and mission enrich not only the personal life of the individual but also the Church and its mission.

## GDMN 782, Scripture: Its Spirituality and Proclamation, 4 Units

The Christian Scriptures exist as a great variety of manuscript and printed texts. They express a spectrum of content in many different genres, and they have evoked an enormous range of thoughtful responses. Viewed from the perspective of God's community, all of these aspects are manifestations of the work of God's Spirit. In this course students will seek to better understand the spiritual phenomena collectively known as Christian Scripture. Students will explore the relevance of the spiritual dimensions of Scripture to Christian ministry.

## GDMN 790, Ministry Project, 4 Units

Students work with their D.Min. project committee in developing a doctoral-level report based on critical reflection concerning a specific problem or issue in the practice of ministry.

## GDMN 792, Ministry Project Continuation, 2 Units

Students who do not complete their DMin project during the semester they are enrolled in GDMN 790 Ministry Project must enroll for subsequent semesters in this course.
**Prerequisite:** GDMN 790

## GDMN 797, Seminar in Ministry, 4 Units

The course covers topics of pressing concern in Christian ministry, including spiritual formation, pastoral leadership, Church renewal, and practical theology.

## GDMN 799, Readings in Doctoral Ministry, 1-4 Units

This is a course of Independent Study supervised by the instructor.

## GINS 507, The Bible and Preaching, 4 Units

This course applies the practice of Biblical interpretation to sermon preparation and delivery. As an integrative course, students are supervised in the study of Scripture and the development of effective preaching skills.
**Prerequisite:** GBBL 511

## GINS 526, Ethics and Worship, 4 Units

The liturgical foundations for Christian ethics are covered in this course. The course explores how Christian practices like congregational gathering, prayer, the Lord's Supper, Sabbath, baptism, funerals, marriage, celibacy, fasting, reading of scripture, preaching, and confession form us into a people who can respond to issues such as social justice, poverty, sexuality, violence, and racism.

## GINS 542, The Gospels and Christology, 4 Units

This course examines the development of the Gospel traditions and Christological traditions in the early Church, and their significance to Christian beliefs, values, and practices.
**Prerequisite:** GBBL 511

## GINS 599, Readings in Integrative Studies, 1-4 Units

This is a course of Independent Study supervised by the instructor.

## GURS 589, Urban Immersion L.A., 1 Unit

Urban Immersion is an experiential and reflective field education encounter that explores a theological perspective amidst the urban realities of Los Angeles. Participants examine the relationship and exchange between social life and faith in urban spaces, and special attention is given to the Kingdom impact on urban migration, marginalization, and adaptation. Students meet at the Los Angeles Regional Site and visit designated locations in the city for their immersion experiences.

## GMIN 501, Foundations of Youth Ministry, 4 Units

Students are exposed to selected theologies that provide the underpinnings of various youth ministries. The course includes discussion regarding current adolescent culture and issues and contemporary youth ministry issues. Each student is required to integrate the course content into the various projects assigned, demonstrating a thorough understanding of the course content.

## GMIN 502, Discipleship and Evangelism of Youth, 4 Units

This course promotes a biblical theology of discipleship and evangelism and its practical application toward youth ministry. Extensive focus is given to being and making disciples and evangelizing others. Students are required to integrate the course content into the various projects assigned, which shows a depth of understanding of principles taught in the course.

## GMIN 503, Multicultural Youth Ministry, 4 Units

This course is a study of contemporary social problems theory with special emphasis on cross-cultural perspectives as found in the urban/multicultural youth environment. Complex issues emerging from multicultural youth perspectives of various ethnicities are explored in the light of contextually relevant church ministry.

## GMIN 504, Pastoral Counseling of Youth, 4 Units

This course introduces students to the pastoral counseling field and assists with the development of specific skills and competencies in the counseling process with adolescents and their families. It also builds biblical and theological foundations for pastoral counseling with adolescents and gives students an opportunity to engage in an actual pastoral counseling experience.

## GMIN 505, Ministry Life and Leadership, 4 Units

This foundational ministry course equips students for congregational leadership in its many forms. Students analyze approaches to leadership through the lenses of Scripture, theology, the Church, and leadership theory, all while attending to how various cultural contexts shape the ways we engage and apply these ideas. Students are also led into spaces for personal formation, which is essential for Christians to lead well.

## GMIN 506, Foundations of Educational Ministries, 4 Units

Students explore the history of Christian education and its influence as a church movement, the philosophy of ministry with emphasis on learning theory, and contemporary trends and their effect on Christian education, formation, and discipleship.

## GMIN 508, Servant Leadership and Church Management, 4 Units

This course addresses the pastor's role and calling as leader, particularly the practice of servant leadership and management of staff and volunteers. Consideration of gifting, style, and personal formation will be given in relation to working with boards, teams, and individuals within a church setting. Topics will include vision and implementation, team-building and communication, all within the context of a volunteer based church.

## GMIN 509, Urban Sociology and Christian Ministry, 4 Units

This course provides an introduction to sociological and cultural theories of urban areas. In order to understand the pressing cultural and social needs of the city, this course prepares ministry students to approach their urban churches within the broader framework of understanding systemic social pathologies, theories of race and class, and urbanism.

## GMIN 510, African American Preaching, 4 Units

Students in this course explore preaching in the African American tradition, with a focus upon biblical interpretation, content development, sermon design, oral presentation, and delivery technique, as well as biblical proclamation as a component of pastoral ministry in the African American Church. Through supervised practice, students discover how they can best engage the listening congregation as preachers of the Word.

## GMIN 516, Christian Formation and Discipleship, 4 Units

This course offers a study of foundational principles and models of Christian Formation and Discipleship, with special emphasis on formation into Christlikeness as a primary emphasis for pastoral leadership and teaching. Consideration will be given to the complex dimensions of personal transformation within a community context. Study of the self, the role of grace, spiritual disciplines and the importance of developing a "rule of life" will be key topics.

## GMIN 519, Current Issues in Urban Ministry, 4 Units

This course examines the critical issues affecting the quality of life for those living in major urban areas. The course focuses on in-depth examination of the contributions of faith communities to social analysis, public theology, and transformation of community in relation to issues such as homelessness, violence, family dissolution, and gentrification.

## GMIN 526, Curriculum and Instruction, 4 Units

Students gain knowledge of recent trends in curricular materials, principles, and methods; the use of the Bible; activities; and objectives of programming in Christian education.

## GMIN 528, Contemporary Issues in Ministry, 4 Units

The church and its ministry are studied. The course emphasizes contemporary changes in the church, directions in which the church and ministry are moving, staff relationships, contemporary methods of service, extra-church ministries, and the implications of modern culture on the development of the church's ministry strategy.

## GMIN 529, City in Theological Perspective, 4 Units

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.
**Prerequisite:** MINC 346, MINC 487

## GMIN 548, Pastoral Counseling and Church Health, 4 Units

The course addresses the pastor's presence, identity, and counseling role and is structured from the perspectives of Christian theology and the behavioral sciences. Consideration is given to such topics as: an integrated view of the care of the soul, family of origin formation, addiction and recovery, family systems theory as applied to the life and health of the local church. The course provides insights, information, and practical applications for effective pastoral health and ministry in today's complex ministry settings.

## GMIN 559, Urban Cross-Cultural Ministry, 4 Units

Students learn about particular ethnic groups, with a focus on ministry to each group, the church in changing neighborhoods, and the development of multi-congregational churches.

## GMIN 567, Community Retreat, 1 Unit

This course is designed to launch students into their seminary experience through building community with other students and faculty, participating in formational activities, and reflecting on vocation.

## GMIN 568, Mentored Ministry: Chaplaincy, 3 Units

This course grants credit to students who complete 400 hours of a Clinical Pastoral Education chaplaincy internship.

## GMIN 569, Mentored Ministry, 1 Unit

Mentored ministry is a central piece of the learning experience at Azusa Pacific Seminary, giving students the opportunity to develop as reflective practitioners through experience in a ministry context combined with reflection on how that experience connects with academic studies and personal spiritual formation. Mentored ministry consists of two components: a supervised ministry experience (at least 8 hours per week throughout the course of the term), and regular meetings with a Mentored Ministry Reflection Group, a learning community in which students reflect with each other on ministry situations, join in prayer and other spiritual disciplines, and provide mutual support as they seek to grow together as servants of Christ.

## GMIN 570, Directed Research, 1-4 Units

This is a course of independent research directed by the instructor.

## GMIN 571, Internship, 3 Units

This course includes a diverse format of classroom experience, field experience and small groups. It further develops a student's ability to blend Christian theology and ministry by utilizing a method of reflecting theologically on the practice of the Christian faith and facilitating the ability to clearly state and defend one's own theology for Christian ministry. Students are required to serve eight hours per week in hands-on field experience.

## GMIN 577, Music in the Worshiping Church, 4 Units

This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the Psalter, hymnody and hymn writers, and a survey of contemporary worship styles including blended, Gen-X, Taize, and multicultural worship.

## GMIN 578, Worship Leadership, 4 Units

This course equips the student to become a servant leader. It is a practical class designed to help worship leaders succeed as family members, team players, event coordinators, budget managers, vision casters, congregational guides, and reproducers of other leaders. Discussions are focused on the complex set of challenges that worship leaders typically face.

## GMIN 579, Church Music Administration, 4 Units

This course examines the calling and role of the worship leader, care of music participants, and various planning tools. Also included is an introduction to the use of technology and the preparation, direction, rehearsal, arranging and incorporation of various ensembles (praise team, choir, rhythm section, church orchestra) encountered in Church ministries.

## GMIN 580, Aesthetics, Arts, and Actions in Corporate Worship, 4 Units

This course helps students develop a philosophy of aesthetics and the arts in corporate worship. An investigation of spirituality in the post-modern world includes suggestions for the inclusion of sacred time, sacred space, drama, dance, sacred action, sign, and symbol in Protestant worship.

## GMIN 588, The Missional Church, 4 Units

This course offers an introduction to the missiological insights required to lead the North American church in the post-modern world. These insights reflect the interdisciplinary interaction of theology, anthropology, and missiological strategy for penetrating the culture of the North American 21st century.

## GMIN 599, Readings in Ministry, 1-4 Units

This is a course of independent study supervised by the instructor.

## GMIN 605, Leadership in Youth Ministry, 4 Units

This course teaches students the roles and responsibilities of Christian leadership in youth ministry. This capstone course includes the meaning of being a Christian leader and organization and administration of youth ministry programs.

## GMIN 608, Integrative Ministry Project, 4 Units

This course serves as a capstone for the MAPS degree. It is designed primarily as a practical ministry project with a specialized focus from the student's concentration. This course integrates praxis with disciplines within the degree: biblical studies, theology, and ministry.

## GMIN 618, M.Div. Capstone, 4 Units

Students complete a major project that demonstrates skills and knowledge they have attained during seminary in relation to biblical studies, theology, and ministry. The course is taken by students in the last year of their program and includes an oral presentation to a faculty panel.

## GMIN 628, Seminar in Ministry, 1-4 Units

The course covers topics that are of pressing concern in ministry, including spirituality, church renewal, and church planting.

## GTHE 503, Church History I, 4 Units

The history of Christianity is surveyed from the first century to the Reformation. Consideration is given to major theologians and their works and significant developments in the history of the church. Specifically the course will make use of primary sources to describe the early church, trace theological developments, doctrines and polity. Focus on the varieties of Christian communities of the Early/Medieval period will include the Desert communities of fathers and mothers of the church, women in Late Antiquity, and the medieval church in Italy.

## GTHE 505, Christian Ethics, 4 Units

The biblical and theological foundations of historical and contemporary interpretations of Christian ethics are covered, with an analysis of the nature of Christian responsibility in the major areas of social concern.

## GTHE 513, Church History II, 4 Units

Major theological movements within the Christian church, from the Reformation to the present, are studied. Consideration is given to major theologians and their works and significant developments in the history of the modern church, including Methodism and the rise of modern science.

## GTHE 523, Seminar in Church History, 4 Units

Students explore selected epochs, movements, or issues in the history of the Church. Topics included are the Reformation, the Wesleyan revival, the Great Awakening, and the Church in the urban context.

## GTHE 529, The City in Theological Perspective, 4 Units

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

## GTHE 534, Interdisciplinary Seminar in Theology, 4 Units

A selected topic in Christian theology, from the perspectives of the Bible, theology, philosophy, sociology, psychology, and communication theory, is studied in a given semester.

## GTHE 535, Theology, Work, and Economics, 4 Units

This course will introduce students to the Biblical and historical aspects of work and economics. It will also train students to understand and to create both personal and church budgets.

## GTHE 544, The Theology of John Wesley, 4 Units

Highlights of Wesley's life are studied with reference to the development of his theology. Special attention is given to the unique emphases of Wesleyan doctrine.

## GTHE 553, Evangelical Friends History: Birth, Growth, and Organization, 4 Units

This course provides a survey of the Friends Church from its origins in the 17th century to the present. The birth, growth, and organization of Quakerism is delineated, along with Quaker distinctives in thought and practice, the role of evangelicalism, reform efforts, church polity, and the ongoing challenges of cultural relativism and relevancy. Special attention is given to the experiences and practices of American Friends in general and of Evangelical Friends in the Southwest in specific.

## GTHE 554, Friends Theology, Worship, and Leadership, 4 Units

Students learn about the distinctive theology, worship, and leadership practices of Friends, as compared and contrasted with other Christian groups. The course meets the needs of those in the "recording" process.

## GTHE 563, American Church History, 4 Units

This course will present an introduction and study of the major themes, persons and movements within the history of the American church from the Puritan church to the present, and will primarily focus upon Protestant Christianity.

## GTHE 564, Contemporary Theology, 4 Units

This course investigates contemporary issues of theology as they emerged within the context of the modern and/or postmodern world. Special emphasis is placed upon the reading of primary texts and upon relating to issues in a way that is responsible to historic Christianity as well as contemporary concerns. Issues include those related to existentialism and such contextualized theologies as liberation, ethnic, and feminist theologies.

## GTHE 570, Directed Research, 1-4 Units

This is a course of independent research directed by the instructor.

## GTHE 573, History of the Church in Latin America, 4 Units

This course traces the history of the Church in Latin America and its diverse relationships with its religious, economic, political, and cultural surroundings from the Conquest (1492) to the 20th Century.

## GTHE 574, Theological Issues in the Hispanic Church, 4 Units

This course examines a variety of theological issues facing the Hispanic church today. It engages the social and cultural contexts in which today's Church serves. It also places these issues in theological context to supply students with practical and applicable strategies for working through these issues in their local communities.

## GTHE 584, Christian Theology, 4 Units

This course identifies basic beliefs about God, creation, humanity, Jesus Christ, the Holy Spirit, salvation, and the Church. Specific doctrines of Christian theology are analyzed from the perspective of historical, contextual, and systematic theology, based upon a biblical foundation.

## GTHE 590, Thesis, 4 Units

This is a course of independent study in which the student prepares a thesis supervised by the instructor.

## GTHE 599, Readings in Church History, Theology, and Ethics, 1-4 Units

This is a course of independent study supervised by the instructor.

## GTHE 615, Church and Society, 4 Units

This course deals with the nature and mission of the church and the problems which the church must face in its relationship with society.

## GTHE 625, Seminar in Christian Ethics, 4 Units

A selected area in the field of Christian ethics is studied in a given semester. Areas of study include the following: political ethics, social justice, war and peace, economic ethics, the ethics of sex, and medical ethics.

# Doctor of Ministry (DMin)

**NOTE: The Doctor of Ministry programs in English and Korean are not admitting new students for the 2024-25 academic year.**

**For more information: (626) 815-5447**

The Doctor of Ministry (DMin) (https://www.apu.edu/seminary/programs/dmin/) is the highest professional degree in the practice of ministry, building on education received through the Master of Divinity and on experience gained in the practice of ministry. Azusa Pacific Seminary's DMin program is available in English, Korean, and Spanish.

## Mission Statement

The Doctor of Ministry program focuses on spiritual formation and ministry leadership. Through studies in theology and ministry, students grow personally and spiritually, develop cutting-edge skills and competence in the practice of ministry, and make scholarly contributions to the field of ministry practice.

## Admission Requirements

Admission decisions in the Doctor of Ministry program are based initially on three primary criteria: prerequisite theological education, practical ministry leadership experience, and demonstrated academic aptitude for advanced studies at the doctoral level.

Program admission requirements include the following:

1. A completed application for graduate admission (available from the Student Services Center (https://www.apu.edu/student-services/) or online (https://www.apu.edu/apply/)).
2. An MDiv 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. (MDiv equivalency is defined as 72 graduate semester hours, or comparable graduate credits in other systems, that represent broad-based work in theology, biblical studies, and the arts of ministry and that include a master's degree and significant ministerial leadership. For more information on equivalency, contact Azusa Pacific Seminary (https://www.apu.edu/seminary/).)
3. Transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all postbaccalaureate study.
4. Evidence of active practice in ministry leadership for at least three years after completion of the first theological degree and of current involvement in ministry leadership. This must include a written letter of support for doctoral studies from the applicant's current ministry assignment.
5. A 1,500-word written statement that addresses ministerial and education goals, personal spiritual and leadership journey, and recent theological reading. Contact the office of the Doctor of Ministry program 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.

**All materials should be submitted to:**
Student Services Center: Admissions
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000 USA

Located at:
568 E. Foothill Blvd.
Azusa, CA 91702
(626) 815-4570
Fax: (626) 815-4545 • (626) 815-4571
gpadmissions@apu.edu
apu.edu/graduateprofessional/apply/ (https://www.apu.edu/graduateprofessional/apply/)

**Send international applications to:**
International Admissions
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000 USA
+1-626-812-3055
Fax: +1-626-815-3801
ssc@apu.edu

apu.edu/international/enrollment/ (https://www.apu.edu/international/enrollment/)

## Transfer Credit

Because of the specialized nature of the program, transfer credit must be evaluated by the director of the DMin program. A maximum of 6 semester units of doctoral-level work that have been completed within the past eight years may be allowed as transfer credit.

## Full-Time Status

Full-time status in the DMin program is 8 units per term. Students who enroll in at least 4 units are considered to be half time.

## Advancement to Candidacy

Students will be considered for candidacy for the Doctor of Ministry after successful completion of 16 units of coursework (minimum 3.0 GPA in all coursework with no grade less than *B*-), and a qualifying interview with the DMin director or the DMin committee in which the student satisfactorily demonstrates knowledge and integration of theory and practice in spiritual formation and ministry leadership. Final approval for candidacy is granted by the DMin 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 in length. Complete information on the doctoral project process and standards is available from the office of the DMin director.

## Requirements

| Code | Title | Units |
|---|---|---|
| **Core Courses** | | |
| GDMN 704 | Research and Design | 4 |
| GDMN 710 | Christian Spirituality | 4 |
| GDMN 730 | Church Renewal | 4 |
| GDMN 740 | Spiritual Leadership | 4 |
| GDMN 782 | Scripture: Its Spirituality and Proclamation | 4 |
| **Electives** | | |
| Select three of the following: | | 12 |
| GDMN 750 | Civic Spirituality | |
| GDMN 760 | Christian Spirituality and Modern Technology | |
| GDMN 762 | Spiritual Practices in the Church | |
| GDMN 764 | History and Theology of Worship | |
| GDMN 768 | Urban Immersion | |
| GDMN 772 | Contemplative Spirituality | |
| GDMN 797 | Seminar in Ministry | |
| GDMN 799 | Readings in Doctoral Ministry | |
| **Optional Emphasis** | | |
| GDMN 752 | Christian Spiritual Formation I [1] | |
| GDMN 754 | Christian Spiritual Formation II [1] | |
| GDMN 756 | Christian Spiritual Formation III [1] | |
| GDMN 758 | Christian Spiritual Formation IV [1] | |
| **Project** | | |
| GDMN 790 | Ministry Project [2] | 4 |
| GDMN 792 | Ministry Project Continuation | 2 |
| **Total Units** | | **36** |

[1]   This course is offered at the Apprentice Institute; registration for three credit hours at Azusa Pacific Seminary must be made before starting the course. In order to earn credit, students must be accepted into the APU Doctor of Ministry program before registering for any Apprentice Institute course. Upon satisfactorily completing all course requirements as set forth within the Doctor of Ministry program, student receive 3 units of credit in the spiritual formation emphasis in the Doctor of Ministry degree program.

[2]    Students who do not complete their DMin project during the semester they are enrolled in GDMN 790 must enroll for subsequent semesters in GDMN 792. Units taken for this course will count beyond the standard minimum required to complete the Doctor of Ministry degree.

## Instructional Format

Each course is structured to include several components that incorporate the theoretical, practical, and collegial aspects of the learning experience:

1. ***Preliminary reading.*** Assigned reading must be completed prior to the classroom experience, fulfilling a requirement of 1,800-2,000 pages of reading for a 3-unit course and 2,400-2,500 pages for a 4-unit course. The reading provides the theoretical basis for the analysis of practical situations in ministry.
2. ***Classroom experience (English program).*** Classroom experience is in concentrated sessions during two-week residency periods held in the middle of the spring and summer terms. 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. ***Classroom experience (Korean and Spanish programs).*** The Doctor of Ministry Korean and Spanish programs follow APU's academic calendar. Each class meets multiple times during the semester in one-day intensive sessions utilizing lecture and discussion formats. In this way, courses provide opportunity for peer-learning, critical reflection, and application of content over a period of several months.
4. ***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.
5. ***Course project.*** An extensive postclassroom project provides an opportunity to synthesize the reading and the classroom discussions and apply them to a ministerial situation. The results of this reflection are then submitted in the form of a paper with a minimum length of 5,000 words (20 pages).

## Time Limit

A maximum of 16 units of coursework may be completed during one calendar year, requiring a minimum of two years for completion of all required coursework. The written doctoral project may be completed in the third year. The minimum time required for completing the program is three years, and the maximum time allowed is eight years from the time of enrollment.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop a theology of spirituality by integrating insights from Scripture, theology, and related disciplines in the humanities and behavioral sciences.
2. Evaluate the dynamics of spiritual life in the context of multicultural life and ministry.
3. Synthesize and apply the theories of spiritual formation to personal spiritual growth and the task of ministry through experience-oriented learning strategies, ascertaining how individuals form habits that facilitate spiritual growth.
4. Analyze and critique how the pastor's leadership contributes to spiritual formation in the congregation.
5. Analyze and apply the relationship between personal piety and the promotion of social justice.

# MA in Pastoral Studies (MAPS)

**For more information: (626) 815-5451**

## NOTE: The Master of Arts in Pastoral Studies program in Korean is not admitting new students for the 2024-25 academic year.

## Mission Statement

The Master of Arts in Pastoral Studies (MAPS) (https://www.apu.edu/seminary/programs/masters-in-pastoral-studies/) program prepares women and men for a specialized field of church ministry through a program of study comprising 48 units in biblical, theological, and ministerial studies. An important feature of the program is the intentional integration of academic and experiential components.

## Exceptions to Admission Requirements

A limited number of applicants who do not have baccalaureate degrees but have extensive ministerial experience may be considered for admission. For a description of the standards governing this exception, contact Azusa Pacific Seminary. Students admitted under this exception must obtain a *B* or better in their first 12 units of coursework.

## Program of Studies

The Master of Arts in Pastoral Studies requires 48 units of coursework: 28 units of core courses, 12 units in a selected ministry concentration, 3 units of Mentored Ministry, 1 unit for the Community Retreat, and 4 units of a Capstone Project. Most students either concentrate in church leadership and development or urban studies, or decide to use their 12 units of general electives to develop their own areas of interest.

## Requirements for the MA in Pastoral Studies, Church Leadership and Development Concentration

Today's hurried, fragmented society calls for healthy, effective ministry leaders. This concentration provides students with education in practical ministry, with particular focus on leadership development and spiritual formation, equipping ministers for the broad, multifaceted needs of the contemporary Church. Concentration outcomes build on the Azusa Pacific Seminary core competencies and MAPS program outcomes.

### Concentration Outcomes

- Synthesize the vital role of healthy church management for the empowerment of the laity.
- Develop vocational proficiency and leadership ability.
- Apply ministry principles of Christ-like formation for lifelong ministry effectiveness and personal growth.

| Code | Title | Units |
| --- | --- | --- |
| **Biblical Studies Core** | | **8** |
| GBBL 511 | Biblical Interpretation: Exploring Genesis | |
| Select one of the following: | | |
| GBBL 501 | Torah and Prophets: Exodus-2 Kings | |
| GBBL 532 | Paul the Pastor and Theologian | |
| **Theological Studies Core** | | **8** |
| GTHE 584 | Christian Theology | |
| Select one of the following: | | |
| GTHE 503 | Church History I | |
| GTHE 513 | Church History II | |
| **Ministry Core** | | **8** |
| GMIN 516 | Christian Formation and Discipleship | |
| GMIN 505 | Ministry Life and Leadership | |
| **Integrated Core** | | **4** |
| GINS 542 | The Gospels and Christology | |
| **Mentored Ministry** | | **4** |
| GMIN 567 | Community Retreat | |
| GMIN 569 | Mentored Ministry [1] | |
| **Church Leadership and Development Concentration** | | **12** |
| GMIN 508 | Servant Leadership and Church Management | |
| GMIN 528 | Contemporary Issues in Ministry | |
| Select one of the following: | | |
| GMIN 588 | The Missional Church | |
| GMIN 628 | Seminar in Ministry | |

| Code | Title | Units |
|---|---|---|
| **Capstone/Portfolio** | | **4** |
| GMIN 608 | Integrative Ministry Project | |
| **Total Units** | | **48** |

[1] Repeat for a total of 3 units.

## Requirements for the MA in Pastoral Studies, Urban Studies Concentration

The North American Church is becoming increasingly urbanized. To prepare students for ministry in the city, this concentration engages them with urban social structures, trends, and ministry strategies. Issues of contextualization, social analysis, and cross-cultural communication will be addressed.

**NOTE: This concentration is available only for students in the Spanish-language MAPS program.**

### Concentration Outcomes

- Evaluate and apply ministry concepts, theories, and methodologies found in the urban setting.
- Develop cultural awareness and sensitivity for ministry in the urban context.
- Analyze the methods of evangelism and discipleship unique to the city.

| Code | Title | Units |
|---|---|---|
| **Biblical Studies Core** | | **8** |
| GBBL 511 | Biblical Interpretation: Exploring Genesis | |
| Select one of the following: | | |
| GBBL 501 | Torah and Prophets: Exodus-2 Kings | |
| GBBL 532 | Paul the Pastor and Theologian | |
| **Theological Studies Core** | | **8** |
| GTHE 584 | Christian Theology | |
| Select one of the following: | | |
| GTHE 503 | Church History I | |
| GTHE 513 | Church History II | |
| **Ministry Core** | | **8** |
| GMIN 516 | Christian Formation and Discipleship | |
| GMIN 505 | Ministry Life and Leadership | |
| **Integrated Core** | | **4** |
| GINS 542 | The Gospels and Christology | |
| **Mentored Ministry** | | **4** |
| GMIN 567 | Community Retreat | |
| GMIN 569 | Mentored Ministry [1] | |
| **Urban Studies Concentration** | | **12** |
| GMIN 509 | Urban Sociology and Christian Ministry | |
| GMIN 519 | Current Issues in Urban Ministry | |
| Select one of the following: | | |
| GMIN 529 | City in Theological Perspective | |
| GMIN 559 | Urban Cross-Cultural Ministry | |
| **Capstone/Portfolio** | | **4** |
| GMIN 608 | Integrative Ministry Project | |
| **Total Units** | | **48** |

[1] Repeat for a total of 3 units.

## Requirements for the MA in Pastoral Studies, General Electives Concentration

| Code | Title | Units |
|---|---|---|
| **Biblical Studies Core Courses** | | **8** |
| GBBL 511 | Biblical Interpretation: Exploring Genesis | |
| Select one of the following: | | |

| | | |
|---|---|---|
| GBBL 501 | Torah and Prophets: Exodus-2 Kings | |
| GBBL 532 | Paul the Pastor and Theologian | |
| **Theology and Ethics Core** | | **8** |
| GTHE 584 | Christian Theology | |
| Select one of the following: | | |
| GTHE 503 | Church History I | |
| GTHE 513 | Church History II | |
| **Ministry Core** | | **8** |
| GMIN 516 | Christian Formation and Discipleship | |
| GMIN 505 | Ministry Life and Leadership | |
| **Integrated Core** | | **4** |
| GINS 542 | The Gospels and Christology | |
| **Mentored Ministry** | | **4** |
| GMIN 567 | Community Retreat | |
| GMIN 569 | Mentored Ministry [1] | |
| **General Electives Concentration** | | **12** |
| **Capstone/Portfolio** | | **4** |
| GMIN 608 | Integrative Ministry Project | |
| **Total Units** | | **48** |

[1]     Repeat for a total of 3 units

## Additional Degree Requirements

### Supervised Ministry

All students should devote at least eight hours per week, for the duration of the program, to the practice of some form of supervised ministry in an approved church or parachurch field center. In order to graduate, students must maintain at least a 2.7 grade-point average.

### Time Limit

The program must be completed within 10 years from the date of admission. APU coursework completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Model a holy life through spiritual disciplines reflecting a Wesleyan heritage of faith and love.
2. Interpret Scripture with reverent criticism, theological insight, and constructive imagination, beginning with the inductive method of Bible study, for the edification of the Church.
3. Think theologically through the Wesleyan quadrilateral (Scripture, Church tradition, reason, and experience) in a manner that is faithful to the past and responsive to the present.
4. Develop competence in the pastoral responsibilities of teaching, leadership, and pastoral care.
5. Analyze various cultural constructs and global issues in order to provide transformational leadership for the church.
6. Develop competency in design, application, and evaluation of a specialized ministry.

# Master of Divinity (MDiv)

**For more information: (626) 815-6000, Ext. 5451**

## NOTE: The Master of Divinity programs in English and Korean are not admitting new students for the 2024-25 academic year.

The Master of Divinity (MDiv) program (https://www.apu.edu/seminary/programs/mdiv/) prepares women and men for professional ministry in the Church. Azusa Pacific Seminary faculty bring to the program a unique combination of the highest academic credentials and extensive ministerial experience.

## Mission Statement

The Master of Divinity program prepares men and women for vocational ministry in the Church through a course of study comprising 74 units in theological, biblical, and ministerial studies. An important feature of the program is an intentional integration of academic and experiential components—students must engage in some form of supervised ministry during their degree program. An optional biblical studies emphasis serves students preparing for postgraduate work in biblical studies for careers teaching in colleges, universities, or seminaries through additional coursework in biblical languages and biblical studies.

## Exceptions to Admission Requirements

A limited number of applicants who do not have baccalaureate degrees but have extensive ministerial experience may be considered for admission. For a description of the standards governing this exception, contact the Azusa Pacific Seminary associate dean. Students admitted under this exception must obtain a *B* or better in their first 12 units of coursework.

## Requirements

The Master of Divinity program requires 74 units of coursework comprising 12 units of biblical studies, 12 units of theological studies, 12 units of ministry studies, 12 units in integrative core, 5 units in mentored ministry, 1 unit in intercultural experience, 4 units of a biblical language (which may be waived for students who have completed a year of undergraduate Hebrew or Greek), 12 units of electives, and a 4-unit capstone course.

| Code | Title | Units |
| --- | --- | --- |
| **Biblical Language Requirement** [1] | | **4** |
| GBBL 500 | Elements of Greek Exegesis | |
| **Biblical Studies Core** | | **12** |
| GBBL 501 | Torah and Prophets: Exodus-2 Kings | |
| GBBL 511 | Biblical Interpretation: Exploring Genesis [2] | |
| GBBL 532 | Paul the Pastor and Theologian | |
| **Theological Studies Core** | | **12** |
| GTHE 503 | Church History I | |
| GTHE 513 | Church History II | |
| GTHE 584 | Christian Theology | |
| **Ministry Core** | | **12** |
| GMIN 505 | Ministry Life and Leadership | |
| GMIN 516 | Christian Formation and Discipleship | |
| GMIN 548 | Pastoral Counseling and Church Health | |
| **Integrative Core** | | **12** |
| GINS 507 | The Bible and Preaching | |
| GINS 526 | Ethics and Worship | |
| GINS 542 | The Gospels and Christology | |
| **Mentored Ministry** | | **5** |
| GMIN 567 | Community Retreat | |
| GMIN 569 | Mentored Ministry [3] | |
| **Intercultural Experience** | | **1** |
| GURS 589 | Urban Immersion L.A. | |
| **Capstone** | | **4** |
| GMIN 618 | M.Div. Capstone | |

| | |
|---|---:|
| **Electives** | **12** |
| **Total Units** | **74** |

1   Students who have completed one year of undergraduate Hebrew or Greek with a grade of *B* or better may waive this requirement. The requirement may also be filled with either GBBL 500, or GBBL 510 and GBBL 520, or GBBL 530 and GBBL 540.

2   GBBL 511 is a prerequisite to all GBBL courses, GINS 507, and GINS 542.

3   Repeated for a total of 4 units.

## Additional Degree Requirements

### Supervised Ministry

All students in the program must devote at least eight hours per week, for the duration of the degree program, to the practice of some form of supervised ministry in an approved church or parachurch field ministry center. In order to graduate, students must maintain at least a 2.7 grade-point average.

The Master of Divinity must be completed within 10 years from the date of admission. APU coursework completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Model a holy life through spiritual disciplines reflecting a Wesleyan heritage of faith and love.
2. Interpret Scripture with reverent criticism, theological insight, and constructive imagination, beginning with the inductive method of Bible study, for the edification of the Church.
3. Think theologically through the Wesleyan quadrilateral (Scripture, Church tradition, reason, and experience) in a manner that is faithful to the past and responsive to the present.
4. Develop competency in the pastoral responsibilities of preaching, teaching, leadership, and pastoral care.
5. Analyze various cultural constructs and global issues in order to provide transforming leadership for the Church.

# Master of Divinity (MDiv): Biblical Studies

**NOTE: The Master of Divinity programs in English and Korean are not admitting new students for the 2024-25 academic year.**

## Requirements

| Code | Title | Units |
|---|---|---:|
| **Biblical Language** [1] | | **8** |
| Select one of the following: | | |
| GBBL 510<br>& GBBL 520 | New Testament Greek I<br>and New Testament Greek II | |
| GBBL 530<br>& GBBL 540 | Hebrew I<br>and Hebrew II | |
| **Biblical Studies Core** | | **12** |
| GBBL 501 | Torah and Prophets: Exodus-2 Kings | |
| GBBL 511 | Biblical Interpretation: Exploring Genesis [2] | |
| GBBL 532 | Paul the Pastor and Theologian | |
| **Theological Studies Core** | | **12** |
| GTHE 503 | Church History I | |

| | | |
|---|---|---|
| GTHE 513 | Church History II | |
| GTHE 584 | Christian Theology | |
| **Ministry Core** | | **12** |
| GMIN 505 | Ministry Life and Leadership | |
| GMIN 516 | Christian Formation and Discipleship | |
| GMIN 548 | Pastoral Counseling and Church Health | |
| **Integrated Studies Core** | | **12** |
| GINS 507 | The Bible and Preaching | |
| GINS 526 | Ethics and Worship | |
| GINS 542 | The Gospels and Christology | |
| **Mentored Ministry** | | **5** |
| GMIN 567 | Community Retreat | |
| GMIN 569 | Mentored Ministry [3] | |
| **Intercultural Experience** | | **1** |
| GURS 589 | Urban Immersion L.A. | |
| **Capstone** | | **4** |
| GMIN 618 | M.Div. Capstone | |
| **Biblical Studies Emphasis** | | **8** |
| Select two of the following: [4] | | |
| GBBL 512 | The Gospels' Witness to Christ | |
| GBBL 522 | The Gospel of Mark | |
| GBBL 552 | Epistle to the Romans | |
| GBBL 561 | Psalms as Resource for Ministry | |
| GBBL 562 | Biblical Foundations of Worship | |
| GBBL 591 | Isaiah | |
| GBBL 611 | Old Testament Seminar | |
| GBBL 612 | New Testament Seminar | |
| GBBL 621 | Jeremiah | |
| GBBL 622 | The Church of the First Century | |
| GBBL 631 | Early Judaism: The Writings and the Dead Sea Scrolls | |
| GBBL 632 | The New Testament World | |
| GBBL 641 | Theological Themes of the Old Testament | |
| GBBL 651 | Scripture and Canon: The Formation of the Bible | |
| GBBL 661 | Women in the Bible and Church History | |
| **Total Units** | | **74** |

[1]    Students who have completed one year of undergraduate Hebrew or Greek with a grade of *B* or better may waive this requirement.
[2]    GBBL 511 is a prerequisite to all GBBL courses, GINS 507, and GINS 542.
[3]    Repeated for a total of 4 units.
[4]    A second biblical language can also be used to fulfill the biblical studies emphasis.

## Time Limit

The Master of Divinity with an emphasis in Biblical Studies program (https://www.apu.edu/seminary/programs/mdiv/) must be completed within 10 years from the date of admission. APU coursework completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 938)). **Program-specific application requirements are available online (https://www.apu.edu/graduateprofessional/apply/).**

International students should contact Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Model a holy life through spiritual disciplines reflecting a Wesleyan heritage of faith and love.
2. Interpret Scripture with reverent criticism, theological insight, and constructive imagination, beginning with the inductive method of Bible study, for the edification of the Church.
3. Think theologically through the Wesleyan quadrilateral (Scripture, Church tradition, reason, and experience) in a manner that is faithful to the past and responsive to the present.
4. Develop competency in the pastoral responsibilities of preaching, teaching, leadership, and pastoral care.
5. Analyze various cultural constructs and global issues in order to provide transforming leadership for the Church.

# BA in Interdisciplinary Studies

54 units

## Mission

The interdisciplinary studies major (https://www.apu.edu/provost/programs/interdisciplinary-studies-major/) is an individualized academic program that crosses diverse fields of study. This degree allows students whose vocational or intellectual goals do not lead them to an existing degree program the opportunity to explore many different disciplines, gleaning important perspectives, knowledge, and skills while working toward a singular degree. As part of the degree program, students benefit from guidance in exploring and discerning vocational calling for themselves and others. Ultimately, the program allows students to design a major around multiple interests and with a core of vocational exploration and development that helps them identify their vocational calling and prepare for vocations that cross disciplinary boundaries.

## Requirements

| Code | Title | Units |
| --- | --- | --- |
| **Exploring and Discerning Vocation Core** | | |
| LDRS 322 | Leadership Strengths and Skills | 3 |
| MINC 200 | Introduction to Contemporary Christian Ministries | 3 |
| MIN 300 | Writing 3: Culture and Ministry [1, 2] | 3 |
| MIN 417 | The Art of Leadership | 3 |
| MNCE 415 | Practical Theology and Vocational Engagement | 3 |
| VOC 450 | Interdisciplinary Internship [3] | 3 |
| Courses in 2-3 disciplinary areas of at least 12 units each; 15 of the 36 units must be upper-division and 6 units must be at the 400 level. | | 36 |
| **Total Units** | | **54** |

[1]    MIN 300 can be substituted for a Writing 3 course in one of the academic disciplines in a student's pathway.
[2]    Meets the General Education Writing 3 requirement.
[3]    Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Vocational Identity: Demonstrate a growing understanding of how God has uniquely created them in relation to personal gifts and strengths.
2. Virtuous Character: Explain a commitment to and a personal plan for becoming a person of virtuous character.
3. Faithful Engagement: Articulate how God is at work in their chosen field and how they can contribute to that work.
4. Career Development: Outline a personal career plan with clear timelines and action steps.
5. Vocational Coaching: Skillfully utilize resources, competencies, and skills to help others understand and pursue a vocational calling.
6. Creative Integration: Thoughtfully and innovatively integrate interdisciplinary competencies in writing and professional practice.
7. Skilled Execution: Demonstrate a cross-disciplinary approach to critical thinking, problem solving, and various intellectual and practical competencies.

# General Education Program

APU's General Education program comprises five major outcome areas, and all of these requirements must be met by approved courses:

- Intellectual and Practical Skills
- Biblical, Theological, and Philosophical Formation
- Knowledge of Human Cultures and the Physical and Natural World
- Personal and Social Responsibility
- Integrative and Applied Learning

Each student graduating from APU completes a maximum of 62 units of General Education courses (p. 919). The number of units required is determined by whether a student enters as a freshman or as a transfer student, and by the year the student begins coursework at APU. Current students seeking to transfer coursework from other colleges and universities must verify with the Student Services Center (https://www.apu.edu/student-services/) that those courses will be accepted for General Education credit. The policy for transferring credits to meet General Education requirements (https://www.apu.edu/undergraduate-enrollment-services/academic/transfer/) is available on the Student Services Center website.

All courses approved to satisfy General Education requirements are identified in the class schedule and are included on the list of approved General Education courses; this list can be found in this Academic Catalog (p. 919), at the Student Services Center, at the Academic Success Center (https://www.apu.edu/advising/), and through the Office of the Registrar (https://www.apu.edu/student-services/registration/). Additional courses may be approved in the future. Students are encouraged to take their General Education courses throughout all their years at APU.

Even though students work closely with a faculty advisor in determining their General Education requirements, the responsibility for fulfilling these requirements is solely that of the student. For more information, contact the Academic Success Center (traditional undergraduate students) or the Office of the Registrar (professional undergraduate students).

All students are required to access their Web-based Advisement Report (through home.apu.edu (https://home.apu.edu/)) for information regarding their major and General Education requirements and fulfillment of these requirements. Any questions about the application of transfer courses for course requirements should be directed to the Academic Success Center (traditional undergraduate students) or the Office of the Registrar (professional undergraduate students).

**Note: Bachelor of Music majors** are not required to take the Fitness for Life, Oral Communication, Foreign Language, Math, or Humanities: Fine Arts requirements. This statement does NOT apply to Bachelor of Arts music majors.

*Courses listed in two categories cannot satisfy both requirements; students must choose which category the course will fulfill.* UNRS 386 is the lone exception and is permitted because it is a 6-unit course that is a combination of two other, preexisting GE courses that meet two General Education categories.

For additional information regarding the General Education program, visit either General Education for APU Students (https://sites.google.com/a/apu.edu/ge-for-apu-students/), or the General Education website tailored for faculty and staff (https://sites.google.com/a/apu.edu/apu-general-education/).

## Information for Transfer Students

Students transferring in to Azusa Pacific University may have some of their General Education requirements (p. 919) met by courses taken at their previous institution(s). Additionally, the unit requirements for Biblical, Theological, and Philosophical Formation (BTPF) may be adjusted depending on the number of units the student transferred in to APU. See the General Education Information for Transfer Students (p. 1059) section of the catalog for more information about these adjusted requirements.

The evaluation of a traditional undergraduate student's transfer work is conducted by the Student Services Center. All students are encouraged to work with the Student Services Center and their academic advisor to determine their General Education requirements.

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

## Courses

### GE 100, First-Year Seminar, 3 Units

First-Year Seminar is designed to introduce students to academic success strategies and foster a sense of belonging at the university through engagement in the curricular and cocurricular life on campus. These small, seminar-style classes form around a broad, interdisciplinary topic or question and are taught by experienced faculty focused on students' critical thinking and communication skills, information literacy, spiritual formation, diversity competency, and wellness. The course helps students clarify their purpose, meaning, and direction, and promotes campus engagement and utilization of campus resources. *Meets the General Education Requirement: First Year Seminar.*
**Corequisite:** MATH 90, MATH 99, or ALEKS 30-100 or satisfaction of GE Quantitative Literacy requirement.

# GE 101, Academic Success Lab, 1 Unit

The Academic Success Lab is designed to support student admitted to the University in the Academic Success Launch Program. Through this course students will gain an increased awareness of on campus resources, create personal and academic goals and will be able to implement success strategies to maintain good academic standing at APU.
**Prerequisite:** Admission into the Academic Success Launch Program

# WRIT 101, Writing Lab, 1 Unit

WRIT 101 is a one-unit course designed to support students currently enrolled in any course at APU where assistance is needed to meet college-level writing expectations. The Lab will provide a space for students to engage with the foundational concepts introduced in APU's writing program, such as developing a writing process, understanding rhetorical situations, and crafting sound arguments. Within a casual, interactive workshop format that is practical and tailored to the unique needs of the group members, students meet four times weekly to further develop their writing skills and their individual writing processes. Students should expect to bring assignments or projects from their class to each Lab meeting.
**Prerequisite:** Students must be enrolled at APU.

# WRIT 110, Writing 1: The Art and Craft of Writing, 3 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from theoretical, historical, pedagogical, and practical perspectives. Students engage with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. Students also craft arguments of their own based on their research on the art and craft of writing. *Students must earn a C- or higher in Writing 1 in order to register for Writing 2. *Meets the General Education Requirement: Writing 1: The Art Craft of Writing.*

# WRIT 120, Writing 1 Lab, 1 Unit

For students who have chosen through advising and self-placement to receive the extra support that will encourage success in their Writing 1 course, the Writing 1 Lab provides weekly tutorials on Writing 1 assignments and brief assignments that provide enrichment in reading/writing/rhetoric/grammar in ways that support their work as writers in Writing 1. During weekly one hour sessions, students will work with a writing coach to further develop their writing processes, their handling of language conventions at the sentence and paragraph level, and deepen their reading and writing through peer editing sessions with a writing coach. Work will include tutoring on Writing 1 assignments, including rough drafts for Writing 1, and additional small assignments designed for the lab to link reading, writing, logic, and grammar. Students should expect to work two additional hours outside of the session. 1 unit course.
**Prerequisite:** Co-requisite: WRIT 110

# WRIT 200, Writing 2: Writing for Christian Practice, 3 Units

In this course, students will critically assess the writing styles, questions, and arguments of one or more disciplines in order to better understand what is considered persuasive and effective writing in those fields. Students will respond to and evaluate writing, methodologies, ideas, and arguments and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, MIN 108; HON 101 or C- or Better in WRIT 110

# WRIT 201, Writing 2: Philosophy of Math, Logic, and Language, 3 Units

Why is mathematics so effective in describing the physical universe? What happens when ordinary reasoning and languages are translated into more abstract mathematical and logical symbolism? Is anything lost in translation? This course introduces students to these and other questions on the nature of mathematics, logic, and language. Students evaluate the arguments, writing styles, rhetorical strategies, and types of evidence employed by the mathematicians, scientists, and philosophers addressing these questions. By critically thinking about formal logical and mathematical discourse, students become better writers in and about that discourse. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110; PHIL 310 or MATH 280 or instructor's consent.

# WRIT 202, Writing 2: Philosophical Writing in C. S. Lewis, 3 Units

C. S. Lewis was one of the most influential public Christian intellectuals of the 20th century. One of the reasons for this is that he wrote clearly and persuasively about the perennial questions of philosophy but for the common person. In this course, we will study and practice the art of writing well on philosophical matters for a broad audience. Students will critically assess the writing styles, questions, and arguments of philosophical writing for a general audience and will contrast what it takes to do such writing well with related forms of writing such as philosophical writing for a specialist audience and philosophical writing in fictional form. We will do so by analyzing, emulating, and critiquing the work of C. S. Lewis from the standpoint of philosophy. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

# WRIT 203, Writing 2: Writing in Religion, Cinema, and Popular Culture, 3 Units

In this course, students critically assess the writing styles, questions, and arguments in the discipline of religious studies, with special focus on the study of religion and visual studies in order to better understand what is considered persuasive and effective writing in religious studies. Students respond to and evaluate writing, methodologies, ideas, arguments, and genres, and practice rhetorical strategies employed in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110.

# WRIT 204, Writing 2: Writing for the Humanities in Spanish, 3 Units

Students in this course critically assess writing styles, questions, and arguments important to the humanities through a study of great works and life's enduring questions. In order to understand better what is considered persuasive and effective writing in the humanities, students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies employed in the liberal arts. The entire course, including all assignments, is in Spanish. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110, and SPAN 202

# WRIT 210, Writing 2: Writing in the Humanities, 3 Units

In this course, students will critically assess writing styles, questions, and arguments important to the humanities through a study of great works and life's enduring questions. In order to understand better what is considered persuasive and effective writing in the humanities, students will respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in the liberal arts. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

# WRIT 220, Writing 2: Film Analysis and Criticism, 3 Units

This course is an introduction to film as a narrative and visual medium, emphasizing the terms, methods, and techniques of film analysis. Students view and discuss films in terms of formal elements - plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110, and department consent.

# WRIT 221, Writing 2: Writing for Visual Thinkers, 3 Units

In this course, students examine writing styles as expressed in the studio arts and design, whether as criticism, analysis, personal expression, persuasion, or artist and designer statements. Students will learn how to translate their visual world into words, and to evaluate visual ideas, both their own and others; as those gifted for visual expression are able. In order to understand how to write persuasively and effectively, students will examine theoretical approaches that are employed as conceptual frameworks in making art and design. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

# WRIT 222, Writing 2: Writing about Music, 3 Units

In this course, students examine methods and tools of research and writing in music. They assess and practice various writing styles, as well as questions and arguments associated with (1) the historical fields of research (e.g., musicology, ethnomusicology, music education, music criticism, music analysis, program notes) and (2) music entrepreneurship (e.g., music business, production, marketing, artist management). Students also become familiar with online and hard copy music resources available in Marshburn Memorial Library. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

# WRIT 240, Writing 2: Scientific Writing, 3 Units

In this course, students critically assess genres of scientific writing, including scientific journal articles, grant proposals, and writing for popular audiences, examining writing styles and forms of argument that are considered persuasive in the sciences. Students also evaluate writing samples, methodologies, ideas, and arguments, and practice writing in scientific genres. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110; and BIOL 152, BIOL 250, CHEM 152, PHYC 156, or PHYC 166.

# WRIT 241, Writing 2: Physical Activity and Health Promotion, 3 Units

Students in this course have multiple opportunities to share knowledge through written assignments and brief verbal responses. The course activities challenge the student to consider the audience and platform for communication, develop a concise argument, persuade readers, and critically evaluate research articles. Students also enhance their skills in literature searches using library databases, and gain proficiency in citing using APA formatting. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100; HON 101 or C- or better in WRIT 110; C- or higher in BIOL 230 or BIOL 250; students must be kinesiology majors, other majors may enroll by instructor consent.

# WRIT 242, Writing 2: Entrepreneurial Tech Start-ups, 3 Units

In this course, students critically assess the writing styles, questions, and arguments of business, computer science, and technology in order to better understand what is considered persuasive and effective writing in these fields. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field while analyzing and contributing to current trends in the field through the creation of relevant business-tech documents. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110

## WRIT 243, Writing 2: Mathematical Careers and Callings, 3 Units

In this course, students explore a variety of mathematical careers, assess writings from subdisciplines of mathematics, evaluate arguments regarding the purpose or value of mathematics, and explore the value of mathematical work in their individual contexts. Students critically assess the writing styles, questions, and arguments of mathematicians in a variety of careers in order to better understand what is considered persuasive and effective writing in those fields, and also practice rhetorical strategies. Course material includes Christian perspectives on the value of work and culture in general and the value and purpose of mathematical work in particular. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** HON 101 or WRIT 110 with C- or better

## WRIT 260, Writing 2: Psychology Subdisciplines and Career Trajectories, 3 Units

This course provides a foundation for students to think, write, and communicate as psychological scientists. The specific style of writing is based on the American Psychological Association (APA) format, which reflects the precepts of the discipline. The course focuses on the general writing process as well as the particular writing conventions in the social sciences to build critical skills in communication. As students learn to write thoughtfully and persuasively, they also engage in a comprehensive overview of the major subfields in the discipline of psychology and the variety of career trajectories that students may consider in behavioral settings. In the process of career exploration as it relates to central concerns, themes, and professional trajectories, students critically assess the writing style, questions, and arguments from multiple subdisciplines. Students also develop skill in formatting written work utilizing APA style, in order to develop skills in effective writing, researching, and identifying credible sources in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110.

## WRIT 261, Writing 2: Writing in Business, 3 Units

In this course, students critically assess the writing styles, questions, and arguments found in the organizational environment in order to better understand what is considered persuasive and effective writing in business and management. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 262, Writing 2: Criminal Justice Research Methods, 3 Units

This course introduces students to research writing in the social and behavioral sciences, including the basic methods of research design, measurement, and data collection in criminology and criminal justice. Students compare research writing to other genres of writing, taking into account audience and rhetorical situation (as learned in Writing 1). Students also learn the techniques used to define research problems, select and appropriately measure variables, state hypotheses, and select experimental methods, culminating in each student completing a research proposal on a topic of their own choosing. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110; MATH 115 or MATH 130; and CJ 110

## WRIT 263, Writing 2: Writing Ethnography in the Social Sciences, 3 Units

Ethnography is a research methodology used in business, education, health care, and ministry. In this course, students critically assess genres of ethnographic writing in the social sciences, including analytical journals, journal articles, and writing for popular audiences. Students examine writing styles and forms of argument that are considered persuasive in the social sciences. Students evaluate writing samples, methodologies, ideas, and arguments, and practice writing in social scientific genres. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## PRWR 110, Writing 1: The Art and Craft of Writing, 3 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from theoretical, historical, pedagogical, and practical perspectives. Students engage with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. Students also craft arguments of their own based on their research on the art and craft of writing. *Students must earn a C or higher in Writing 1 in order to register for Writing 2. *Meets the General Education Requirement: Writing 1: The Art Craft of Writing.*

## PRWR 112, Writing 1A: Writing and Rhetoric for Professional Students, 2 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from practical perspectives, engaging with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. *Meets the General Education Requirement: Writing 1 (PRWR112+PRWR115), Writing 1 (PRWR112+PRWR113).*

## PRWR 113, Writing 1B: Research and Writing for Professional Students, 2 Units

In this course, students build upon the foundation they established in PRWR 112, continuing to develop their writing processes and their writing portfolios by further revising, editing, and proofreading the major assignments from PRWR 112. They also improve their information literacy and research skills and write a comprehensive argument. Students must earn a C or better in PRWR 113 to enroll in Writing 2. *Meets the General Education Requirement: Writing 1 (PRWR112+PRWR113).*
**Prerequisite:** PRWR 112 Writing 1A: Writing and Rhetoric for Professional Students

### PRWR 115, Writing for Prior Learning, 3 Units

Writing is a lifelong skill that can be practiced and improved. In this course, each student writes a Prior Learning Essay, a key requirement for submitting a Prior Learning Assessment Portfolio (PLP). Writing the essay involves learning how to describe past experience, make reflective observations, articulate abstract principles, communicate personal competencies, perform self-guided research, and express one's professional goals. *Meets the General Education Requirement: Writing 1 (PRWR112+PRWR115).*
**Prerequisite:** Writing 1 or PRWR 112

### PRWR 260, Writing 2: Psychology Subdisciplines and Career Trajectories, 3 Units

This course provides a foundation for students to think, write and communicate as a psychological scientist. The specific style of writing is based on the American Psychological Association (APA) format that reflects the precepts within the discipline. The course focuses on the general writing process as well as the particular writing conventions in the social sciences to build critical skills in communication. As students learn to write thoughtfully and persuasively, students also engage in a comprehensive overview of the major subfields in the discipline of psychology and the variety of career trajectories that students may consider in behavioral settings. In the process of career exploration as it relates to central concerns, themes and professional trajectories, students will critically assess the writing style, questions, and arguments from multiple sub-disciplines. Students will also develop skill in formatting written work utilizing the style adopted by the APA in order to develop skills in effective writing, researching and identifying credible sources in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** C- or better in PRWR 110 or PRWR 113

### PRWR 261, Writing 2: Writing in Business, 3 Units

In this course, students critically assess the writing styles, questions, and arguments found in the organizational environment in order to better understand what is considered persuasive and effective writing in business and management. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** C- or better in PRWR 110 or PRWR 113

### PRWR 262, Writing 2: Criminal Justice Research Methods, 3 Units

This course is designed to introduce students to research writing in the social and behavioral sciences. Students will examine the basic methods of research design, measurement, and data collection in Criminology and Criminal Justice. Students will compare research writing to other genres of writing, taking into account audience and rhetorical situation (as learned in Writing 1). Additionally, this course will focus on teaching students the techniques used to define research problems, select and appropriately measure variables, state hypotheses, and select experimental methods, culminating in each student completing a research proposal (topic of their own choosing). *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** C- or better in PRWR 110 or PRWR 113, and PRCJ 110

# General Education Requirements for Professional Undergraduate Students (Regional Locations and Online)

APU's General Education program comprises five major outcome areas, and all of these requirements must be met by approved courses:

- Intellectual and Practical Skills
- Knowledge of Human Cultures and the Physical and Natural World
- Biblical, Theological, and Philosophical Formation
- Personal and Social Responsibility
- Integrative and Applied Learning

All courses approved to satisfy General Education requirements are identified in the class schedule and are included on the list of approved General Education courses; this list can be found below on this page as well as the Office of the Registrar (https://www.apu.edu/student-services/registration/) located in the Student Services Center. Additional courses maybe approved in the future. Students are encouraged to take their General Education courses throughout all their years at APU.

Even though students work closely with their advisor in their academic department, and their Academic Records Specialist in the Office of the Registrar, in determining their General Education requirements, the responsibility for fulfilling all degree requirements is solely that of the student.

All professional undergraduate students are required to view their web-based Academic Requirements Report by selecting the academics menu item and then selecting Academic Requirements at home.apu.edu (https://home.apu.edu/) to ensure they are on track to meet degree requirements. Any questions about the transfer credit report should be directed to an Academic Records Specialist in the Office of the Registrar located in the Student Services Center.

For additional information regarding the General Education program, visit either General Education for APU Students (https://sites.google.com/a/apu.edu/ge-for-apu-students/), or the General Education website tailored for faculty and staff (https://sites.google.com/a/apu.edu/apu-general-education/).

## Requirements

*Courses listed in 2 categories cannot satisfy both requirements; students must choose which category the course will fulfill.* The sole exception is UNRS 386, a 6-unit course that is a combination of two other existing GE courses and that meets the Civic Knowledge and Engagement, and Intercultural Competence, requirements.

## Intellectual and Practical Skills

Inquiry and Analysis, Critical and Creative Thinking, Written and Oral Communication, Personal Wellness, Quantitative Literacy, Information Literacy, and Teamwork and Problem Solving.

| Code | Title | Units |
|---|---|---|
| **Writing 1** | | **4-5** |
| PRWR 112 | Writing 1A: Writing and Rhetoric for Professional Students | |
| PRWR 113 | Writing 1B: Research and Writing for Professional Students | |
| or PRWR 115 | Writing for Prior Learning | |
| **Writing 2** [1] | | **3** |
| PRWR 260 | Writing 2: Psychology Subdisciplines and Career Trajectories | |
| PRWR 261 | Writing 2: Writing in Business | |
| PRWR 262 | Writing 2: Criminal Justice Research Methods | |
| UNRS 306 | Writing 2: Theoretical Frameworks in Nursing | |
| **Writing 3** | | **3-5** |
| PRBA 495 | Writing 3: Business Ethics | |
| PRCJ 362 | Writing 3: Criminal Justice Research Design | |
| PRCJ 496 | Writing 3: Senior Capstone in Criminal Justice | |
| PRCO 310 | Writing 3: Writing for Communication | |
| PRCO 330 | Writing 3: Public Relations Strategies and Techniques | |
| PRPS 496 | Writing 3: Senior Seminar in Psychology and Christian Integration | |
| RNRS 358 | Writing 3: Evidence-Based Practice in Nursing and Healthcare | |
| RNRS 458 | Writing 3: Evidence-Based Practice, Theory, and Clinical Pathways | |
| UNRS 496 | Writing 3: Ethics and Issues in Health Care | |
| **Oral Communication** | | **3** |
| PRBA 125 | Business Communications | |
| PRCO 111 | Public Communication | |
| **Quantitative Literacy** | | **3** |
| PRBA 111 | Business Statistics | |
| PRMA 110 | College Algebra | |
| PRMA 130 | Introduction to Statistics | |
| UNRS 299 | Statistics and Data Management for Nursing and Health Care | |
| **Total Units** | | **16-19** |

[1]    Writing 2 is waived for professional undergraduate applicants transferring in 60+ units before beginning their first APU semester.

## Knowledge of Human Cultures and the Physical and Natural World

| Code | Title | Units |
|---|---|---|
| **History** | | **3** |
| PRHI 120 | World Civilizations to 1648 | |
| PRHI 121 | World Civilizations Since 1648 | |
| PRHI 151 | United States History to 1877 | |
| **Literature** | | **3** |
| PREN 111 | Studies in Literature | |

| | |
|---|---:|
| **Fine Arts** | **3** |
| PRAR 150 | Introduction to Art |
| **Social Science** | **3** |
| PRBA 200 | Survey of Economics |
| PRBA 211 | Organizational Leadership |
| PRBA 212 | Managing Diverse Teams and Groups |
| PRBA 250 | Principles of Macroeconomics |
| PRCJ 110 | Intro to Criminal Justice |
| PRPS 110 | General Psychology |
| PRPS 290 | Human Growth and Development |
| PRPS 345 | Psychology of Child and Adolescent Development |
| **Natural Science with Lab** | **4** |
| PRBI 101 | Biology and Society |
| PRCH 101 | Chemistry and Society |
| PRCH 123 | General, Organic, and Biological Chemistry for the Health Sciences |
| PRPY 112 | Science and Technology for Everyday Applications |
| **Total Units** | **16** |

# Biblical, Theological, and Philosophical Formation [2]

| Code | Title | Units |
|---|---|---:|
| PRBL 230 | Luke/Acts | 3 |
| PRTH 200 | Theology and the Christian Life | 3 |
| RNRS 396 | Professional Practice: Ethics, Issues, and Spirituality in Health Care [3] | 6 |
| Choose from the following: | | |
| PRMI 108 | Christian Life, Faith, and Ministry | 3 |
| PRBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |
| PRPH 100 | Introduction to Philosophy | 3 |
| PRRS 200 | World Religions | 3 |
| **Total Units** | | **6-18** |

[2]    A professional undergraduate applicant's total number of units transferred in before their first APU semester changes the Biblical, Theological, and Philosophical Formation requirements. For more information, visit General Education Information for Professional Transfer Students (p. 1059).

[3]    This course is available only for students in the RN-BSN Nursing program, and fulfills the entire Biblical, Theological, and Philosophical Formation outcome area requirement.

# Personal and Social Responsibility

| Code | Title | Units |
|---|---|---:|
| **Civic Knowledge and Engagement** | | **3** |
| PRBA 110 | Business and Entrepreneurship | |
| PRBA 448 | Organization and Administrative Behavior | |
| PRCJ 200 | Criminal Justice, Civic Engagement, and Social Responsibility | |
| PRPO 150 | American Government | |
| PRPS 420 | Political Psychology | |
| PRPY 112 | Science and Technology for Everyday Applications | |
| UNRS 382 | Community Health Nursing | |
| UNRS 386 | Population and Community Health Nursing [4] | |
| **Intercultural Competence** | | **3** |
| PRBA 370 | International Business | |
| PRPS 400 | Multicultural Psychology | |
| UNRS 384 | Urban/Rural Health Nursing | |

| | | |
|---|---|---|
| UNRS 386 | Population and Community Health Nursing [4] | |
| **Total Units** | | **6** |

[4]   UNRS 386 is a 6-unit course that combines content from UNRS 382 and UNRS 384. When completed, this course meets the GE requirements for Civic Knowledge and Engagement, and Intercultural Competence.

## Integrative and Applied Learning

| Code | Title | Units |
|---|---|---|
| PRBA 450 | Strategic Management | |
| PRCJ 460 | Criminal Justice Internship | |
| PRCJ 494 | Senior Capstone in Criminal Justice | |
| PRCO 499 | Thesis/Project | |
| PRPS 455 | Field Experience | |
| PRPS 475 | Research Experience I | |
| RNRS 448 | Leadership in Health Care Settings | |
| RNRS 482P | Clinical Practicum | |
| UNRS 412 | Clinical Residency Nursing | |
| **Total Units** | | **2-3** |
| **AVERAGE TOTAL UNITS for GENERAL EDUCATION** | | **46-62** |

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze the interactions of specific disciplines (e.g., science, mathematics, social science, humanities, history, language, or arts) with human culture.
2. Apply scientific vocabulary, data, methods, and/or principles to explain natural or human phenomena.
3. Critically analyze arguments (e.g., for assumptions, presumptions, alternative viewpoints, and logical consistency) to draw reasoned conclusions.
4. Communicate in writing effectively (e.g., fluent use of thesis, argumentation, support, source materials, organization, language, diction, grammar, syntax, and formatting).
5. Communicate orally effectively (e.g., strong organization, central message, language choice, supporting materials, and delivery techniques such as posture, gesture, eye contact, vocal expressiveness).
6. Demonstrate information literacy competencies by accessing information and evaluating its reliability and value, as well as collaboratively producing and sharing information ethically.
7. Demonstrate quantitative reasoning skills by applying mathematical and/or statistical concepts and techniques to analyze data in order to draw insightful conclusions within a wide variety of personal, professional, and public contexts.
8. Apply disciplinary knowledge in order to evaluate principles and practices of civic engagement and make informed decisions.
9. Engage with people and ideas from their own and other cultures (e.g., by seeking to understanding with curiosity, grace, humility, respect, and compassion).
10. Identify, analyze, and evaluate complex ethical issues within distinct ethical frameworks.
11. Interact with the breadth of Christian thought and practice by integrating at least two of the following: biblical texts, philosophical ideas, and theological traditions.
12. Synthesize and apply learning from multiple contexts including classroom and non-classroom experiences.
13. Utilize appropriate creative techniques or analytical constructs to examine, demonstrate, explain, interpret, or present artistic works in various settings and platforms.
14. Articulate best practices for improved personal wellness.

# Courses

## PRWR 110, Writing 1: The Art and Craft of Writing, 3 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from theoretical, historical, pedagogical, and practical perspectives. Students engage with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. Students also craft arguments of their own based on their research on the art and craft of writing. *Students must earn a C or higher in Writing 1 in order to register for Writing 2. *Meets the General Education Requirement: Writing 1: The Art Craft of Writing.*

## PRWR 112, Writing 1A: Writing and Rhetoric for Professional Students, 2 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from practical perspectives, engaging with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. *Meets the General Education Requirement: Writing 1 (PRWR112+PRWR115), Writing 1 (PRWR112+PRWR113).*

## PRWR 113, Writing 1B: Research and Writing for Professional Students, 2 Units

In this course, students build upon the foundation they established in PRWR 112, continuing to develop their writing processes and their writing portfolios by further revising, editing, and proofreading the major assignments from PRWR 112. They also improve their information literacy and research skills and write a comprehensive argument. Students must earn a C or better in PRWR 113 to enroll in Writing 2. *Meets the General Education Requirement: Writing 1 (PRWR112+PRWR113).*
**Prerequisite:** PRWR 112 Writing 1A: Writing and Rhetoric for Professional Students

## PRWR 115, Writing for Prior Learning, 3 Units

Writing is a lifelong skill that can be practiced and improved. In this course, each student writes a Prior Learning Essay, a key requirement for submitting a Prior Learning Assessment Portfolio (PLP). Writing the essay involves learning how to describe past experience, make reflective observations, articulate abstract principles, communicate personal competencies, perform self-guided research, and express one's professional goals. *Meets the General Education Requirement: Writing 1 (PRWR112+PRWR115).*
**Prerequisite:** Writing 1 or PRWR 112

## PRWR 260, Writing 2: Psychology Subdisciplines and Career Trajectories, 3 Units

This course provides a foundation for students to think, write and communicate as a psychological scientist. The specific style of writing is based on the American Psychological Association (APA) format that reflects the precepts within the discipline. The course focuses on the general writing process as well as the particular writing conventions in the social sciences to build critical skills in communication. As students learn to write thoughtfully and persuasively, students also engage in a comprehensive overview of the major subfields in the discipline of psychology and the variety of career trajectories that students may consider in behavioral settings. In the process of career exploration as it relates to central concerns, themes and professional trajectories, students will critically assess the writing style, questions, and arguments from multiple sub-disciplines. Students will also develop skill in formatting written work utilizing the style adopted by the APA in order to develop skills in effective writing, researching and identifying credible sources in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** C- or better in PRWR 110 or PRWR 113

## PRWR 261, Writing 2: Writing in Business, 3 Units

In this course, students critically assess the writing styles, questions, and arguments found in the organizational environment in order to better understand what is considered persuasive and effective writing in business and management. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** C- or better in PRWR 110 or PRWR 113

## PRWR 262, Writing 2: Criminal Justice Research Methods, 3 Units

This course is designed to introduce students to research writing in the social and behavioral sciences. Students will examine the basic methods of research design, measurement, and data collection in Criminology and Criminal Justice. Students will compare research writing to other genres of writing, taking into account audience and rhetorical situation (as learned in Writing 1). Additionally, this course will focus on teaching students the techniques used to define research problems, select and appropriately measure variables, state hypotheses, and select experimental methods, culminating in each student completing a research proposal (topic of their own choosing). *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** C- or better in PRWR 110 or PRWR 113, and PRCJ 110

# General Education Requirements for Traditional Undergraduate Students

APU's General Education program comprises five major outcome areas, and all of these requirements must be met by approved courses:

- Intellectual and Practical Skills
- Biblical, Theological, and Philosophical Formation
- Knowledge of Human Cultures and the Physical and Natural World
- Personal and Social Responsibility
- Integrative and Applied Learning

All courses approved to satisfy General Education requirements are identified in the class schedule and are included on the list of approved General Education courses; this list can be found below on this page, as well as at the Student Services Center (https://www.apu.edu/student-services/) and

at the Academic Success Center (https://www.apu.edu/advising/). Additional courses may be approved in the future, or some current courses may be removed in the future. Students are encouraged to take their General Education courses throughout all their years at APU.

Even though students work closely with a faculty advisor in determining their General Education requirements, the responsibility for fulfilling these requirements is solely that of the student. For more information, contact the Academic Success Center.

All students are required to access their Web-based Academic Requirements Report (through home.apu.edu (https://home.apu.edu)) under the Academics section for information regarding their major and General Education requirements and fulfillment of these requirements. Any questions about the application of transfer courses for course requirements should be directed to the Academic Success Center.

For additional information regarding the General Education program, visit either General Education for APU Students (https://sites.google.com/a/apu.edu/ge-for-apu-students/), or the General Education website tailored for faculty and staff (https://sites.google.com/a/apu.edu/apu-general-education/).

**Note: Bachelor of Music majors** are not required to take the Fitness for Life, Oral Communication, Foreign Language, Math, or Humanities: Fine Arts requirements. This statement does NOT apply to Bachelor of Arts music majors.

*Courses listed in 2 categories cannot satisfy both requirements; students must choose which category the course will fulfill.* The sole exception to this rule is UNRS 386, a 6-unit course course that is a combination of two other GE courses that meets the Intercultural Competence and the Civic Knowledge and Engagement categories.

# Intellectual and Practical Skills

Inquiry and Analysis, Critical and Creative Thinking, Written and Oral Communication, Personal Wellness, Quantitative Literacy, Information Literacy, and Teamwork and Problem Solving.

| Code | Title | Units |
|---|---|---|
| GE 100 | First-Year Seminar [1] | 3 |
| WRIT 110 | Writing 1: The Art and Craft of Writing | 3 |
| **Writing 2** | | **3** |
| Select one of the following: | | |
| WRIT 200 | Writing 2: Writing for Christian Practice | |
| WRIT 201 | Writing 2: Philosophy of Math, Logic, and Language | |
| WRIT 202 | Writing 2: Philosophical Writing in C. S. Lewis | |
| WRIT 203 | Writing 2: Writing in Religion, Cinema, and Popular Culture | |
| WRIT 204 | Writing 2: Writing for the Humanities in Spanish | |
| WRIT 210 | Writing 2: Writing in the Humanities | |
| WRIT 220 | Writing 2: Film Analysis and Criticism | |
| WRIT 221 | Writing 2: Writing for Visual Thinkers | |
| WRIT 222 | Writing 2: Writing about Music | |
| WRIT 240 | Writing 2: Scientific Writing | |
| WRIT 241 | Writing 2: Physical Activity and Health Promotion | |
| WRIT 242 | Writing 2: Entrepreneurial Tech Start-ups | |
| WRIT 243 | Writing 2: Mathematical Careers and Callings | |
| WRIT 260 | Writing 2: Psychology Subdisciplines and Career Trajectories | |
| WRIT 261 | Writing 2: Writing in Business | |
| WRIT 262 | Writing 2: Criminal Justice Research Methods | |
| WRIT 263 | Writing 2: Writing Ethnography in the Social Sciences | |
| UNRS 306 | Writing 2: Theoretical Frameworks in Nursing | |
| **Writing 3** | | **3** |
| Select one of the following: | | |
| ACCT 425 | Writing 3: Accounting Ethics | |
| ART 356 | Writing 3: History of Modern Art and Architecture | |
| BIOL 496 | Writing 3: Ethics and the Sciences | |
| BUSI 495 | Writing 3: Business Ethics | |
| CINE 375 | Writing 3: Screenwriting | |
| CINE 387 | Writing 3: Nonfiction Writing for Visual Media | |
| CJ 362 | Writing 3: Criminal Justice Research Design | |

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|---|---|---|
| CJ 496 | Writing 3: Senior Capstone in Criminal Justice | |
| COMM 305 | Writing 3: Writing for Communication | |
| CS 496 | Writing 3: Ethics in Computing and Engineering | |
| DSGN 380 | Writing 3: Visual Storytelling and Design Identity | |
| EDLS 496 | Writing 3: Education and Professional Ethics | |
| ENGL 406 | Writing 3: Advanced Composition | |
| ENGR 496 | Writing 3: Engineering Management, Economics, and Ethics | |
| GLBL 350 | Writing 3: Global Study Project | |
| HIST 300 | Writing 3: Historical Research and Writing | |
| KIN 490 | Writing 3: Research Methods in Kinesiology | |
| MATH 480 | Writing 3: Mathematical Reading, Writing, and Presentation | |
| MIN 300 | Writing 3: Culture and Ministry | |
| MUS 352 | Writing 3: Baroque, Classical, and Early Romantic Music Literature | |
| PHIL 340 | Writing 3: Concepts of Human Nature | |
| PHYC 470 | Writing 3: Advanced Laboratory | |
| POLI 300 | Writing 3: Research and Writing | |
| PSYC 496 | Writing 3: Senior Seminar in Psychology and Christian Integration | |
| PUBR 330 | Writing 3: Public Relations Writing for Campaigns | |
| SOC 471 | Writing 3: Qualitative Social Research Methods | |
| SOC 472 | Writing 3: Quantitative Social Research Methods | |
| SOCW 479 | Writing 3: Social Work Research Project | |
| SPAN 460 | Writing 3: Survey of the Literature of the Spanish-Speaking World | |
| THEO 424 | Writing 3: The Formation of Early Christianity | |
| THEO 425 | Writing 3: American Christianity | |
| THEO 427 | Writing 3: The History of Christian Spirituality | |
| THEO 428 | Global Christianity | |
| THTR 374 | Writing 3: Playwriting | |
| THTR 496 | Writing 3: Ethics in Theater, Film, and Television | |
| UBBL 476 | Writing 3: Women in the Biblical Tradition | |
| UNRS 496 | Writing 3: Ethics and Issues in Health Care | |
| VOC 300 | Writing 3: Writing Within and Between Disciplines | |
| **Oral Communication** [2] | | **3** |
| Select one of the following: | | |
| BUSI 120 | Business Communications | |
| COMM 111 | Public Communication | |
| CS 120<br>& CS 290<br>& CS 480 | Introduction to Computer Science I<br>and Database Management Systems<br>and Senior Capstone Project | |
| CS 120<br>& ENGR 240<br>& ENGR 480 | Introduction to Computer Science I<br>and Digital Logic Systems<br>and Senior Design Project II | |
| SPAN 420 | Public Speaking in Spanish | |
| THTR 200<br>& THTR 250 | Beginning Voice for the Actor<br>and Intermediate Voice for the Actor | |
| **Personal Wellness** [3] | | **1** |
| Select one of the following: | | |
| ATHL 301 | Varsity Baseball: Men | |
| ATHL 302 | Varsity Basketball: Men | |
| ATHL 303 | Varsity Track and Field: Men and Women | |
| ATHL 304 | Varsity Cross Country: Men and Women | |
| ATHL 305 | Varsity Tennis: Men and Women | |
| ATHL 307 | Varsity Football: Men | |
| ATHL 308 | Varsity Basketball: Women | |

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|---|---|---|
| ATHL 309 | Varsity Volleyball: Women | |
| ATHL 310 | Varsity Soccer: Men | |
| ATHL 311 | Varsity Soccer: Women | |
| ATHL 312 | Varsity Softball: Women | |
| ATHL 313 | Varsity Swimming and Diving: Women | |
| ATHL 314 | Varsity Water Polo: Women | |
| ATHL 315 | Varsity Acrobatics and Tumbling | |
| ATHL 316 | Varsity Cheer | |
| FFL 108 | Fitness for Life: Walking/Jogging | |
| FFL 109 | Fitness for Life: Cycling | |
| FFL 110 | Fitness for Life: Basketball | |
| FFL 112 | Fitness for Life: Beginning Swimming and Conditioning | |
| FFL 113 | Fitness for Life: Ultimate Frisbee | |
| FFL 114 | Fitness for Life: Flag Football | |
| FFL 115 | Fitness for Life: Recreational Games | |
| FFL 116 | Fitness for Life: Weight Training | |
| FFL 117 | Fitness for Life: Cardio Strength Fusion | |
| FFL 118 | Fitness for Life: Triathlon | |
| FFL 121 | Fitness for Life: Dance for the Theater | |
| FFL 122 | Fitness for Life: Hiking | |
| FFL 125 | Fitness for Life: Yoga | |
| FFL 126 | Fitness for Life: Sand Volleyball | |
| FFL 127 | Fitness for Life: Soccer | |
| FFL 128 | Fitness for Life: 5K (Beginning) | |
| FFL 129 | Fitness for Life: 5k (Intermediate) | |
| FFL 130 | Fitness for Life: Zumba | |
| FFL 131 | Fitness for Life: Kinesiology | |
| **Quantitative Literacy** | | **3** |
| Select one of the following: | | |
| BUSI 111 | Business Statistics | |
| MATH 110 | College Algebra | |
| MATH 115 | Mathematics in Society | |
| MATH 130 | Introduction to Statistics | |
| UNRS 299 | Statistics and Data Management for Nursing and Health Care | |
| **Total Units** | | **19** |

[1] Due to the first-year focus of GE 100 (First-Year Seminar), students who fail this course in their first semester will be required to repeat the course during their next semester at APU.

[2] ENGR 120 may be taken in place of CS 120, as these are crosslisted courses.
CS 242 may be taken in place of ENGR 240, as these are crosslisted courses.

[3] The Personal Wellness General Education category is only required for traditional undergraduate students with less than 60 transfer units.

# Knowledge of Human Cultures and the Physical and Natural World

| Code | Title | Units |
|---|---|---|
| **History** | | **3** |
| Select one of the following: | | |
| HIST 120 | World Civilizations to 1648 | |
| HIST 121 | World Civilizations Since 1648 | |
| HIST 151 | United States History to 1877 | |
| HIST 152 | United States History Since 1877 | |
| HUM 221 | Core Texts in History | |
| or HUM 321 | Core Texts in History | |

| | | |
|---|---|---|
| MUS 455 | Late Romantic and 20th-Century Music Literature (Bachelor of Music Majors only) | |
| **Literature** | | **3** |
| Select one of the following: | | |
| ENGL 111 | Studies in Literature | |
| ENGL 222 | English Literature to 1789 | |
| ENGL 224 | World Literature to the Renaissance | |
| ENGL 232 | English Literature Since 1789 | |
| ENGL 234 | World Literature Since the Renaissance | |
| ENGL 244 | American Literature to 1865 | |
| ENGL 254 | American Literature Since 1865 | |
| HUM 222 | Core Texts in Literature | |
| or HUM 322 | Core Texts in Literature | |
| SPAN 332 | Literary Masters | |
| **Fine Arts** | | **3** |
| Select one of the following: | | |
| ART 105 | Ceramics I | |
| ART 145 | Drawing I | |
| ART 150 | Introduction to Art | |
| ART 160 | Photography I | |
| ART 310 | Fundamental Art Experiences | |
| ART 354 | History of Ancient Art and Architecture | |
| ART 357 | History of Contemporary Art and Architecture | |
| ART 361 | History of Early Christian and Medieval Art and Architecture | |
| ART 362 | History of Renaissance to Rococo Art and Architecture | |
| ART 403 | Multicultural Art | |
| CINE 101 | Christianity and the Creative Process | |
| CINE 160 | Introduction to Digital Filmmaking | |
| CINE 275 | History of Television and Digital Media | |
| CINE 285 | History of Film | |
| DSGN 115 | Using Digital Media in a Visual World | |
| HUM 223 | Core Texts in Aesthetics | |
| or HUM 323 | Core Texts in Aesthetics | |
| MUS 120 | Music Fundamentals | |
| MUS 121 | Music Theory I | |
| MUS 395 | History of Film Music | |
| THTR 101 | Christianity and the Creative Process | |
| THTR 110 | Introduction to Acting | |
| THTR 115 | Introduction to Theater | |
| THTR 273 | Acting Shakespeare | |
| **Social Sciences** | | **3** |
| Select one of the following: | | |
| CJ 110 | Introduction to Criminal Justice | |
| CS 115 | Impact of Social Media | |
| ECON 200 | Survey of Economics | |
| ECON 250 | Principles of Macroeconomics | |
| GLBL 465 | Globalization and Development | |
| MGMT 211 | Organizational Leadership | |
| MGMT 212 | Managing Diverse Teams and Groups | |
| PSYC 110 | General Psychology | |
| PSYC 290 | Human Growth and Development | |
| PSYC 345 | Psychology of Child and Adolescent Development | |
| SOC 120 | Introduction to Sociology | |

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|---|---|---|
| TESP 502 | Science of Teaching I: How Students Learn | |
| **Natural Sciences (with lab)** | | **4** |
| Select one of the following: | | |
| BIOL 101 | Biology and Society [†] | |
| BIOL 151 | General Biology I | |
| BIOL 231 | Human Anatomy and Physiology II | |
| BIOL 325 | Humans and the Environment | |
| CHEM 101 | Chemistry and Society | |
| CHEM 123 | General, Organic, and Biological Chemistry for the Health Sciences | |
| CHEM 151 | General Chemistry I | |
| PHYC 112 | Science and Technology for Everyday Applications | |
| PHYC 155<br>& PHYC 145 | Physics for Life Sciences I<br>and Physics Laboratory I | |
| PHYC 165<br>& PHYC 145 | Physics for Science and Engineering: Mechanics<br>and Physics Laboratory I | |
| **Ancient and Modern Languages [1]** | | |
| ASL 101<br>& ASL 102 | American Sign Language I<br>and American Sign Language II | |
| CHIN 101<br>& CHIN 102 | Elementary Chinese I<br>and Elementary Chinese II | |
| FREN 101<br>& FREN 102 | Elementary French I<br>and Elementary French II | |
| GERM 101<br>& GERM 102 | Elementary German I<br>and Elementary German II | |
| GRKB 200<br>& GRKB 201 | Elementary Greek I<br>and Elementary Greek II | |
| GRKC 200<br>& GRKC 201 | Elementary Classical Greek I<br>and Elementary Classical Greek II | |
| HEBB 200<br>& HEBB 201 | Elementary Hebrew I<br>and Elementary Hebrew II | |
| JAPA 101<br>& JAPA 102 | Elementary Japanese I<br>and Elementary Japanese II | |
| LTN 200<br>& LTN 201 | Elementary Latin I<br>and Elementary Latin II | |
| MODL 101<br>& MODL 102 | Modern Language I<br>and Modern Language II | |
| SPAN 101<br>& SPAN 102 | Elementary Spanish I<br>and Elementary Spanish II [†] | |
| SPAN 103<br>& SPAN 104 | Elementary Spanish I for Healthcare Professionals<br>and Elementary Spanish II for Healthcare Professionals | |
| TESL 101<br>& TESL 102 | English for Academic Purposes I<br>and English for Academic Purposes II | |
| **Total Units** | | **16** |

[†]   This course is available through one or more of the APU Study Away Semester programs. See full program options at: GE and Study Away (https://sites.google.com/a/apu.edu/apu-general-education/ge-and-study-away/).

[1]   Ancient and Modern Languages is a proficiency requirement that may be met by taking OPIc, SAT, AP, CLEP, or FLATS test score, or completion of an APU language course numbered 102 or higher. APU language courses are listed here for reference.

## Biblical, Theological, and Philosophical Formation

Interpretation, analysis, and application of scriptural principles.

| Code | Title | Units |
|---|---|---|
| MIN 108 | Christian Life, Faith, and Ministry | 3 |
| UBBL 100 | Introduction to Biblical Literature: Exodus/Deuteronomy | 3 |

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|---|---|---|
| UBBL 230 | Luke/Acts | 3 |
| or UBBL 235 | Luke/Acts through a Latinx Lens | |
| **Philosophy** | | **3** |
| Select one of the following: | | |
| HUM 224 | Core Texts in Philosophy | |
| or HUM 324 | Core Texts in Philosophy | |
| PHIL 100 | Introduction to Philosophy | |
| **Theology** | | **3** |
| Select one of the following: | | |
| HUM 325 | Core Texts in Christianity | |
| THEO 200 | Theology and the Christian Life | |
| THEO 301 | Faith and the Arts | |
| THEO 352 | Church History: Apostolic Era to the Eve of the Reformation | |
| THEO 354 | Church History from the Eve of the Reformation to the Present | |
| **Upper-Division Bible** | | **3** |
| Select one of the following: | | |
| UBBL 310 | The Rise of the King: I and II Samuel | |
| UBBL 311 | Old Testament Prophets | |
| UBBL 317 | Ruth and Esther | |
| UBBL 320 | Psalms and Wisdom | |
| UBBL 330 | Life and Teachings of Jesus | |
| UBBL 331 | The Gospel and Letters of John | |
| UBBL 340 | Romans and Galatians | |
| UBBL 341 | Thessalonian and Corinthian Epistles | |
| UBBL 350 | Biblical Lands and Cultures | |
| **Total Units** | | **18** |

## Personal and Social Responsibility

Civic Knowledge and Engagement (local and global), Intercultural Knowledge and Competence, Ethical Reasoning and Action, and Foundations and Skills for Lifelong Learning.

| Code | Title | Units |
|---|---|---|
| **Civic Knowledge and Engagement** | | **3** |
| Select one of the following: [1] | | |
| BIOL 320 | Ecology | |
| BUSI 100 | Personal Finance | |
| BUSI 110 | Business and Entrepreneurship | |
| CINE 475 | Civic Engagement Through Media | |
| CJ 200 | Criminal Justice, Civic Engagement and Social Responsibility | |
| DSGN 430 | Applied Design | |
| ECON 359 | Urban and Regional Economics | |
| EDLS 200 | Introduction to Teaching as a Profession K-12 | |
| EDLS 202 | Introduction to Teaching as a Profession (7-12) | |
| ENGR 101 | Introduction to Engineering and Computing | |
| GAME 475 | Civic Engagement Through Games | |
| GLBL 120 | Contemporary Global Issues | |
| GLBL 315 | Urban Society | |
| GLBL 355 | Principles and Practice of Community Engagement | |
| HUM 202 | Civic Knowledge and Engagement | |
| JOUR 220 | Press Theory and Democracy | |
| KIN 424 | Disability, Movement, and Inclusive Engagement | |
| MGMT 448 | Organizational and Administrative Behavior | |
| MKTG 262 | Consumer Behavior: An Applied Approach | |

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| MUS XXX - 4 Semesters of Musical Ensembles | | |
| PHIL 301 | Practical Ethics | |
| PHYC 112 | Science and Technology for Everyday Applications | |
| POLI 150 | American Government | |
| PSYC 420 | Political Psychology | |
| SOCW 250 | Introduction to Social Work | |
| SPAN 415 | Politics and Society in Latin America | |
| TESP 504 | Schools and Educational Systems | |
| THTR 365 | Theater for Social Change | |
| UNRS 382 | Community Health Nursing | |
| UNRS 386 | Population and Community Health Nursing [2] | |
| VOC 200 | Exploring Vocation | |
| **Intercultural Competence** | | **3** |
| Select one of the following: | | |
| BUSI 370 | International Business | |
| CINE 351 | Film and Social Issues | |
| CINE 451 | World Cinema | |
| COMM 260 | Intercultural Communication [†] | |
| CS 110 | STEM as Vocation | |
| EDLS 405 | Diversity in the Classroom | |
| ENGL 364 | American Ethnic Literature | |
| ENGR 110 | STEM as Vocation | |
| ETHN 150 | Introduction to Ethnic Studies | |
| ETHN 355 | The Asian American Experience | |
| ETHN 356 | The African American Experience | |
| ETHN 357 | The Chicano(a)/Latino(a) Experience | |
| ETHN 358 | Native American/Indigenous Experience | |
| GLBL 201 | Anthropology for Everyday Life | |
| GLBL 260 | Intercultural Communication | |
| GLBL 318 | Immigration and Integration | |
| HIST 235 | Cultural History/Travel Study [†] | |
| HIST 346 | History of American Immigration | |
| HUM 201 | Intercultural Knowledge and Competence | |
| MINC 330 | Intercultural Ministries | |
| MINC 430 | Race, Reconciliation, and Ministry | |
| MKTG 260 | Principles of Marketing | |
| MUS 201 | Introduction to World Music | |
| MUS 302 | Soul Music | |
| PHIL 252 | Classical Chinese Ethics | |
| PHIL 451 | Race, Sex and Science | |
| PHIL 452 | Classical Chinese Ethics | |
| PSYC 400 | Multicultural Psychology | |
| RELG 200 | World Religions | |
| RELG 350 | Judaism: A Story of Hope | |
| RELG 351 | Islam: The Way of Submission | |
| RELG 352 | Hinduism: Karma, Dharma, and Yoga | |
| RELG 353 | East Asian Religions and Mindfulness | |
| SOC 235 | Race and Ethnicity | |
| SOC 358 | Human Diversity | |
| SOCW 275 | Social Justice Foundations for Human Rights | |
| SPAN 301 | Spanish Conversation and Community | |
| TESP 503 | The Soul of Teaching: Tapestry of American Education | |

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|---|---|---|
| THEO 428 | Global Christianity | |
| THEO 480 | Theology from the Margins | |
| THTR 225 | History of Theater to the Nineteenth Century | |
| UBBL 350 | Biblical Lands and Cultures | |
| UBBL 482 | Global Biblical Interpretation | |
| UNRS 383 | International Health Nursing [†] | |
| UNRS 384 | Urban/Rural Health Nursing | |
| UNRS 386 | Population and Community Health Nursing [2] | |
| **Total Units** | | **6** |

[1] The Civic Engagement requirement may also be met with 4 semesters of music performing ensembles and a civic engagement paper to be completed during the fourth semester. See the Department of Music (p. 230) section of this catalog for a list of options.

[2] UNRS 386 is a 6-unit course that combines content from UNRS 382 and UNRS 384. When completed, this course meets the General Education requirements for Civic Knowledge and Engagement, and for Intercultural Competence.

[†] This course is available through one or more of the APU Study Away Semester programs. See full program options at: GE and Study Away (https://sites.google.com/a/apu.edu/apu-general-education/ge-and-study-away/).

## Integrative and Applied Learning [*]

| Code | Title | Units |
|---|---|---|
| **Integrative and Applied Learning** | | **0-6 (3 average)** |
| Select one of the following: | | |
| ART 450 | Portfolio | |
| BIOL 300 | Genetics | |
| BIOL 326 | Neurobiology | |
| BIOL 465 | Practicum and Topics in Allied Health | |
| CHEM 320 & CHEM 330 | Instrumental Analysis: Theory and Instrumental Analysis - Lab | |
| CINE 493 | Capstone Project in Cinematic Arts | |
| CINE 494 | Production Capstone | |
| CJ 460 | Criminal Justice Internship | |
| CJ 494 | Senior Capstone in Criminal Justice | |
| COMM 490 | Communication Internship | |
| CS 470 | Software Engineering | |
| CS 491 | Computer Science Internship | |
| DSGN 450 | Design Portfolio | |
| EDLS 495 | Foundations of Education Capstone | |
| ENGL 490 | Writing Internship | |
| ENGL 496 | English and the Professions | |
| ENGR 491 | Engineering Internship | |
| GAME 494 | Game Studio Capstone I | |
| GAME 496 | Game Studio Capstone II | |
| GLBL 420 | Sustainable Societies | |
| HIST 496 | Senior Seminar in Faith and History | |
| KIN 495 | Internship in Exercise Science | |
| MATH 496 | Mathematics Senior Seminar | |
| MGMT 210 | Principles of Management | |
| MGMT 214 | Project Management | |
| MGMT/BUSI/MKTG 350 | Business Management Internship | |
| MGMT 450 | Strategic Management | |
| MIN 496 | Senior Seminar: Church and Society | |
| MUS 491 | Senior Recital | |
| MUS 492 | Senior Project in Commercial Music | |

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|---|---|---|
| PE 451 | Methods in Physical Education: 7-12 | |
| PHIL 496 | Senior Seminar | |
| PHYC 300<br>& PHYC 499 | Physics Research Seminar<br>and Physics Thesis | |
| POLI 496 | Senior Seminar: Religion and Politics | |
| PSYC 455 | Field Experience [†] | |
| PSYC 475 | Research Experience | |
| SOC 410 | Field Internships | |
| SOCW 467 | Senior Practicum Seminar I | |
| SPAN 480 | Spanish Capstone Seminar | |
| SPED 550<br>& SPED 553 | Clinical Practice I: Mild to Moderate Support Needs<br>and Clinical Practice II: Mild to Moderate Support Needs | |
| SPED 551<br>& SPED 552 | Clinical Practice I: Mild to Moderate Disabilities<br>and Clinical Practice II: Mild to Moderate Disabilities | |
| SPED 570<br>& SPED 573 | Clinical Practice I: Extensive Support Needs<br>and Clinical Practice II: Extensive Support Needs | |
| SPED 571<br>& SPED 572 | Clinical Practice I: Moderate to Severe Disabilities<br>and Clinical Practice II: Moderate to Severe Disabilities | |
| TEP 551<br>& TEP 552 | Clinical Practice I: Multiple Subject Credential<br>and Clinical Practice II: Multiple Subject Credential | |
| TEP 561<br>& TEP 562 | Clinical Practice I: Single Subject Credential<br>and Clinical Practice II: Single Subject Credential | |
| THEO 496 | Senior Seminar: Theology and Social Issues | |
| THTR 472 | Business of Acting/Hollywood Showcase | |
| THTR 499 | Capstone Project in Theater Arts | |
| UBBL 496 | Senior Seminar: Biblical Theology and Ethics | |
| UNRS 412 | Clinical Residency Nursing | |
| UNRS 414 | Advanced Nursing Care of Adults | |
| VOC 450 | Interdisciplinary Internship | |
| **Total Units** | | **0-6** |

†     This course is available through one or more of the APU Study Away Semester programs. See full program options at: GE and Study Away (https://sites.google.com/a/apu.edu/apu-general-education/ge-and-study-away/).

*     Integrative and Applied Learning options vary by department and range from 0-6 units.

| Code | Title | Units |
|---|---|---|
| Intellectual and Practical Skills | | 19 |
| Knowledge of Human Cultures and the Physical and Natural World | | 16 |
| Biblical, Theological, and Philosophical Formation | | 18 |
| Personal and Social Responsibility | | 6 |
| Integrative and Applied Learning | | 3 |
| **Average Total Units:** | | **62** |

# Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze the interactions of specific disciplines (e.g., science, mathematics, social science, humanities, history, language, or arts) with human culture.
2. Apply scientific vocabulary, data, methods, and/or principles to explain natural or human phenomena.
3. Critically analyze arguments (e.g., for assumptions, presumptions, alternative viewpoints, and logical consistency) to draw reasoned conclusions.
4. Communicate in writing effectively (e.g., fluent use of thesis, argumentation, support, source materials, organization, language, diction, grammar, syntax, and formatting).
5. Communicate orally effectively (e.g., strong organization, central message, language choice, supporting materials, and delivery techniques such as posture, gesture, eye contact, vocal expressiveness).

6. Demonstrate information literacy competencies by accessing information and evaluating its reliability and value, as well as collaboratively producing and sharing information ethically.

7. Demonstrate quantitative reasoning skills by applying mathematical and/or statistical concepts and techniques to analyze data in order to draw insightful conclusions within a wide variety of personal, professional, and public contexts.

8. Apply disciplinary knowledge in order to evaluate principles and practices of civic engagement and make informed decisions.

9. Engage with people and ideas from their own and other cultures (e.g., by seeking to understanding with curiosity, grace, humility, respect, and compassion).

10. Identify, analyze, and evaluate complex ethical issues within distinct ethical frameworks.

11. Interact with the breadth of Christian thought and practice by integrating at least two of the following: biblical texts, philosophical ideas, and theological traditions.

12. Synthesize and apply learning from multiple contexts including classroom and non-classroom experiences.

13. Utilize appropriate creative techniques or analytical constructs to examine, demonstrate, explain, interpret, or present artistic works in various settings and platforms.

14. Articulate best practices for improved personal wellness.

## Courses

### GE 100, First-Year Seminar, 3 Units

First-Year Seminar is designed to introduce students to academic success strategies and foster a sense of belonging at the university through engagement in the curricular and cocurricular life on campus. These small, seminar-style classes form around a broad, interdisciplinary topic or question and are taught by experienced faculty focused on students' critical thinking and communication skills, information literacy, spiritual formation, diversity competency, and wellness. The course helps students clarify their purpose, meaning, and direction, and promotes campus engagement and utilization of campus resources. *Meets the General Education Requirement: First Year Seminar.*
**Corequisite:** MATH 90, MATH 99, or ALEKS 30-100 or satisfaction of GE Quantitative Literacy requirement.

### GE 101, Academic Success Lab, 1 Unit

The Academic Success Lab is designed to support student admitted to the University in the Academic Success Launch Program. Through this course students will gain an increased awareness of on campus resources, create personal and academic goals and will be able to implement success strategies to maintain good academic standing at APU.
**Prerequisite:** Admission into the Academic Success Launch Program

### WRIT 101, Writing Lab, 1 Unit

WRIT 101 is a one-unit course designed to support students currently enrolled in any course at APU where assistance is needed to meet college-level writing expectations. The Lab will provide a space for students to engage with the foundational concepts introduced in APU's writing program, such as developing a writing process, understanding rhetorical situations, and crafting sound arguments. Within a casual, interactive workshop format that is practical and tailored to the unique needs of the group members, students meet four times weekly to further develop their writing skills and their individual writing processes. Students should expect to bring assignments or projects from their class to each Lab meeting.
**Prerequisite:** Students must be enrolled at APU.

### WRIT 110, Writing 1: The Art and Craft of Writing, 3 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from theoretical, historical, pedagogical, and practical perspectives. Students engage with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. Students also craft arguments of their own based on their research on the art and craft of writing. *Students must earn a C- or higher in Writing 1 in order to register for Writing 2. *Meets the General Education Requirement: Writing 1: The Art Craft of Writing.*

### WRIT 120, Writing 1 Lab, 1 Unit

For students who have chosen through advising and self-placement to receive the extra support that will encourage success in their Writing 1 course, the Writing 1 Lab provides weekly tutorials on Writing 1 assignments and brief assignments that provide enrichment in reading/writing/rhetoric/grammar in ways that support their work as writers in Writing 1. During weekly one hour sessions, students will work with a writing coach to further develop their writing processes, their handling of language conventions at the sentence and paragraph level, and deepen their reading and writing through peer editing sessions with a writing coach. Work will include tutoring on Writing 1 assignments, including rough drafts for Writing 1, and additional small assignments designed for the lab to link reading, writing, logic, and grammar. Students should expect to work two additional hours outside of the session. 1 unit course.
**Prerequisite:** Co-requisite: WRIT 110

### WRIT 200, Writing 2: Writing for Christian Practice, 3 Units

In this course, students will critically assess the writing styles, questions, and arguments of one or more disciplines in order to better understand what is considered persuasive and effective writing in those fields. Students will respond to and evaluate writing, methodologies, ideas, and arguments and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, MIN 108; HON 101 or C- or Better in WRIT 110

## WRIT 201, Writing 2: Philosophy of Math, Logic, and Language, 3 Units

Why is mathematics so effective in describing the physical universe? What happens when ordinary reasoning and languages are translated into more abstract mathematical and logical symbolism? Is anything lost in translation? This course introduces students to these and other questions on the nature of mathematics, logic, and language. Students evaluate the arguments, writing styles, rhetorical strategies, and types of evidence employed by the mathematicians, scientists, and philosophers addressing these questions. By critically thinking about formal logical and mathematical discourse, students become better writers in and about that discourse. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110; PHIL 310 or MATH 280 or instructor's consent.

## WRIT 202, Writing 2: Philosophical Writing in C. S. Lewis, 3 Units

C. S. Lewis was one of the most influential public Christian intellectuals of the 20th century. One of the reasons for this is that he wrote clearly and persuasively about the perennial questions of philosophy but for the common person. In this course, we will study and practice the art of writing well on philosophical matters for a broad audience. Students will critically assess the writing styles, questions, and arguments of philosophical writing for a general audience and will contrast what it takes to do such writing well with related forms of writing such as philosophical writing for a specialist audience and philosophical writing in fictional form. We will do so by analyzing, emulating, and critiquing the work of C. S. Lewis from the standpoint of philosophy. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 203, Writing 2: Writing in Religion, Cinema, and Popular Culture, 3 Units

In this course, students critically assess the writing styles, questions, and arguments in the discipline of religious studies, with special focus on the study of religion and visual studies in order to better understand what is considered persuasive and effective writing in religious studies. Students respond to and evaluate writing, methodologies, ideas, arguments, and genres, and practice rhetorical strategies employed in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110.

## WRIT 204, Writing 2: Writing for the Humanities in Spanish, 3 Units

Students in this course critically assess writing styles, questions, and arguments important to the humanities through a study of great works and life's enduring questions. In order to understand better what is considered persuasive and effective writing in the humanities, students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies employed in the liberal arts. The entire course, including all assignments, is in Spanish. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110, and SPAN 202

## WRIT 210, Writing 2: Writing in the Humanities, 3 Units

In this course, students will critically assess writing styles, questions, and arguments important to the humanities through a study of great works and life's enduring questions. In order to understand better what is considered persuasive and effective writing in the humanities, students will respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in the liberal arts. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 220, Writing 2: Film Analysis and Criticism, 3 Units

This course is an introduction to film as a narrative and visual medium, emphasizing the terms, methods, and techniques of film analysis. Students view and discuss films in terms of formal elements - plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110, and department consent.

## WRIT 221, Writing 2: Writing for Visual Thinkers, 3 Units

In this course, students examine writing styles as expressed in the studio arts and design, whether as criticism, analysis, personal expression, persuasion, or artist and designer statements. Students will learn how to translate their visual world into words, and to evaluate visual ideas, both their own and others; as those gifted for visual expression are able. In order to understand how to write persuasively and effectively, students will examine theoretical approaches that are employed as conceptual frameworks in making art and design. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 222, Writing 2: Writing about Music, 3 Units

In this course, students examine methods and tools of research and writing in music. They assess and practice various writing styles, as well as questions and arguments associated with (1) the historical fields of research (e.g., musicology, ethnomusicology, music education, music criticism, music analysis, program notes) and (2) music entrepreneurship (e.g., music business, production, marketing, artist management). Students also become familiar with online and hard copy music resources available in Marshburn Memorial Library. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 240, Writing 2: Scientific Writing, 3 Units

In this course, students critically assess genres of scientific writing, including scientific journal articles, grant proposals, and writing for popular audiences, examining writing styles and forms of argument that are considered persuasive in the sciences. Students also evaluate writing samples, methodologies, ideas, and arguments, and practice writing in scientific genres. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110; and BIOL 152, BIOL 250, CHEM 152, PHYC 156, or PHYC 166.

## WRIT 241, Writing 2: Physical Activity and Health Promotion, 3 Units

Students in this course have multiple opportunities to share knowledge through written assignments and brief verbal responses. The course activities challenge the student to consider the audience and platform for communication, develop a concise argument, persuade readers, and critically evaluate research articles. Students also enhance their skills in literature searches using library databases, and gain proficiency in citing using APA formatting. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100; HON 101 or C- or better in WRIT 110; C- or higher in BIOL 230 or BIOL 250; students must be kinesiology majors, other majors may enroll by instructor consent.

## WRIT 242, Writing 2: Entrepreneurial Tech Start-ups, 3 Units

In this course, students critically assess the writing styles, questions, and arguments of business, computer science, and technology in order to better understand what is considered persuasive and effective writing in these fields. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field while analyzing and contributing to current trends in the field through the creation of relevant business-tech documents. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110

## WRIT 243, Writing 2: Mathematical Careers and Callings, 3 Units

In this course, students explore a variety of mathematical careers, assess writings from subdisciplines of mathematics, evaluate arguments regarding the purpose or value of mathematics, and explore the value of mathematical work in their individual contexts. Students critically assess the writing styles, questions, and arguments of mathematicians in a variety of careers in order to better understand what is considered persuasive and effective writing in those fields, and also practice rhetorical strategies. Course material includes Christian perspectives on the value of work and culture in general and the value and purpose of mathematical work in particular. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** HON 101 or WRIT 110 with C- or better

## WRIT 260, Writing 2: Psychology Subdisciplines and Career Trajectories, 3 Units

This course provides a foundation for students to think, write, and communicate as psychological scientists. The specific style of writing is based on the American Psychological Association (APA) format, which reflects the precepts of the discipline. The course focuses on the general writing process as well as the particular writing conventions in the social sciences to build critical skills in communication. As students learn to write thoughtfully and persuasively, they also engage in a comprehensive overview of the major subfields in the discipline of psychology and the variety of career trajectories that students may consider in behavioral settings. In the process of career exploration as it relates to central concerns, themes, and professional trajectories, students critically assess the writing style, questions, and arguments from multiple subdisciplines. Students also develop skill in formatting written work utilizing APA style, in order to develop skills in effective writing, researching, and identifying credible sources in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110.

## WRIT 261, Writing 2: Writing in Business, 3 Units

In this course, students critically assess the writing styles, questions, and arguments found in the organizational environment in order to better understand what is considered persuasive and effective writing in business and management. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 262, Writing 2: Criminal Justice Research Methods, 3 Units

This course introduces students to research writing in the social and behavioral sciences, including the basic methods of research design, measurement, and data collection in criminology and criminal justice. Students compare research writing to other genres of writing, taking into account audience and rhetorical situation (as learned in Writing 1). Students also learn the techniques used to define research problems, select and appropriately measure variables, state hypotheses, and select experimental methods, culminating in each student completing a research proposal on a topic of their own choosing. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110; MATH 115 or MATH 130; and CJ 110

## WRIT 263, Writing 2: Writing Ethnography in the Social Sciences, 3 Units

Ethnography is a research methodology used in business, education, health care, and ministry. In this course, students critically assess genres of ethnographic writing in the social sciences, including analytical journals, journal articles, and writing for popular audiences. Students examine writing styles and forms of argument that are considered persuasive in the social sciences. Students evaluate writing samples, methodologies, ideas, and arguments, and practice writing in social scientific genres. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

# Honors Course Equivalency

Students who have completed Honors (p. 884) courses will be granted GE credit according to the following chart:

| Honors Course(s) Completed | GE Requirement(s) Satisfied* |
|---|---|
| HON 101 (Leadership, 6 units) | UBBL 100, Oral Communication, GE 100, and WRIT 110 |
| 6 Units from HON 240, HON 260, HON 280, or HON 300 | Student's Choice of 6 Units from MIN 108 or UBBL 230, Humanities: Literature, Humanities: History, or Philosophy |
| 12 units from HON 240, HON 260, HON 280, or HON 300 | Student's choice of 12 units from MIN 108, UBBL 230, Humanities: Literature, Humanities: History, Humanities: Fine Arts, Philosophy, and Writing 2: Genre, Evidence, and Persuasion |
| 18 units from HON 240, HON 260, HON 280, or HON 300 | Student's choice of 18 units from: MIN 108, UBBL 230, Humanities: Literature, Humanities: History, Humanities: Fine Arts, Philosophy, Civic Knowledge and Engagement, Intercultural Competence, Theology, and Writing 2: Genre, Evidence, and Persuasion |
| 24 units from HON 240, HON 260, HON 280, and HON 300 | Student's choice of 24 units from: MIN 108, UBBL 230, Humanities: Literature, Humanities: History, Humanities: Fine Arts, Philosophy, Theology, Civic Knowledge and Engagement, Intercultural Competence, Integrative and Applied Learning, Writing 2: Genre, Evidence, and Persuasion, and Writing 3: Writing in the Discipline |
| HON 340 (Nature, 6 units) | Humanities: Natural Sciences and Humanities: Social Sciences |
| HON 360 (Democracy, 3 units) | Humanities: History |
| HON 380 (Wisdom, 3 units) | Upper-Division Bible |

**\*Though the completion of certain Honors courses results in GE credit, some courses in the second column may still be required for the student's other (non-Honors humanities) major.**

# Time to Completion

The following represents the average time it takes for a student to complete a degree program, assuming they maintain a full-time study load.

| | |
|---|---|
| Bachelor Degrees (Traditional and Professional) | 4 years |
| Adapted Physical Education Added Authorization | 1 year |
| Adult-Gerontology Clinical Nurse Specialist Certificate | 2 years |
| Adult-Gerontology Primary Care Nurse Practitioner Certificate | 2.3 years |
| Applied Behavior Analysis Specialization | 1 year |
| Artist Certificate in Music Performance | 2 years |
| Change Strategies for Consulting Certificate | 1 year |
| Data Analysis and Visualization Certificate | 1 year |
| Digital Marketing and Social Media Certificate | 1 year |
| Doctor of Education in Educational Leadership | 3 years |
| Doctor of Education in Higher Education Leadership | 3 years |
| Doctor of Ministry | 4 years |
| Doctor of Nursing Practice | 2 years |
| Doctor of Philosophy in Higher Education | 5 years |
| Doctor of Philosophy in Nursing | 4 years |
| Doctor of Philosophy in Rehabilitation and Movement Science | 6 years |
| Doctor of Physical Therapy | 3 years |
| Doctor of Psychology in Clinical Psychology | 5 years |
| Educational Specialist in School Psychology | 3 years |
| Family Nurse Practitioner Certificate | 2 years |
| Foundations of Human Resources Certificate | 1 year |
| Government Budgeting Certificate | 1 year |
| Healthcare Administration and Leadership Certificate | 1 year |
| Leadership Development Certificate | 1 year |

| | |
|---|---|
| Master of Arts in Art Education | 2 years |
| Master of Arts in Clinical Psychology (Psy.D.) | 2 years |
| Master of Arts in Clinical Psychology: Marriage and Family Therapy | 2 years |
| Master of Arts in Education: Educational and Clinical Counseling with an Embedded Pupil Personnel Services in School Counseling Credential | 2.5 years |
| Master of Arts in Education: Educational Counseling with an Embedded Pupil Personnel Services Credential in School Counseling | 2 years |
| Master of Arts in Education: Educational Psychology (Ed.S.) | 2 or 3 years |
| Master of Arts in Education: Learning and Technology | 1.5 years |
| Master of Arts in Education: Special Education | 1.5 years |
| Master of Arts in Education: Teaching | 1.5 years |
| Master of Arts in English | 2 years |
| Master of Arts in Leadership | 1 year |
| Master of Arts in Modern and Contemporary Art History | 2 years |
| Master of Arts in Music Industry | 2 years |
| Master of Arts in Pastoral Studies | 3 years |
| Master of Arts in Physical Education and Adapted Physical Education Added Authorization | 2 years |
| Master of Arts in Physical Education and Single-Subject Teaching Credential | 1.5 years |
| Master of Arts in Screenwriting | 2.2 years |
| Master of Arts in Strategic Communication | 2 years |
| Master of Arts in Teaching English to Speakers of Other Languages (Christ's College) | 1 year |
| Master of Arts in Teaching English to Speakers of Other Languages (Online) | 1.6 years |
| Master of Arts in Teaching English to Speakers of Other Languages (Traditional/Field-based) | 2 years |
| Master of Arts in User Experience Design | 2 years |
| Master of Business Administration | 2.5 years |
| Master of Business Management | 2.5 years |
| Master of Divinity | 4 years |
| Master of Fine Arts in Visual Art | 3.3 years |
| Master of Music Education | 2 years |
| Master of Music in Composition | 2 years |
| Master of Music in Conducting | 2 years |
| Master of Music in Performance | 2 years |
| Master of Professional Accountancy (Executive Option) | 1 year |
| Master of Professional Accountancy (Traditional Option) | 2 years |
| Master of Public Administration | 2 years |
| Master of Public Health | 2 years |
| Master of Science in Applied Statistics and Data Science | 2 years |
| Master of Science in Biotechnology | 1.7 years |
| Master of Science in Child Life | 1.5 years |
| Master of Science in Child Life (Advanced Standing) | 1 year |
| Master of Science in College Counseling and Student Development | 2 years |
| Master of Science in Counseling Psychology with Specialization in Children and Adolescents | 2 years |
| Master of Science in Healthcare Administration | 2.1 years |
| Master of Science in Nursing (Entry-Level Masters) | 1.3 years |
| Master of Science in Nursing: Adult-Gerontology Clinical Nurse Specialist (Traditional or Entry-Level Masters) | 3 or 4 years |
| Master of Science in Nursing: Adult-Gerontology Primary Care Nurse Practitioner (Traditional or Entry-Level Masters) | 3 or 4 years |

| | |
|---|---|
| Master of Science in Nursing: Family Nurse Practitioner (Traditional or Entry-Level Masters) | 3 or 4 years |
| Master of Science in Nursing: Family Nurse Practitioner and School Nurse Services Credential (Traditional or Entry-Level Masters) | 5 years |
| Master of Science in Nursing: Healthcare Administration and Leadership (Traditional or Entry-Level Masters) | 2 or 4 years |
| Master of Science in Nursing: Nursing Education (Traditional or Entry-Level Masters) | 2 or 4 years |
| Master of Science in Nursing: Pediatric Clinical Nurse Specialist (Traditional or Entry-Level Masters) | 3 or 4 years |
| Master of Science in Nursing: Pediatric Nurse Practitioner-Primary Care (Traditional or Entry-Level Masters) | 3 or 4 years |
| Master of Science in Nursing: Pediatric Nurse Practitioner-Primary Care and School Nurse Services Credential (Traditional or Entry-Level Masters) | 5 years |
| Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner (Traditional or Entry-Level Masters) | 3 or 4 years |
| Master of Science in Nursing: School Nursing and School Nurse Services Credential (Traditional) | 3 years |
| Master of Science in Organizational Psychology | 2 years |
| Master of Science in Physical Education | 2 years |
| Master of Science in Research Psychology and Data Analysis | 1 year |
| Master of Social Work | 4 years |
| Master of Social Work (Advanced Standing) | 0.8 years |
| Master of Social Work (Three Year Part-Time) | 3 years |
| Mild/Moderate Disabilities Specialist Credential | 1 year |
| Moderate/Severe Disabilities Specialist Credential | 1 year |
| Multiple Subject Teaching Credential | 1 year |
| Nursing Education Certificate | 2.3 years |
| Oncology Nurse Practitioner Certificate | 1 year |
| Pediatric Clinical Nurse Specialist Certificate | 2 years |
| Pediatric Nurse Practitioner Primary Care Certificate | 2 years |
| Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance | 1 year |
| Play Therapy Certificate | 2 years |
| Psychiatric Mental Health Nurse Practitioner Certificate | 2.7 years |
| Pupil Personnel Services Credential in School Counseling | 2 years |
| Pupil Personnel Services Credential in School Psychology | 3 years |
| Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance Services | 1 year |
| School Nurse Services Credential | 2 years |
| Single Subject Teaching Credential | 1 year |
| Strengths-Oriented Higher Education Certificate | 1 year |
| Substance Use Disorders Certificate | 1 year |
| Supply Chain and Logistics Certificate | 1 year |
| Teaching English as a Foreign Language Certificate | 0.5 year |
| Teaching English to Speakers of Other Languages Certificate (Traditional/Online) | 1 year |

# Faculty At Large

The following are faculty members at Azusa Pacific University who are not directly affiliated with a particular college or school within the university:

## Professor

- David Harmeyer (https://www.apu.edu/faculty/dharmeyer/), EdD, University Libraries

## Associate Professors

- Denise Gehring (https://www.apu.edu/library/faculty/drgehring/), MS, MA, University Libraries
- Evelyn Shimazu Yee (https://www.apu.edu/library/faculty/eyee/), MLIS, University Libraries
- Lindsey Sinnott (https://www.apu.edu/library/faculty/lsinnott/), MSLIS, MATS, University Libraries
- Jennifer Blair (https://www.apu.edu/faculty/jblair/), MSLIS, MA, University Libraries

# Faculty Development

Faculty are called to teaching excellence and to scholarship permeated by their Christian faith. Recognizing the need for continual growth and improvement, APU supports and encourages its faculty to develop professionally, and commits to fostering an atmosphere wherein academics are not simply taught, but lived.

Toward this end, in addition to a variety of colloquia, workshops, learning communities, and other resources, the following professional development graduate course is offered through the Office of Faith Integration (https://www.apu.edu/faithintegration/). This course is designed for faculty, but it can be taken for elective credit by graduate students if approved by a program director and the instructor.

## Course Offering

| Code | Title | Units |
|------|-------|-------|
| GRAD 533 | Faculty Writing Program: Faculty Writing Salon | 3 |

# Sunsetted Programs

Use the tabs to view lists of Azusa Pacific University programs in which students may be finishing up coursework but which are no longer accepting new students.

## Undergraduate Programs

| Degree | Sunset Year |
|--------|-------------|
| B.S. in Christian Leadership | 2014 |
| B.A. in Math-Physics | 2015 |
| B.A. in Pre-Engineering (3/2 program) | 2015 |
| B.A. in Athletic Training | 2016 |
| B.A. in Spanish with Single Subject Teaching Credential | 2016 |
| B.S. in Information Security | 2016 |
| B.S. in Information Systems | 2016 |
| B.S. in Management Information or Computer Information Systems | 2016 |
| Minor in French | 2016 |
| Minor in Religion and Culture | 2016 |
| Minor in Religion | 2016 |
| B.A. in Physical Education | 2017 |
| B.A. in Global Studies | 2018 |
| B.A. in Religious Studies | 2019 |
| Minor in Global Studies | 2019 |
| Minor in Youth Outreach and Discipleship | 2019 |
| Minor in Vocational Development | 2021 |
| B.A. in Economics | 2022 |
| Minor in Games and Interactive Media | 2022 |
| American Language and Culture Institute (ALCI) | 2023 |
| B.A. in Journalism | 2024 |
| Minor in Journalism | 2024 |
| Minor in Public Administration | 2024 |

| | |
|---|---|
| B.A. in International Relations | 2024 |
| Minor in International Relations | 2024 |
| Minor in Classics | 2024 |
| B.A. in Music: Music Theory | 2024 |
| B.A. in Music: Performance | 2024 |

# Graduate Programs

| Degree | Sunset Year |
|---|---|
| M.A. in Applied Computer Science and Technology | 2009 |
| M.A. in Christian Education | 2009 |
| M.A. in Ministry Management | 2009 |
| M.A. in Nonprofit Leadership | 2009 |
| M.A. in Worship Leadership | 2009 |
| MBA in Management Information Systems | 2009 |
| RN to M.S. in Nursing | 2009 |
| M.A. in Education: Curriculum and Instruction in Multicultural Contexts | 2012 |
| M.A. in Education: P-12 Teaching | 2013 |
| M.A. in Educational Technology and Learning | 2013 |
| M.Div. in Anglican Studies | 2013 |
| M.S. in Human Physiology | 2013 |
| Doctor of Physical Therapy - Transitional | 2013 |
| Certificate in Parish Nursing (Secondary Specialty for MSN program) | 2014 |
| Certificate for Research Specialist (Added Authorization) | 2015 |
| Credential: P-12 Teaching and Multiple Subject/Single Subject Clear Credential | 2015 |
| Credential: English Language Learning/California Teachers of English Language Learners Program Leading to Cross-Cultural Language and Academic Development Certificate | 2015 |
| Credential: Mild/Moderate Disabilities Specialist Credential, Level II | 2015 |
| Credential: Moderate/Severe Disabilities Specialist, Professional Level II | 2015 |
| Credential: Multiple Subject/Single Subject Clear Credential | 2015 |
| M.A. in Education: Special Education and Mild/Moderate Disabilities Specialist Credential, Level II | 2015 |
| M.A. in Education: Special Education and Moderate/Severe Disabilities Specialist Credential, Level II Induction | 2015 |
| M.A. in Education: Special Education (Bilingual Special Education Strategies) | 2015 |
| M.A. in Education: Special Education (Classroom Interventions) | 2015 |
| M.A. in Education: Special Education (Emotional Disturbance) | 2015 |
| M.A. in Education: Special Education (Emphasis in Resource Specialist) | 2015 |
| M.A. in Educational Leadership | 2015 |
| M.A. in Educational Leadership: Educational Technology and Learning | 2015 |
| M.A. in Education: Gifted and Talented Education | 2015 |
| M.A. in Pastoral Studies: Worship Leadership | 2015 |
| M.A. in Pastoral Studies: Youth and Family Ministries | 2015 |
| M.Ed. in Special Education and Educational Technology (non-credential) | 2015 |
| M.S. in Information Technology | 2015 |
| Secondary Specialty: Nursing Administration in the MSN program | 2015 |
| Secondary Specialty: Nursing Education in the MSN program | 2015 |
| Induction Program Track A, B, C | 2016 |
| MBA (Millenium MBA) | 2016 |
| MBA (Young Executive) | 2016 |
| MBM (Young Executive) | 2016 |

| | |
|---|---|
| M.A. in Educational Leadership: Educational Technology and Learning with Preliminary Administrative Services Credential | 2016 |
| M.A. in Youth Ministry | 2016 |
| Certificate in Nursing Administration | 2017 |
| Credential: Education Specialist Clear Credential | 2017 |
| M.A. in Executive Leadership | 2017 |
| Certificate in Advanced Management | 2018 |
| Certificate in Business Principles | 2018 |
| Certificate in Diversity | 2018 |
| Added Authorization in Special Education: Autism Spectrum Disorders | 2019 |
| M.A. in Transformational Urban Leadership | 2019 |
| Credential: Clear Administrative Services | 2020 |
| Credential: Preliminary Administrative Services | 2020 |
| M.A. in Educational Leadership and Preliminary Administrative Services Credential | 2020 |
| Certificate in Clinical Counseling | 2020 |
| Teacher Librarian Services Credential | 2021 |
| M.A. in School Librarianship with an Embedded Teacher Librarian Services Credential | 2021 |
| M.A. in Educational Technology | 2022 |
| M.A. (Theological Studies) | 2022 |
| M.S. in Athletic Training | 2022 |
| Certificate in TESOL (Field-Based) | 2023 |
| M.A. in TESOL (Field-Based) | 2023 |
| Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance | 2023 |
| Master of Public Administration | 2024 |
| M.M. in Performance: Keyboard Collaborative Arts | 2024 |
| M.A. in Music Industry | 2024 |

# Admissions

This section of the Azusa Pacific University Academic Catalog contains information pertinent to admissions considerations. Select from the following to begin:

- Undergraduate (Azusa) (p. 938) (Traditional Undergraduate)
- Professional Undergraduate (p. 952) (Regional Locations, Online)
- Graduate (p. 957)

# Undergraduate (Azusa) Admissions

- Admission Deadlines (p. 938)
- Admission Status (p. 939)
- Admission to Particular Majors (p. 939)
- Admission to the University (p. 939)
- APU Associate Degree for Transfer (ADT) (p. 940)
- Campus Housing (p. 940)
- Confirmation of Admission (p. 940)
- Credit by Examination (p. 941)
  - Credit for Advanced Placement (AP) Exams (p. 942)
  - Credit for International Baccalaureate (IB) Program (p. 944)
- False Information (p. 946)
- Freshman Applicants (p. 946)
- High School Nongraduates (p. 947)
- Homeschooled Students (p. 947)
- International Students (p. 948)
  - International Services (p. 948)
  - International Undergraduate Admission (p. 948)
- Notification of Admission (p. 950)
- Part-Time Applicants (p. 950)
- Proficiency Exams and Placement Assessments (p. 951)
- Readmission and Reenrollment (p. 951)
- Transfer Applicants (p. 951)
- Veterans' Education Benefits (p. 952)

# Admission Deadlines

**FOR THE SPRING SEMESTER** (first-year/freshman and transfer students)

| | |
|---|---|
| Priority Application Deadline | October 15 |
| Final Deadline for All Application Materials | December 1 |
| **FOR THE FALL SEMESTER** | |
| **Early Action**[1] (first-year/freshman applicants) | |
| Application Deadline | November 15 |
| Notification | Rolling Admission |
| Final Notification | April 1 |
| **Regular Decison** (first-year/freshman applicants) | |
| Application Deadline | February 15 |
| Notification | No later than April 1 |
| Final Deadline for All Application Materials | June 1 |
| **Regular Decision** (transfer applicants) | |

| Priority Application Deadline | February 15 |
| Final Deadline | July 1 |

[1] Early Action is not available for transfer students.

# Admission Status

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

Some applicants may be deficient in one or more of the requirements for admission but, in the estimation of the Admissions Committee, merit the opportunity to prove themselves at APU. Such applicants are admitted into the Academic Success Launch Program and are provided one-on-one support from the Academic Success Center. Applicants admitted into this program meet with their assigned coach within the first month of enrollment and set up an individualized academic success plan, and benefit from personalized one-on-one coaching, workshops, and connections to on-campus resources. Additionally, these applicants must take GE 101 Academic Success Lab (1 unit), which is designed to equip students for success at APU. The number of students admitted to the Academic Success Launch Program each year is limited.

Students are often granted admission with incomplete admissions requirements, particularly if they are enrolled in courses at another institution during their admissions process. In these cases, students are obligated to complete admissions requirements as soon as possible, including submission of all final official transcripts with no in-progress coursework. Failure to satisfactorily complete all requirements in a timely manner may result in withdrawal of the university's acceptance offer, or forfeiture of financial aid and registration privileges.

# Admission to Particular Majors

Admission to Azusa Pacific does not automatically guarantee admission to certain specialized programs within the university. The program admission criteria are set and acceptance is determined by the faculty of these specialized programs. Information regarding application deadlines and admission criteria may be obtained from the office of the academic discipline to which the student wishes to apply, or from the Office of Undergraduate and International Admissions (https://www.apu.edu/uga/).

# Admission to the University

Azusa Pacific University brings to its campus students who are committed to personal, intellectual, and spiritual growth. The university encourages applications from students who will contribute to, as well as benefit from, the university experience. In assessing the applicant's potential for success, academic capabilities, as well as involvement in church, school, and community activities, are reviewed.

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

The applicant's previous scholastic record is considered an important indicator of potential success at the university. Applicants seeking regular admission to APU are required to achieve a minimum grade-point average of 3.0 in high school or 2.2 in previous academic college work. Grade-point averages are determined by the university (for information on admission with provisional or developmental status, see Admission Status (p. 939)). While each applicant is considered for admission on individual merit, certain criteria are used in the selection process. However, meeting the minimum requirements **does not** guarantee admission to the university. These criteria are delineated in the following sections. In some cases, the Admissions Committee may request a personal interview with the applicant. Azusa Pacific University, in compliance with federal regulations, does not discriminate on the basis of race, color, national origin, sex, age, disability, or status as a veteran.

To apply for admission to Azusa Pacific University, visit our online application portal (https://www.apu.edu/apply/) or request an application from the Office of Undergraduate and International Admissions (https://www.apu.edu/undergraduate-admissions/).

Prospective freshman students may apply for Early Action. The Early Action applicant must be a high school senior and Azusa Pacific University should be one of his/her first-choice colleges.

Candidates not accepted for Early Action may be notified that they will be reconsidered for admission under Regular Decision. This will allow time for the submission of additional materials that might strengthen the overall file or meet major requirements (e.g., fall grades, test-optional admission process, and/or additional SAT/ACT scores).

# APU Associate Degree for Transfer (ADT)

An Associate Degree for Transfer (ADT) is a guaranteed pathway for transfer into APU. After earning an approved Associate of Arts for Transfer (AA-T) or Associate of Science for Transfer (AS-T) degree, students will be guaranteed admission to APU with junior standing.

Additional benefits include:

- Priority admission for students from community colleges with whom we have partner agreements to an APU program or major that is similar to the ADT.

- Eliminating confusion by solidifying major preparation requirements accepted by APU from the community college.

- Guaranteed completion of your bachelor's degree in no more than 68 units if you remain on track with your academic plan.

Applicants who have completed an ADT in a major deemed similar to their intended major at APU will receive priority admissions consideration. An earned ADT must be completed by January 31 for spring admits and September 30 for fall admits.

## Associate Degree for Transfer (ADT) Checklist

In order to receive the benefits for an ADT, the following must apply:

- The applicant must be APU eligible. To find out more about APU eligibility, see Admission Deadlines (p. 938).

- The degree must be deemed "similar" by APU.

- APU must receive verification that you have completed or will complete the ADT by January 31 for spring admits and September 30 for fall admits.

- APU must receive an official final transcript showing that an ADT has been conferred.

- To uphold the guarantee of completing your Bachelor's degree with 68 semester units, you must maintain continuous enrollment in the same academic major. You must successfully complete all the required coursework without the need to repeat courses or supplement instruction with additional courses for minors or areas of emphasis.

Throughout the admissions process, we will verify the degree similarity and whether the degree is on track or completed, and confirm your transcripts upon completion. Additionally, you will be notified of any changes in your admissions consideration.

Should you not meet the ADT requirements, your application will still be considered in the general applicant pool for the major and campus to which you applied.

# Campus Housing

Because the residential experience strongly supports the mission of APU, all traditional undergraduates who do not live locally at home are required to live in campus housing during their freshman and sophomore years. An exemption process exists for students who live with their parents locally, married students, and students who have special circumstances that present an obstacle to campus residency. Incoming freshman students and sophomore transfer students must submit a Request for Campus Housing Assignment form or a Request for Campus Housing Exemption form. The Request for Campus Housing Assignment form is sent to incoming students after their enrollment deposit is paid. The Request for Campus Housing Exemption form can be obtained from your admissions counselor in the Office of Undergraduate and International Admissions (https://www.apu.edu/undergraduate-admissions/). Junior and senior transfer students are strongly encouraged to submit a housing request form to live in campus housing as well.

APU also has a limited graduate housing program. Students who are interested should submit their housing request as early as possible.

While the university is the sole determiner of final housing assignments, specific living area and mutual roommate requests are met whenever possible, though specific requests are less likely to be realized once living areas begin to fill. Campus housing is limited to the Azusa campus. Learn more about campus housing at APU. (https://www.apu.edu/housing/)

# Confirmation of Admission

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

# Credit by Examination

Undergraduate students may receive credit for an APU course by taking an examination in place of the course. Some exams can be taken prior to admission to APU. View information below for each type of exam, equivalent courses, and other conditions that may apply to credit being awarded.

Four examinations are recognized by the university: Advanced Placement (AP) tests (p. 942), College Level Examination Program (CLEP) (p. 1114), International Baccalaureate (IB) program (p. 944), and Departmental Credit Examinations (DCE).

Credit is granted to students who score a 3 or higher on an AP test, meet the cutoff level (individually determined by each APU department or school) in CLEP subject area tests, or earn a 5 or higher on the IB higher-level exams.

There is no maximum number of credits that can be accumulated from AP, CLEP, IB, and/or DCEs. Credit received by examination is tuition-free and applies toward the total requirement for graduation from the university. Administrative fees may be applied.

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

Challenge exams are available only in the School of Nursing according to specific guidelines.

## Departmental Credit Examinations (DCE)

A Departmental Credit Examination is intended to permit a student to establish academic credit in a subject in which the student has gained experience or competence equivalent to an established university course. Departmental Credit Examinations are given only for courses listed in the current catalog and only for courses for which a Departmental Credit Examination can serve as a satisfactory measure of accomplishment.

### Process of Approval for New DCEs

- A faculty member submits a Departmental Credit Examination application to the department chair and dean (applications should include examination proposal and rationale to demonstrate that the exam can serve as a satisfactory measure of accomplishment).
- Dean approves the application and sends it to the provost.
- Provost approves or denies the application.
- Approved applications are submitted to the Undergraduate Registrar to create the corresponding credit in the university academic system to be able to grant students units earned.

### Process of Administration of DCEs

- The faculty advisor and department chair sign the Departmental Credit Examination application.
- The examination is prepared and scheduled by an approved faculty member within the department who communicates the time and place for the student to take the exam.
- An approved faculty member grades the exam and awards a credit (CR) or no credit (NR) grade.
- The faculty member sends the Departmental Credit Examination application, the student's graded examination paper, and any appropriate evaluations of oral performance or projects to the Undergraduate Enrollment Services Center to award the grade and archive the exam and any corresponding materials.
- The Undergraduate Enrollment Services Center posts the credit to the student's academic record and applies exam fees ($125 per exam).

### Information For Students Wanting to Qualify to Take a DCE

- Students may pick up a DCE application from the respective department or the Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/).
- Students must obtain appropriate signatures from the faculty advisor and department chair.
- The examining instructor and the head of the examining department must determine the eligibility of the applicant and sign the application.
- If the application is approved, the examining instructor contacts the student to set up a time and place to take the exam.

### Limitations

- No other enrollment or credit for that course is present on the student's record.
- Credit may not be received for a lower-level or prerequisite course when credit has already been received in a higher-level course within the same field.

# Credit for Advanced Placement (AP) Exams

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

Recent changes to the General Education program (p. 911) may affect your Advanced Placement testing. Check with your admissions representative for more information.

| Exam Subject | AP Score | Units | [1]TUG Class Equivalent Awarded | [2]PR Class Equivalent Awarded |
|---|---|---|---|---|
| Art, Studio Art, Drawing | 3, 4, 5 | 3 | Non-General Education Elective (credit for ART 145 with portfolio approval) | Non-General Education Elective |
| Art, Studio Art, 2D Design | 3, 4, 5 | 3 | Non-General Education Elective (credit for ART 130 with portfolio approval) | Non-General Education Elective |
| Art, Studio Art, 3D Design | 3, 4, 5 | 3 | Non-General Education Elective (credit for ART 135 with portfolio approval) | Non-General Education Elective |
| Art, History | 3, 4, 5 | 3 | General Education Credit: Humanities: Fine Arts | General Education Credit: Humanities: Fine Arts |
| Biology[3] | 3 | 4 | BIOL 101 Natural Sciences | PRBI 101 Natural Sciences |
|  | 4, 5 | 8 | BIOL 101 Natural Science and Non-General Education Elective | PRBI 101 Natural Science and Non-General Education Elective |
| Calculus AB | 3, 4, 5 | 3 | MATH 165 | General Education Quantitative Literacy Credit |
| Calculus BC | 3 | 6 | MATH 165 and MATH 166 | General Education Quantitative Literacy Credit |
|  | 4, 5 | 7 | MATH 165, MATH 166, and MATH 167 | General Education Quantitative Literacy Credit |
| Chemistry[4] | 3 | 4 | CHEM 151 Natural Science | General Education Natural Science Credit |
|  | 4, 5 | 8 | CHEM 151 and CHEM 152 Natural Science | General Education Natural Science Credit |
| Chinese Language and Culture | 3, 4, 5 | 3 | Non-General Education Elective | Non-General Education Elective |
| Computer Science A | 3, 4 | 4 | CS 120 | Non-General Education Elective |
|  | 5 | 8 | CS 120 and CS 125 | Non-General Education Elective |
| Computer Science Principles | 3, 4, 5 | 3 | Non-General Education Elective | Non-General Education Elective |
| English Language and Composition | 3, 4 | 3 | WRIT 110 | PRWR 110 |
|  | 5 | 6 | WRIT 110 and Non-General Education Elective | PRWR 110 and Non-General Education Elective |
|  | If score is a 5 in both English Language and English Literature, the student receives 9 units: WRIT 110, ENGL 111, and 3 units Non-General Education Elective. |  |  |  |
| English Literature and Composition | 3, 4 | 3 | ENGL 111 Humanities: Language and Literature | PREN 111 Humanities: Language and Literature |

| | | | | |
|---|---|---|---|---|
| | 5 | 6 | WRIT 110 and ENGL 111 Humanities: Language and Literature | PRWR 112 and PRWR 113 and PREN 111 Humanities: Language and Literature |
| | If score is a 5 in both English Language and English Literature, the student receives 9 units: WRIT 110, ENGL 111, and 3 units Non-General Education Elective. | | | |
| Environmental Science | 4, 5 | 4 | General Education Natural Science Credit | General Education Natural Science Credit |
| European History | 3, 4, 5 | 3 | General Education Credit: Humanities: History (3 units of lower-division history) | General Education Credit: Humanities: History |
| French Language | 3 | 3 | FREN 101 | Non-General Education Elective Credit |
| | 4, 5 | 6 | FREN 101 and FREN 102 Fullfills Foreign Language Proficiency | Non-General Education Elective Credit |
| German Language | 3 | 3 | GERM 101 | Non-General Education Elective Credit |
| | 4, 5 | 6 | GERM 101 and GERM 102 Fulfills Foreign Language Proficiency | Non-General Education Elective Credit |
| Government/Politics/Comparative | 3, 4, 5 | 3 | Non-General Education Elective | Non-General Education Elective Credit |
| Government/Politics/U.S. | 3, 4, 5 | 3 | POLI 150 Civic Engagement | PRPO 150 Civic Engagement |
| Human Geography | 3, 4, 5 | 3 | Non-General Education Elective | Non-General Education Elective |
| Italian Language/Culture | 3, 4, 5 | 3 | Non-General Education Elective | Non-General Education Elective |
| Japanese Language/Culture | 3, 4, 5 | 3 | Non-General Education Elective | Non-General Education Elective |
| Latin | 3 | 4 | Non-General Education Elective | Non-General Education Elective |
| | 4, 5 | 8 | Fulfills Foreign Language Proficiency | Non-General Education Elective |
| Macroeconomics | 3, 4, 5 | 3 | ECON 250 | PRBA 250 |
| Microeconomics | 3, 4, 5 | 3 | ECON 251 | Non-General Education Elective |
| Music Theory | 3, 4, 5 | 4 | Humanities: Fine Arts | Humanities: Fine Arts |
| Physics 1 | 3, 4, 5 | 4 | PHYC 155 Natural Science | Natural Science |
| Physics 2 | 3, 4, 5 | 4 | PHYC 156 | Natural Science |
| Physics C: Electricity and Magnetism | 4, 5 | 5 | PHYC 166 | Natural Science |
| Physics C: Mechanics | 4, 5 | 5 | PHYC 165 Natural Science | Natural Science |
| Psychology | 3, 4, 5 | 3 | PSYC 110 Social Science; PSYC 110 for Psychology majors | PRPS 110 Social Science; |
| Spanish Language | 3 | 3 | SPAN 101 | Non-General Education Credit |
| | 4, 5 | 6 | SPAN 101 and SPAN 102 Fulfills Foreign Language Proficiency | Non-General Education Credit |
| Spanish Literature | 3, 4, 5 | 3 | Non-General Education Elective | Non-General Education Credit |

| Statistics | 3, 4, 5 | 3 | | MATH 130, Quantitative Literacy | PRMA 130, Quantitative Literacy |
| U.S. History | 3, 4 | 3 | | HIST 152 Humanities: History | Humanities: History |
| | 5 | 6 | | HIST 151 and HIST 152 Humanities: History | PRHI 151, Humanities: History |
| World History: Modern | 3, 4 | 3 | | HIST 121 Humanities: History | PRHI 121 Humanities: History |
| | 5 | 6 | | HIST 120 and HIST 121 Humanities: History | PRHI 120 and PRHI 121 Humanities: History |

1   TUG = Traditional Undergraduate Programs
2   PR = Professional Undergraduate Programs
3   Allied health, biochemistry, chemistry, and biological sciences majors should refer to the Department of Biology and Chemistry (p. 33) policies for more information.
4   Students may petition the department to have CHEM 101 be awarded for AP credit in place of CHEM 151.

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

# Credit for International Baccalaureate (IB) Program

| Exam Title | [1]Level | Score | Units | [2]TUG Credit Awarded | [3]PR Credit Awarded |
|---|---|---|---|---|---|
| Biology | HL | 5, 6, 7 | 4 | BIOL 101 Natural Science | PRBI 101 Natural Science |
| Business Management | HL | 5, 6, 7 | 3 | Non-General Education elective | Non-General Education elective |
| Chemistry | HL | 5, 6, 7 | 4 | CHEM 101 Natural Science or CHEM 151 General Chemistry I | PRCH 101 Natural Science |
| Classical Languages | SL, HL | 5, 6, 7 | 6 | LTN 200 and LTN 201, or GRKB 200 and GRKB 201, General Education credit for Foreign Language proficiency | Non-General Education elective |
| Computer Science | HL | 5, 6, 7 | 6 | Non-General Education elective | Non-General Education elective |
| Dance | HL | 5, 6, 7 | 3 | General Education credit for Humanities: Fine Arts | General Education credit for Humanities: Fine Arts |
| Design Technology | HL | 5, 6, 7 | 6 | Non-General Education elective | Non-General Education elective |
| Economics | HL | 5, 6, 7 | 3 | ECON 250 | PRBA 250 |
| Environmental Systems and Societies | SL | 5, 6, 7 | 3 | General Education credit for Natural Science | General Education credit for Natural Science |
| Film | HL | 5, 6, 7 | 3 | CINE 160, General Education credit for Fine Arts | General Education credit for Fine Arts |
| Further Mathematics | HL | 5, 6, 7 | 3 | General Education credit for Quantitative Literacy, 3 units of elective credit towards the Mathematics Major (General Track) | General Education credit for Quantitative Literacy |

| Geography | HL | 5, 6, 7 | 3 | HIST 210 | Non-General Education elective |
|---|---|---|---|---|---|
| History | HL | 5, 6, 7 | 3 | General Education credit for History | General Education credit for History |
| Information Technology in a Global Society | HL | 5, 6, 7 | 3 | Non-General Education elective | Non-General Education elective |
| Language A: Language and Literature | HL | 5, 6, 7 | 3 | ENGL 111, General Education credit for Literature | PREN 111, General Education credit for Literature |
| Language A: Literature | HL | 5, 6, 7 | 3 | ENGL 111, General Education credit for Literature | PREN 111, General Education credit for Literature |
| Language ab initio | SL | 5, 6, 7 | 6 | CHIN 101 and CHIN 102, FREN 101 and FREN 102, GERM 101 and GERM 102, JAPA 101 and JAPA 102, MODL 101 and MODL 102, or SPAN 101 and SPAN 102 depending on language studied, and General Education credit for Foreign Language proficiency | Non-General Education elective |
| Language B | SL | 5, 6, 7 | 6 | CHIN 101 and CHIN 102, FREN 101 and FREN 102, GERM 101 and GERM 102, JAPA 101 and JAPA 102, MODL 101 and MODL 102, or SPAN 101 and SPAN 102 depending on language studied, and General Education credit for Foreign Language proficiency | Non-General Education elective |
| Language B | HL | 5, 6, 7 | 6 | FREN 201 and FREN 202, GERM 201 and GERM 202, MODL 250 and MODL 251, or SPAN 201 and SPAN 202 depending on language studied, and General Education credit for Foreign Language proficiency | Non-General Education elective |
| Literature and Performance | SL | 5, 6, 7 | 3 | General Education credit for Humanities: Fine Arts | General Education credit for Humanities: Fine Arts |
| Mathematical Studies | SL | 5, 6, 7 | 3 | General Education credit for Quantitative Literacy | General Education credit for Quantitative Literacy |
| Mathematics | SL | 5, 6, 7 | 3 | MATH 110, General Education credit for Quantitative Literacy | PRMA 110, General Education credit for Quantitative Literacy |

| Mathematics | HL | 5, 6, 7 | 3 | MATH 165, General Education credit for Quantitative Literacy | General Education credit for Quantitative Literacy |
|---|---|---|---|---|---|
| Music | HL | 5, 6, 7 | 3 | MUS 120, General Education credit for Humanities: Fine Arts | General Education credit for Humanities: Fine Arts |
| Philosophy | HL | 6, 7 | 3 | PHIL 100, General Education credit for Philosophy | PRPH 100, General Education credit for Philosophy |
| Physics | SL | 5, 6, 7 | 4 | PHYC 115 and General Education credit for Natural Science | General Education credit for Natural Science |
| Physics | HL | 5, 6, 7 | 8 | PHYC 155, PHYC 156, and General Education credit for Natural Science | General Education credit for Natural Science |
| Psychology | HL | 5, 6, 7 | 3 | PSYC 110, General Education credit for Social Science | PRPS 110, General Education credit for Social Science |
| Social and Cultural Anthropology | HL | 5, 6, 7 | 3 | General Education credit for Social Science | General Education credit for Social Science |
| Sports, Exercise, and Health Science | SL | 5, 6, 7 | 3 | Non-General Education elective | Non-General Education elective |
| Theater Arts | HL | 5, 6, 7 | 3 | THTR 115, General Education credit for Humanities: Fine Arts | General Education credit for Humanities: Fine Arts |
| Visual Arts | HL | 5, 6, 7 | 3 | ART 150, General Education credit for Humanities: Fine Arts | PRAR 150, General Education credit Humanities: Fine Arts |
| World Religions | SL | 6, 7 | 3 | RELG 200, General Education credit for Intercultural Competence | PRRS 200, General Education credit Biblical, Theological, Philosophical Formation |

[1]     Legend: SL = Standard Level; HL = Higher Level
[2]     TUG = Traditional Undergraduate Programs
[3]     PR = Professional Undergraduate Programs

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

# False Information

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

The full fraudulent records policy may be obtained from the Office of the Registrar (https://www.apu.edu/student-services/registration/).

# Freshman Applicants

The following information is required prior to evaluation of admissibility:

## Application, Statement of Agreement, and Personal Statement

The undergraduate application (https://www.apu.edu/undergraduate-admissions/apply/), which includes the statement of agreement and the personal statement, should be completed, signed, and submitted.

## Application Fee

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

## Preadmission Tests

All freshman applicants are required to submit scores from the American College Testing (ACT) Program or the Scholastic Aptitude Test (SAT I). It is recommended that all high school applicants take the ACT or SAT I by October of their senior year. Applicants may secure detailed information on testing schedules from their high school. The minimum SAT I score is 990, specifically with a 470 math section score. SAT I exams administered before March 2016 will be reviewed using College Board concordance tables to determine equivalent scores. The ACT minimum score is 19, specifically with 19 in Reading, English, and Math. Meeting minimum test score requirements **does not** guarantee admission to Azusa Pacific University. Should applicants feel that the SAT I or the ACT are not representative of their academic potential, see the Test-Optional Admission Process section below.

## Recommendations

Applicants are encouraged to supply contact information for a character recommendation. The recommender must be a person who has observed the applicant's character and/or spiritual development over a reasonable period of time. When possible, APU prefers pastors or youth pastors/leaders. Alternatively, a coach, employer, or adult family friend is also acceptable. Contact information for a recommender who is a relative, friend, peer, or someone who knows the applicant from a purely academic setting will not be accepted.

## Test-Optional Admission Process

Freshman applicants for whom a standardized test score is not the best reflection of their academic ability may choose to participate in the Test-Optional Admission Process if they meet the following criteria:

- Attending a public or private high school
- Are not majoring in nursing, biology, chemistry, allied health, or biochemistry

Through the Test-Optional Admission Process, a student may submit additional materials at the request of the university, in lieu of their standardized test scores, for the purpose of admission. Applicants will be evaluated on the entirety of the application, with special attention given to their high school transcripts and the additional test-optional requirements. Participation in the Test-Optional Admission Process does not guarantee admission to the university. Contact the Office of Undergraduate and International Admissions (https://www.apu.edu/undergraduate-admissions/representatives/) for more information on this process.

## Transcripts

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

# High School Nongraduates

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

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

# Homeschooled Students

Admission is based on the completed application (see the undergraduate Admission to the University (p. 939) section in this catalog), with stronger emphasis on the student's SAT I or ACT scores. Applicants who are homeschooled and do not have an official high school transcript to submit to the university with the Application for Undergraduate Admission are **not** required to take the General Educational Development (GED) Test or the California High School Proficiency Examination. If the student does not have access to an official transcript or does not subscribe to a transcript service, the

student will be asked to submit a transcript created by the primary instructor. The transcript may be completed by a parent if that individual is the only instructor.

# International Students

- International Services (p. 948)
- International Undergraduate Admission (p. 948)

# International Services

International Services (https://www.apu.edu/international/) assists international students and scholars at APU from the time they arrive on campus for their mandatory orientation and throughout their stay at Azusa Pacific. An international student or scholar at APU is defined as any individual holding a nonimmigrant visa status (most common are F-1 or J-1 student status). Any non-U.S. resident/citizen holding a nonimmigrant visa status is required to apply to APU through the Office of Undergraduate and International Admissions (https://www.apu.edu/undergraduate-admissions/).

Matters relating to immigration, international student orientation, cultural adaptation, and international student programming are coordinated through International Services. It is mandatory for all international students to attend Global Student Orientation (GSO) (https://www.apu.edu/scrd/international-student-engagement/global-student-orientation/), as stated in each student's admissions letter, prior to the start of their program of study.

Throughout the academic year, numerous events, workshops, and opportunities exist for international students and scholars to interact with the U.S. culture, as well as represent their culture to the APU campus. International students are encouraged to enjoy the many student life opportunities on campus specifically for them and for the campus at large. For questions regarding the services available to international students and scholars, contact International Services.

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

F-1/J-1 nonimmigrant student status carries responsibilities as well as privileges. Failure to comply with the U.S. requirements for these categories is considered a violation of U.S. law, invalidates the F-1 or J-1 status, cancels privileges of the status, and may lead to dismissal from APU and potentially deportation. APU is required by law to make regular reports to the U.S. government concerning F-1 and J-1 status students and scholars. APU has two designated school officials (DSOs) to assist international students and scholars in maintaining their legal status, and they can be reached during office hours in the International Center. While International Services provides many services to assist students in maintaining their legal status, it is ultimately the responsibility of students to maintain legal status.

Note: The following list is **not** an exclusive list of all laws that must be observed.

To maintain legal status, an international student must:

1. **Be a full-time student:** 12 units is considered full time at the undergraduate level. The majority of master's-level students are considered full-time with 9 units a term (or two 8-week sessions), doctoral students with 6 units per term. For exceptions to this policy, students must consult with International Services. The exceptions are also noted in the university catalog.
2. **Work only on campus:** U.S. regulations allow F-1/J-1 students to work on campus for 20 hours a week during the academic year, or full time (20+ hours a week) during vacation periods. J-1 students must receive written verification and permission from International Services prior to working on campus. Any off-campus employment for F-1 students other than Curricular Practical Training (CPT) must be officially authorized by the U.S. government. J-1 students may work off campus with authorization from International Services. To obtain information about working off campus, students must consult with International Services.
3. **Report any change of name or address:** The U.S. government requires notification within 10 days of any name or address change. The location of the physical residence (not a post office box) must be reported to the APU International Services office within 10 days of moving.
4. **Obey all laws of the United States:** For details of other specific immigration laws that may affect F-1 or J-1 status, contact International Services.
5. **Note:** The major stated on the I-20 is only an indication of what the student intends to study. It is not legally binding, and the student will not receive a degree in this major if he or she does not meet all degree requirements. Students may change their major during their time of study, but this change must be reflected on the I-20. Any other significant changes must also be noted on the I-20 (e.g., change in financial scholarships/ sponsorship or change of completion of studies).

# International Undergraduate Admission

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

# Admission Requirements

## First-Year Undergraduate Students

1. Completed application for admission, Statement of Agreement with Institutional Policy, and Personal Statement
2. $45 application fee
3. Official high school transcripts
4. SAT or ACT scores (optional for international students)
5. English proficiency documentation (See English Proficiency Requirements[1] below)
6. Personal reference (optional, but recommended)
7. A bank statement or other official forms of documentation of financial support must accompany the financial statement and affidavit of financial support[2]
8. Copy of passport
9. Some programs (see School of Nursing (p. 598) and School of the Arts (p. 177)) may require additional items for application

## Transfer Undergraduate Students

1. Completed application for admission, Statement of Agreement with Institutional Policy, and Personal Statement
2. $45 application fee
3. Official college transcripts (transfers with less than 28 units earned at the time of application will need to submit an official high school transcript)
4. English proficiency documentation (See English Proficiency Requirements[1] below)
5. Personal reference
6. A bank statement or other official forms of documentation of financial support must accompany the financial statement and affidavit of financial support[2]
7. Copy of passport

[1]    The acceptable minimum score is subject to change as the university deems necessary. Some programs may have higher requirements.

[2]    For some cases, one year's tuition may be required in advance and placed on the student's account prior to issuance of the immigration document I-20 or DS 2019.

# Grade-Point Average (GPA) Requirements

To be considered for undergraduate admission, the applicant must have a minimum U.S. system 2.75 grade-point average (GPA) in high school or 2.5 in previous college work. If the applicant is transferring from schools where English is the medium of instruction, and with a minimum of 28 transferable non-ESL units, a 2.5 GPA is acceptable. For the School of Business and Management (p. 757), a 2.7 GPA is required.

Some programs require a higher GPA for admission. Check with the appropriate department for more information.

# Admission Deadlines

| Semester | Early Action | Outside U.S. | Inside U.S. |
| --- | --- | --- | --- |
| Fall (September) | Freshman only: November 15 | May 1 | June 1 |
| Spring (January) | N/A | September 15 | October 15 |

# English Proficiency Requirements

A student whose native language is NOT English must demonstrate or gain English proficiency in order to study at Azusa Pacific University. There are a few ways to demonstrate and fulfill the English proficiency requirement:

## 1. Prior Studies in English

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

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

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

## 2. English Testing

**International standardized English tests (TOEFL, IELTS, and Duolingo).** Students can demonstrate English proficiency by submitting a TOEFL, IELTS, or Duolingo score report that meets or exceeds the requirements listed below. The university considers the component scores for admissions.

### TOEFL iBT

|  | Listening (Top Score: 30) | Reading (Top Score: 30) | Writing (Top Score: 30) | Speaking (Top Score: 30) |
| --- | --- | --- | --- | --- |
| Conditional[1] | 16 | 16 | 18 | 15 |
| Undergraduate | 20 | 20 | 22 | 18 |

### IELTS

|  | Total (Top Score: 9) |
| --- | --- |
| Conditional[1] | 5.5 |
| Undergraduate | 6.0 |

[1]  Note: Even with a high enough total score, you may be required to take English training courses or TESL 100 depending on subset scores or any other indicators in your applications. (TESL 100 is a university-level course that provides additional support to meet the English proficiency requirement, and this course is counted toward the graduation requirement. In addition, you can take more academic units along with TESL 100.)

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

### Duolingo

| Student Level | Score |
| --- | --- |
| Undergraduate | 115 |
| Graduate | 130 |
| Doctoral | 130 |

# Notification of Admission

Azusa Pacific University follows a procedure of rolling admission, which means that a prospective student may submit a completed application at any time up to December 1 for spring or June 1 for fall (July 1 for transfer applicants). Students applying for Early Action will be notified of their admission status before January 15. Applicants for Regular Decision and those not offered admission through Early Action will receive notification by April 1. Transfer applicants will be notified on a rolling admission process until the incoming class is full. The Office of Undergraduate and International Admissions (https://www.apu.edu/undergraduate-admissions/) maintains regular contact with all applicants regarding the status of their application file (see Undergraduate Admission to the University (p. 939) for more information on Early Action and Regular Decision).

# Part-Time Applicants

Azusa Pacific University welcomes part-time students planning to take up to 6 semester units. To be considered for part-time admission, a student must submit the following items:

- Undergraduate Admission Application (https://www.apu.edu/undergraduate-admissions/apply/), including signed Statement of Agreement
- $45 nonrefundable application fee
- Official transcripts from all schools attended, submitted to the Office of Undergraduate and International Admissions (https://www.apu.edu/admissions/undergraduate/)

*Note: If 30 or more semester units have been completed at an accredited college or university, high school transcripts are not required.*

A student who is admitted to the university part time may continue to take up to 6 units per semester during following semesters without having to reapply.

# Proficiency Exams and Placement Assessments

The Academic Success Center (ASC) (https://www.apu.edu/academic-success/) coordinates required placement assessment in the areas of math, writing, and foreign language for incoming students (freshmen and transfers). Testing is available in the ASC by appointment only, and remotely for out-of-area students.

For more information, visit the catalog's Placement Assessment (p. 1112) section.

# Readmission and Reenrollment

Students planning to return to Azusa Pacific University after an absence must complete the following requirements. In the event that a student leaves Azusa Pacific University for any reason (other than a leave of absence; see Withdrawal from the University (p. 1033)) for one or more semesters, that student must complete the Undergraduate Application for Reenrollment. All applications for reenrollment must be approved by the Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/) and the dean of students before reenrollment will be considered, unless an approved leave of absence was previously granted.

Any student reenrolling in Azusa Pacific University after an absence of more than three semesters (excluding summer sessions) will be subject to new catalog requirements unless reenrolling to finish work specified by an Undergraduate Graduation Application (https://formstack.apu.edu/workflows/tug_graduation_application/?sso=62a3d4207bb23) previously filed (in these cases, the policies described under Graduation Requirements and Commencement (p. 1026) in this catalog apply). In addition, all applicants' previously completed work will be reviewed by their major department to determine which, if any, major courses and supporting nonmajor courses must be repeated or added to complete the major. The reviewing department may take into consideration any relevant work experience for major requirement equivalence, but such work experience may not count for unit credit.

# Transfer Applicants

Azusa Pacific University welcomes applications from transfer students. There is no minimum unit requirement that transfer students must complete before applying to the university. The same items are required as for freshman applicants (p. 946), with the following exceptions:

1. If 30 or more semester units have been completed at an accredited college or university, high school transcripts are not required.
2. A minimum grade-point average of 2.2 (academic GPA) for all college work completed is required for admissions consideration.
3. Transfer students who have been dismissed from previous colleges must complete two additional semesters prior to applying; take a minimum of 12 core units each semester; receive no *D*s, *F*s, or withdrawals; and maintain a minimum 2.0 grade-point average.

In addition, transfer students must submit official transcripts from any and all colleges and universities attended, whether or not credit was given. An official transcript is one that Azusa Pacific University receives unopened in an envelope sealed by the issuing institution(s) and that bears the official seal of that high school, college, or university. Azusa Pacific University reserves the right to request that the transcript be sent directly from the issuing institution(s). Transfer applicants who have completed more than 15 core transferable semester units, or equivalent college credit, in the same semester may not be required to submit ACT or SAT I test scores. Transfer students with fewer than 30 transferable semester units before enrolling at APU will be at freshman standing until at least 30 units are completed.

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

The Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/) will evaluate previous college work to determine its relationship to the requirements of Azusa Pacific University. A summary of credits and transcript evaluation will be sent to the student showing those courses that have been accepted on transfer and those courses that still need to be taken to fulfill the university's General Education requirements. Only courses in which a grade of *C-* or above has been earned can be considered for transfer of credit.

Azusa Pacific University accepts the completed Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth (CSU GE) certification as fulfilling the lower-division General Education program requirements, but all APU students are required to complete the requisite number of Biblical, Theological, and Philosophical Formation and upper-division General Education courses. In the cases of the IGETC and CSU GE, the certification must be complete and obtained from the respective community college before the student matriculates to APU. Students who do not receive full certification will be evaluated by standard course-to-course articulation and will follow the APU General Education program (p. 911).

# Veterans' Education Benefits

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

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

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

*"GI Bill[®]" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available on the* official U.S. government website *(*https://www.benefits.va.gov/gibill/*).*

# Professional Undergraduate Admissions

# Administrative Withdrawal

Nonenrollment for a period of three consecutive terms (e.g., fall, spring, and summer) will result in administrative withdrawal from the university. See the Academic Calendars (https://www.apu.edu/calendar/academic/) for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance; neither does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again. Students who are reaccepted will be held to the current catalog requirements, which may entail additional degree requirements. The initial enrollment in the degree program will determine the beginning of the time limit for completing the degree, where the length of the time limit (p. 1054) is determined by the current catalog. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating of courses that have expired.

# Admission to the University

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

While the following minimum requirements are considered for university admission, specific program acceptance requirements (https://www.apu.edu/graduateprofessional/apply/#admission-requirements) and application deadlines should be consulted as well by reviewing the appropriate program on the APU website and its corresponding catalog section.

The applicant's scholastic record is considered an important indicator of potential success at the university. Candidates with a GPA of 2.5 or higher may be considered for regular admission. Candidates with a GPA of 2.0-2.49 may be considered for conditional admission. While each applicant is considered for admission on individual merit, various criteria are used in the selection process. Meeting the minimum requirements, however, does not

guarantee admission to the university. These criteria are delineated in this catalog. In some cases, the admissions committee may request a personal interview with the applicant.

# Application and Fee

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

# APU Associate Degree for Transfer (ADT)

An Associate Degree for Transfer (ADT) is a guaranteed pathway for transfer into APU. After earning an approved Associate of Arts for Transfer (AA-T) or Associate of Science for Transfer (AS-T) degree, students will be guaranteed admission to APU with junior standing.

Additional benefits include:

- Priority admission for students from community colleges with whom we have partner agreements to an APU program or major that is similar to the ADT.
- Eliminating confusion by solidifying major preparation requirements accepted by APU from the community college.
- Guaranteed completion of your bachelor's degree in no more than 68 units if you remain on track with your academic plan.

Applicants who have completed an ADT in a major deemed similar to your intended major at Azusa Pacific University will receive priority admissions consideration. APU must receive verification that you have completed or will complete the ADT by the deadlines listed in the checklist below.

## Associate Degree for Transfer (ADT) Checklist

In order to receive the benefits for an ADT, the following must apply:

- The applicant must be APU eligible. To find out more about APU eligibility, see Professional Undergraduate Admissions (p. 952).
- The degree must be deemed "similar" by APU.
- APU must receive verification that you have completed or will complete the ADT by the following deadlines:
  - September 30 for fall, 8-week Session 1 admits
  - November 30 for fall, 8-week Session 2 admits
  - January 31 for spring, 8-week Session 1 admits
  - March 31 for spring, 8-week Session 2 admits
  - May 31 for summer, 8-week Session 1 admits
  - July 31 for summer, 8-week Session 2 admits
- APU must receive an official final transcript showing that an ADT has been conferred.
- To uphold the guarantee of completing your bachelor's degree with 68 semester units, you must maintain continuous enrollment in the same academic major. You must successfully complete all of the required coursework without the need to repeat courses or supplement instruction with additional courses for minors or areas of emphasis.

Throughout the admissions process, we verify the degree similarity and whether the degree is on track or completed, and confirm your transcripts upon completion. Additionally, you will be notified of any changes in your admissions consideration.

Should you not meet the ADT requirements, your application will still be considered in the general applicant pool for the major and campus to which you applied.

# Change of Program

Admission to professional programs at Azusa Pacific University is program specific. If a student changes plans and wishes to enroll in a program other than that to which he or she was accepted, the student must file a Change of Program Form (https://www.apu.edu/graduateprofessionalcenter/download/) with the Office of Graduate and Professional Admissions (https://www.apu.edu/graduateprofessionalcenter/admissions/). International students have additional requirements to complete (https://www.apu.edu/international/).

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

# Conditional Admission Based on English Level

Some applicants have high academic ability but have not yet achieved English proficiency; for these applicants, conditional admission is offered. Those given conditional admission must improve their English proficiency and complete their English requirement prior to beginning their program at APU. Conditional admission is not available for every professional program. Contact an admissions representative at ssc@apu.edu for details.

# Conditional-Incomplete Admission (CIA)

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

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

# Credit by Examination

Credit may be earned by professional students through competency examinations. There are three examinations recognized by the university: Advanced Placement (AP) tests (p. 942), the College Level Examination Program (CLEP) (p. 1114), and the International Baccalaureate (IB) program (p. 944).

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

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

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

Challenge exams for professional students are available only in the School of Nursing (p. 598) according to specific guidelines.

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

# English Proficiency Requirements

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

## 1. Prior studies in English

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

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

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

## 2. English testing

### International standardized English tests (TOEFL, IELTS, and Duolingo)

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

### TOEFL

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

### IELTS

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

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

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

### Duolingo

| Student Level | Score |
|---|---|
| Undergraduate | 115 |
| Graduate | 130 |
| Doctoral | 130 |

# False Information

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

The full fraudulent records policy may be obtained from the Office of the Registrar (https://www.apu.edu/graduateprofessionalcenter/registrar/).

# International Admissions

In order to qualify as an international student at APU, the individual needs to be able to obtain an F-1 or J-1 visa or be in F-1 or J-1 legal status. An individual who has another type of valid U.S. visa may also study full or part time at Azusa Pacific University, depending on the visa type. Anyone in the U.S. in B-1/B-2 status, however, is not allowed by law to study full or part time in any educational program.

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

To be considered for admission to an APU professional program as an international applicant, you must meet all the requirements listed in the Admission to the University (p. 952) section of the catalog, as well as a few requirements unique to international applicants:

1. Affidavit of Financial Support and bank statement[1] proving ability to pay for education costs through personal, family, or sponsor resources
2. Certified English proficiency (See English Proficiency Requirements (p. 954))
3. Official transcripts sent from previously attended schools directly to APU. Transcripts must be in original language and English.
4. Copy of passport

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

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

Note: Individual departments may have additional requirements; see the applicable program page (http://catalog.apu.edu/program-search/) for specific information.

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

International Admissions
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
+1-626-812-3016
Fax: +1-626-812-3096
apu.edu/international/enrollment/ (https://www.apu.edu/international/enrollment/)

# Reservation of Rights

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

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

To apply for admission to Azusa Pacific University, applicants must submit an application form available online (https://engage.apu.edu/portal/app/).

**Mailing Address:**
Student Services Center: Admissions
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

(626) 812-3016
admissions@apu.edu
apu.edu/graduateprofessional/apply (http://www.apu.edu/graduateprofessional/apply/)

Applicants who plan on attending on a student visa must apply through International Admissions (https://www.apu.edu/international/enrollment/).

# Transcripts

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

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

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

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

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

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

For more information, read the General Education Information for Professional Undergraduate Transfer Students (p. 1060) section under the Policies and Procedures section in this catalog.

# Veterans' Education Benefits

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

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

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

*"GI Bill$^{®}$" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available on the* official U.S. government website *(*https://www.benefits.va.gov/gibill/*).*

# Graduate Admissions

- Administrative Withdrawal (p. 957)
- Admission to the University (p. 958)
- Application and Fee (p. 958)
- Change of Program (p. 958)
- Conditional Admission Based on English Level (p. 959)
- Conditional-Incomplete Admission (CIA) (p. 959)
- English Proficiency Requirements (p. 959)
- False Information (p. 960)
- International Admissions (p. 960)
- Program Application Requirements (p. 961)
- Reservation of Rights (p. 961)
- Transcripts (p. 961)
- Veterans' Education Benefits (p. 961)

# Administrative Withdrawal

Nonenrollment for a period of three consecutive terms (e.g., fall, spring, and summer) will result in administrative withdrawal from the university. See the Academic Calendars (https://www.apu.edu/calendar/academic/) for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance; neither does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again. Students who are reaccepted will be held to the current catalog requirements, which may entail additional degree requirements. The initial enrollment in the degree program will determine the beginning of the time limit for completing the degree, where the length of the time limit

(p. 1080) is determined by the current catalog. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating of courses that have expired.

# Admission to the University

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

While the following minimum requirements are considered for university admission, specific program acceptance requirements (https://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program/graduate/) and application deadlines should be consulted as well by reviewing the appropriate program (p. 961) on the APU website and its corresponding catalog section.

Students admitted to financial-aid non-standard-term programs (PhD in Higher Education, Doctoral-Level Certificate in Strengths-Oriented Higher Education) cannot be simultaneously enrolled in any other APU program, nor can they enroll in classes outside of their program.

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

Proof of the baccalaureate degree is also required.

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

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

Forms and procedures are available from the Student Services Center (https://www.apu.edu/graduateprofessionalcenter/).

## Applicants with a Prior Academic Dismissal

Students seeking admission to a master's program after being dismissed from any APU graduate program, or from a graduate program at another institution of higher education, may do so by submitting a new application. During the application process, prospective students must disclose the date of dismissal and include an explanation of the circumstances of dismissal. Also, official student transcripts from the institution where the dismissal occurred must be included with the application and be forwarded to the department or program making admission decisions. Prospective students must wait a minimum of one semester to apply to a program. For example, if a student is dismissed during the fall term, he/she may apply to a program during the spring term and may be admitted during the summer term. Students who are accepted into a program and who fall under this policy will be admitted on a conditional basis and must remain in good academic standing for the duration of the program.

# Application and Fee

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

# Change of Program

Admission to graduate programs at Azusa Pacific University is program specific. If a student changes plans and wishes to enroll in a program other than that to which he or she was accepted, the student must file a Change of Program Form (https://www.apu.edu/graduateprofessionalcenter/download/) with the Office of Graduate and Professional Admissions (https://www.apu.edu/graduateprofessionalcenter/admissions/). International students have additional requirements to complete (https://www.apu.edu/international/).

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

# Conditional Admission Based on English Level

Some applicants have high academic ability but have not yet achieved English proficiency; for these applicants, conditional admission is offered. Those given conditional admission must improve their English proficiency and complete their English requirement prior to beginning their program at APU. Conditional admission is not available for every graduate program. Contact an admissions representative at ssc@apu.edu for details.

# Conditional-Incomplete Admission (CIA)

The Conditional-Incomplete Admission (CIA) status is most often utilized when, to meet an application deadline, an applicant submits his/her transcripts before the degree is officially posted. In this situation, the applicant must submit all other official application documents, including transcripts in which the final semester of coursework is posted, even if still in progress or awaiting grade/degree posting. Other incomplete documents may be considered by program. Visit the university website for specific program application requirements (https://www.apu.edu/programs/?search=&level=Master%27s +Degree&level=Doctoral+Degree&level=Certificates+and+Credentials) within each school or college.

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

The following must be submitted before consideration for CIA status:

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

Check with specific programs regarding additional application documents required for the CIA admission status. Some departments and schools may specify which courses a student may take under CIA status, and may allow only prerequisites to be taken. Completion of preadmission courses does not guarantee admission, regardless of course outcomes.

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

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

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

# English Proficiency Requirements

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

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

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

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

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

The TOEFL (iBT) must be taken no more than two years before the start of an APU program. Specific graduate departments may require a higher score. See specific program areas for more information.

If the applicant scores below the minimum in one or more of the skill areas, the individual can retake the TOEFL (iBT) test or go through an English training program to raise their proficiency prior to full-time entry into the graduate program.

An International English Language Testing System (IELTS) score can also be used as a verification of English proficiency; for regular admission, a minimum score of 7 is required. Students may also verify their English proficiency through a Duolingo test; for graduate and doctoral programs, the minimum required score is 130.

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

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

# False Information

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

The full fraudulent records policy may be obtained from the Office of the Registrar (https://www.apu.edu/graduateprofessionalcenter/registrar/).

# International Admissions

In order to qualify as an international student at APU, the individual needs to be able to obtain an F-1 or J-1 visa or be in F-1 or J-1 legal status. An individual who has another type of valid U.S. visa may also study full or part time at Azusa Pacific University, depending on the visa type. Anyone in the U.S. in B-1/B-2 status, however, is not allowed by law to study full or part time in any educational program.

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

To be considered for admission to an APU graduate program as an international applicant, you must meet all the requirements listed in the Admission to the University (p. 958) section of the catalog, as well as a few requirements unique to international applicants:

1. Affidavit of Financial Support and bank statement[1] proving ability to pay for education costs through personal, family, or sponsor resources
2. Certified English proficiency (See English Proficiency Requirements (p. 959))
3. Official transcripts sent from previously attended schools directly to APU. Transcripts must be in original language and English.
4. Copy of passport

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

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

Note: Individual departments may have additional requirements; see the applicable program page (http://catalog.apu.edu/program-search/) for specific information.

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

International Admissions
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
+1-626-812-3016
Fax: +1-626-812-3096
apu.edu/international/enrollment/ (https://www.apu.edu/international/enrollment/)

# Program Application Requirements

For additional application procedures, program requirements, and forms for the specific program to which you are applying, visit the appropriate program page on the university website (https://www.apu.edu/programs/?search=&level=Master%27s+Degree&level=Doctoral+Degree&level=Certificates+and+Credentials).

# Reservation of Rights

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

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

To apply for admission to Azusa Pacific University, applicants must submit an application form available online (https://engage.apu.edu/portal/app/).

**Mailing Address:**
Student Services Center: Admissions
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

(626) 812-3016
admissions@apu.edu
apu.edu/graduateprofessional/apply (https://www.apu.edu/graduateprofessional/apply/)

Applicants who plan on attending on a student visa must apply through International Admissions (https://www.apu.edu/international/enrollment/).

# Transcripts

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

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

International transcripts must be translated into English, certified by an authorized official, and include the posted degree. International transcripts must be evaluated by an approved agency, which creates an official Degree/Transcript Equivalency Report, to verify that the international degree is comparable to a degree from a regionally accredited college or university in the United States. An official copy of this Degree/Transcript Equivalency Report is submitted with a student's official transcript for university admission consideration. Contact the Office of Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/) 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 more information about ordering an APU transcript, see the* Release of Transcripts *(*p. 1092*) section in this catalog.*

# Veterans' Education Benefits

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

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

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

*"GI Bill[®]" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available on the* official U.S. government website *(*https://www.benefits.va.gov/gibill/*).*

# Financial Information

This section of the Azusa Pacific University Academic Catalog contains information pertinent to Financial considerations, including Financial Aid. Please select from the following to begin.

# General Information

Higher education is one of the most important investments an individual can make. Having a clear understanding of the expense involved is an integral part of making a well-informed choice. The Student Services Center assists students in answering questions related to financial aid and student accounts. Call (626) 815-2020 or email ssc@apu.edu with any questions.

Azusa Pacific University does not discriminate on the basis of race, color, national origin, sex, age, disability, or status as a veteran in any of its policies, practices, or procedures. Appeal procedures exist for anyone who feels that a violation of the above has occurred. Contact Student Affairs (p. 1123) for more information.

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

# Payment Terms and Conditions

## Financial Agreement

When a student submits a registration request, they are committing to a legal financial responsibility. Failure to follow university procedure for altering or revoking their registration through the Office of the Registrar may result in the student being held financially liable. Students must obtain written confirmation from the registrar in order for any change to be considered official.

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

The university reserves the right to make any changes in costs, installment payment plans, and refund policies without notice. View the full Promise to Pay agreement. (p. 964)

## Paying Tuition and Fees

Students have the option of paying their charges for the semester in full or enrolling in an installment payment plan.

## Due Dates

- For students not enrolled in an installment payment plan, tuition charges are considered due on the first day of class.
- For students not enrolled in an installment payment plan, fees are due on the date they are charged to a student's account.
- For students enrolled in an installment payment plan, tuition charges and fees are due on each installment due date.

## Installment Payment Plans

To help families better afford APU's distinctive education, the university offers payment plans to all students. APU automatically places students in a 4-month payment plan for the fall and spring semesters and a 2-month payment plan for the summer semester. Students who wish to be removed from a payment plan may pay their owing balance in full at any time. Note: Students may be charged a convenience fee for enrollment in a payment plan.

## Installment Amount Due

The installment amount due is calculated by taking the semester charges less any financial aid and dividing by the number of installments for that semester. Fall and spring payment plans have four installments, and summer payment plans have two installments.

## Installment Due Dates

- <u>Fall Semester</u>: August 1, September 1, October 1, November 1
- <u>Spring Semester</u>: January 1, February 1, March 1, April 1
- <u>Summer Semester</u>: May 1, June 1

*If a student enrolls in a payment plan after an installment due date has already passed, the plan will be calculated using the remaining installment due dates. For example, if a student enrolls in a payment plan on August 5, the payment plan will have three installments, since the August 1 installment due date has already passed.*

## Past Due Balances

A tuition or fee charge is considered "past due" once the due date or installment due date for the charge has passed and the full amount of the charge remains unpaid. If any student has a past-due balance, they may be dropped from classes and/or prevented from participating in any enrollment activity until the account is current and no longer past due.

*APU realizes that extenuating circumstances may sometimes impact a student's ability to complete the semester. After a student begins attendance in a term and then stops attending all of his or her classes during the term, depending on the circumstances, it may be classified as a "withdrawal," "leave of absence," or "dismissal" from the university. For the purposes of charges assessed and financial aid eligibility, leaves of absence and dismissals are handled the same as withdrawals from the university.*

# Promise to Pay

I promise to pay all stated enrollment charges and required fees listed online and in printed materials associated with the courses I selected. I understand that I am responsible for checking my monthly statements, calling a Student Account Specialist, and/or checking online at home.apu.edu (https://home.apu.edu/) for confirmation of the correct charges associated with the courses I selected. I agree that monies paid on my behalf do not extinguish my payment obligations in the event those monies do not actually come through or for any reason and at any time are returned to the payee or anyone claiming on behalf of the payee or the payee's creditors. I agree to pay any amounts that do not actually come through or for any reason and at any time are returned.

For value received, I promise to pay to Azusa Pacific University, at 901 East Alosta Ave., Azusa, California 91702-7000, the required charges and fees. Each payment shall be credited first toward penalties and costs, then toward late charges, and then toward the remainder of my student account balance. Payments will be applied to student account charges in the order of when the charges were incurred, beginning with the earliest charges, including charges from prior academic years, and concluding with the most recent charges. If any collection steps are taken to collect any overdue amount, the undersigned promises to pay, in addition to the entire balance of the account including late charges, all reasonable attorneys' fees and expenses and all reasonable charges and cost incident to the collection of any amount not paid when due according to the terms of this Promise to Pay.

I further promise to abide by the university's policies as stated in the catalog (https://catalog.apu.edu/), and in other printed materials, which state that my attendance in class, taking final examinations, release of grades, and participation in a graduation ceremony are contingent upon timely and complete payment in accordance with the terms of this Promise to Pay. Azusa Pacific University has the ability to compel payment through such means as: denying my ability to reenter APU or to receive diploma(s) until all amounts owing are paid. I understand, acknowledge, and agree that, if I am allowed to register for courses for a new academic year, APU has the right to, and will, revoke all of my course registrations if I have not paid off any current or prior academic year's balance four weeks prior to the start of the new academic term, and that if my course registrations are revoked and I am later permitted to enroll after meeting my financial obligations to the university, I may not be able to register for the same courses that were revoked.

The pricing for tuition and fees is set each year on the basis of fixed costs and other projected costs for the year. As a result, the university reserves the right (and retains the discretion), consistent with delivering the educational content of our commitment, to unilaterally implement changes (as it deems necessary) in areas such as course content, instructional methods, class locations, instructors, mode of educational delivery, and level and nature of campus activities without reducing tuition and fees.

For a student enrolled in an institutionally prescribed five-year undergraduate program, Cal Grant A awards and Cal Grant B awards may be renewed for a total of five years of full-time attendance, provided that minimum financial need, as defined in paragraph (3) of subdivision (b) of Section 69432.9, continues to exist. A Cal Grant award is limited to four academic years, except as provided in subdivision (c) of Section 69433.6. A student needs to take 15 units per semester or the equivalent quarter units, or 30 semester units or the equivalent quarter units per academic year, in order to graduate within four years.

# Tuition and Fees

Visit the Student Services Center website (https://www.apu.edu/student-services-center/) to view the current cost of attendance, including tuition and fees, for undergraduate, graduate, and professional students. This information is effective as of fall of the academic year unless otherwise noted. Prices are subject to change without notice.

# Financial Aid Disbursement

Students who have satisfied all of the predisbursement requirements for the financial aid awards that have been accepted will usually receive their financial aid disbursement within one week after the Add/Drop deadline. Award requirements can be viewed in the To Dos list on home.apu.edu (https://home.apu.edu/) and must be completed before aid will be disbursed. For those students receiving awards from outside organizations, any additional requirements will be communicated directly to the student from the awarding agency. Once APU has received confirmation from the awarding agency that the requirements have been met, the financial aid will be disbursed.

## Disbursement Delays

Students should refer to their To Dos (https://home.apu.edu/) list and ensure that all financial-aid-related items have been completed. Below are some common reasons that lead to delays in financial aid disbursement.

### Enrollment

Students are required to maintain a minimum level of enrollment and meet Satisfactory Academic Progress (SAP) (p. 971) in order for many types of financial aid to be disbursed. If you are enrolled less than half-time and have questions about how your level of enrollment may affect your ability to receive a financial aid disbursement, contact the Student Services Center (https://www.apu.edu/student-services/).

### Verification

Every year the Federal Student Aid program (https://studentaid.gov/) randomly selects a predetermined percentage (usually around 30 percent) of all Free Application for Federal Student Aid (FAFSA) applications for a process called verification. Students may also be selected at the discretion of Student Financial Services. Federal regulations require collecting documentation from the student and family, if applicable, to confirm the accuracy of information reported on the FAFSA. This can include tax transcripts, information about family size, and more. In addition to individuals selected for verification, institutions are required to request further documentation when a FAFSA application and/or subsequent paperwork appears to have incomplete, inaccurate, or conflicting information. APU graduate and professional students will not be packaged for federal, state, and/or institutional need-based aid until all required verification paperwork has been submitted. Students can submit documentation via a secure online portal.

### Accepting Aid

APU requires active confirmation from a student (or parent) informing us of how much you intend to borrow on a federal loan (Direct Subsidized, Direct Unsubsidized, or Direct PLUS). This confirmation is required before we can begin processing your loan.

Students who elect to receive federal loans must take action by accepting their loans at home.apu.edu (https://home.apu.edu/). Parents intending to borrow for their dependent student must submit an online Parent PLUS Loan application (https://studentaid.gov/plus-app/parent/landing/). For more information about receiving your federal loans, visit the Student Services Center website.

### Loan Entrance Counseling and the Master Promissory Note

First time Direct Loan borrowers will need to complete Loan Entrance Counseling and the Master Promissory Note. For detailed information and to complete these requirements, students and parents should visit the Federal Student Aid website.

### Missing Signatures

Before your financial aid is processed and ready to disburse, you'll need to provide all required signatures. Students must sign their completed financial aid applications. Students who are determined to be dependent students based on their financial aid application must also have a parent sign their completed financial aid application.

*Students with additional questions about why aid has not disbursed should contact the Student Services Center at* ssc@apu.edu *or (626) 815-2020.*

## Credit Balances

If there is a credit balance on a student account after financial aid has been disbursed, that student may be eligible for a refund. Keep in mind that some types of financial aid, or other credits, can only pay for charges and are unable to be refunded directly to a student.

For those students who receive a refund, they will be sent via printed check or direct deposit. Students wishing to receive their refunds quicker should elect to enroll in direct deposit.

In the event of a deceased student, APU will conduct a full evaluation of the student account and make appropriate adjustments to financial aid and student charges. If a credit balance remains after this point, this balance will be refunded to the student directly.

# Additional Information for Undergraduate Students

# Financial Aid

# Apply for Financial Aid

## Step 1

Complete the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/).

- Priority Deadline: March 2
- APU's School Code: 001117

## Step 2

Submit the Cal Grant GPA Verification Form (https://www.csac.ca.gov/post/cal-grant-gpa-verification-form/) (California residents).

- Deadline: March 2
- Note: This is not required if the student received a Cal Grant the previous school year.

## Step 3

Submit To Do List items requested through the My Financial Aid tab (under the Student Services Center tab) at home.apu.edu (https://home.apu.edu).

- When: Recommended by June 30

## Step 4

Look for other scholarships and grants if needed.

- APU Academic Scholarships (http://www.apu.edu/undergraduate-enrollment-services/finances/aid/academic/)
- APU Participatory Scholarships (p. 982)
- Other Resources (http://www.apu.edu/undergraduate-enrollment-services/finances/aid/resources/)

## Step 5

Apply for loans.

- When: After the student receives the financial aid award letter.

## Step 6

Ask questions.

- When: Anytime
- New Students: admissions@apu.edu
- Returning Students: ssc@apu.edu

# Financial Aid Policies

All financial aid is subject to the continued availability of federal, state, institutional, and private funding. Budget limitations may reduce or eliminate any of the awards described without notice.

The following policies are covered:

1. Deadlines (p. 967)
2. Financial Aid Packaging (p. 967)
3. Financial Aid Policy for Study-Away Programs (p. 967)
4. Keeping in Touch (p. 971)
5. Minimum Enrollment (p. 971)
6. Nondiscrimination (p. 971)
7. Release of Records (p. 971)
8. Professional Judgement (p. 971)
9. Satisfactory Academic Progress (SAP) (p. 971)
10. Stacking Financial Aid (p. 973)
11. Verification (p. 974)
12. Verifying Enrollment for Financial Aid Eligibility (p. 974)

## Deadlines

In order to receive financial aid, all required documentation must be received by Azusa Pacific University within a reasonable amount of time to be processed before applicable federal, state, and institutional deadlines.

## Financial Aid Packaging

Azusa Pacific University offers financial aid in the form of grants, scholarships, loans, and employment. In order to serve a large number of students needing financial assistance, the university coordinates various elements of each student's financial aid program. This "packaging" (https://www.apu.edu/admissions/undergraduate/calculator/) approach may include assistance from two or more sources of financial aid. The university's goal is to award all applicants the maximum scholarship, grant, loan, and work study for which they qualify within the restrictions of federal and state guidelines and institutional policies.

## Financial Aid Policy for Study-Away Programs

APU has six category types of study-away programs.

### Financial Aid Policies: Semester Study Away

Approved semester programs (partner programs **and** exchange programs) are thoroughly vetted to ensure high-quality program design, student support, academic connectedness, and safety preparedness. View information on all APU-approved semester programs for undergraduate students. (https://sites.google.com/apu.edu/cgle/programs/semester-programs/?authuser=0)

TYPE 1: Approved Semester Programs

- Programs: Learn more about approved semester programs (https://sites.google.com/apu.edu/cgle/programs/semester-programs/?authuser=0) (LCC Lithuania, LLI Baltimore, LLI Ecuador, LLI Italy, SCIO Oxford, Semester in Spain)

- Charges are applied to student's APU account:

  - Tuition: Program tuition (not APU tuition)

  - Program Cost: Amount from program

- APU Study Away fee: $50

- APU UG services fee: $350

- International Semester Insurance (only for international programs): $100

- Health Insurance (general): Varies by student

- And some programs might have out-of-pocket expenses.

- View current amounts for each charge category (https://sites.google.com/apu.edu/cgle/programs/semester-programs/?authuser=0) through program details, and learn more about costs associated with semester study-away programs (https://www.apu.edu/undergraduate-admissions/cost/tuition/).

- Financial Aid for TYPE 1 Programs

  - Federal Aid: Yes, automatically applied like a regular semester.

  - State Aid: Yes, automatically applied like a regular semester.

  - APU Institutional Aid: No. Since students are going to a non-APU program, APU institutional aid cannot be used. APU institutional aid is manually removed during a semester study-away term and then automatically reinstated for the following semester(s). APU institutional aid includes, but is not limited to, aid such as the Trustees', President's, Provost's, Deans', and Directors' scholarships, the Mary Hill Award, MEL scholarships, the Faculty/Staff Award, Honors College scholarships, and APU Grants.

  - All students must meet with study-away program advising (studyaway@apu.edu), financial aid advising (ssc@apu.edu), and academic advising (advising@apu.edu) before committing to a semester study-away program.

- Payment Due Dates: Same as those of regular APU semester payments. (https://www.apu.edu/undergraduate-admissions/cost/tuition/)

TYPE 2: Approved Semester Exchange Programs

- Programs: Learn more about the approved semester exchange program (https://sites.google.com/apu.edu/cgle/programs/semester-programs/?authuser=0) (Nursing Norway)

- Charges are applied to student's APU account:

  - Tuition: Standard APU block tuition (12-17 units)

  - Program Cost: Amount from program

  - APU Study Away fee: $50

  - APU UG services fee: $350

  - International Semester Insurance (only for international programs): $100

  - Health Insurance (general): Varies by student

  - And some programs might have out-of-pocket expenses.

  - View current amounts for each charge category (https://sites.google.com/apu.edu/cgle/programs/semester-programs/?authuser=0) through program details, and learn more about costs associated with semester study-away programs (https://www.apu.edu/undergraduate-admissions/cost/tuition/).

- Financial Aid for TYPE 2 Programs

  - Federal Aid: Yes, automatically applied like a regular semester.

  - State Aid: Yes, automatically applied like a regular semester.

  - APU Institutional Aid: Yes, automatically applied like a regular semester (with the exceptions of athletics, music, and other aid that requires on-campus participation). Traditional undergraduate students are limited to receiving institutional aid to one off-campus nursing semester program.

  - Note: All students must meet with their nursing advisor, study-away program advising (studyaway@apu.edu), financial aid advising (ssc@apu.edu), and academic advising (advising@apu.edu) before committing to a semester study-away program.

- Payment Due Dates: Payment due dates for this program are the same as those of regular APU semester payments. (https://www.apu.edu/undergraduate-admissions/cost/tuition/)

TYPE 3 Programs

- All other semester programs not sponsored/approved by APU are not eligible for registration through APU, not eligible for financial aid/financial processing, and require a Leave of Absence (p. 1033).

## Financial Aid Policies: GO Term Study-Away Programs

GO Term study-away programs take many forms and include, but are not limited to, learning exchange programs, faculty/student research projects with travel, faculty-led study-away programs, grant-funded academic projects/programs with travel, etc. GO Term programs are for varying lengths of time for graduate, professional, and/or undergraduate students, offered in the fall, spring, and summer in a variety of destinations and courses of study. GO Term programs vary each year. See all current GO Term program materials (https://sites.google.com/apu.edu/cgle/programs/go-terms/?authuser=0) for exact dates, courses offered, and more information.

TYPE 4-A: GO Terms - Graduate (Fall, Spring, Summer)

- Programs: Learn more about graduate GO Term programs. (https://sites.google.com/apu.edu/cgle/programs/go-terms/?authuser=0)

- Charges are applied to student's APU account:

  - Tuition: Regular APU per-unit study tuition rate for the participant's degree program

  - Program Cost: Amount from program

  - APU Study Away fee: $50

  - International Insurance (only for international programs):  $35-$100

  - Some programs might have out-of-pocket expenses; learn more about costs associated with graduate GO Term programs (https://www.apu.edu/undergraduate-admissions/cost/tuition/).

- Financial Aid:

  - Usually no study-away aid is available for graduate/professional students, but standard loans or approved aid can be applied if off-campus travel is permitted with aid.

- Payment Due Dates: All related charges are paid with the same Student Services Center (Graduate and Professional) (https://www.apu.edu/graduateprofessionalcenter/) timeline as the participant's degree program.

TYPE 4-B: GO Terms - Traditional Undergraduate (Fall and Spring)

- Programs: Learn more about traditional undergraduate fall and spring GO Term programs. (https://sites.google.com/apu.edu/cgle/programs/go-terms/?authuser=0)

- Charges are applied to student's APU account:

  - Tuition: Tuition may be combined with the standard APU block tuition (12-17 units)

  - Program Cost: Amount from program

  - APU Study Away fee: $50

  - APU UG services fee: $350

  - International Insurance (only for international programs):  $35-$100

  - Health Insurance (general): Varies by student

  - Some programs might have out-of-pocket expenses; learn more about costs associated with traditional undergraduate fall and spring GO Term programs (https://www.apu.edu/undergraduate-admissions/cost/tuition/).

- Financial Aid:

- Federal Aid: Yes, automatically applied like a regular semester.

- State Aid: Yes, automatically applied like a regular semester.

- APU Institutional Aid: Yes, automatically applied like a regular semester if off-campus travel is permitted with aid.

- Payment Due Dates: Program and insurance fees are paid in the fall and spring semesters, respectively. Tuition and all supporting fees must be paid according to the Student Services Center (Undergraduate) (https://www.apu.edu/undergraduate-enrollment-services/) timeline.

TYPE 4-C: GO Terms - Traditional Undergraduate (Summer)

- Programs: Learn more about traditional undergraduate summer GO Term programs. (https://sites.google.com/apu.edu/cgle/programs/go-terms/?authuser=0)

- Charges are applied to student's APU account:

  - Tuition: APU per-unit study-away summer tuition rate for the student's degree program for the current year.

  - Program Cost: Amount from program

  - APU Study Away fee: $50

  - Some programs might have out-of-pocket expenses; learn more about costs associated with traditional undergraduate summer GO Term programs (https://www.apu.edu/undergraduate-admissions/cost/tuition/).

- Financial Aid:

  - Usually no financial aid is available for traditional undergraduate summer programs. If you have "unused" aid/loans on your account, you might be able to apply it to your program but only if confirmed by your financial aid counselor in the Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/).

- Payment Due Dates: Program and insurance fees must be paid in the spring semester before your program. Tuition and all supporting fees must be paid according to the Student Services Center timeline.

TYPE 5: Traditional Undergraduate Approved Partner Summer Programs

- Programs: Learn more about traditional undergraduate approved partner summer programs (https://sites.google.com/apu.edu/cgle/programs/additional-programs/?authuser=0) (Ecuador, Lithuania, Oxford, Pacific Rim Washington State, Spain, and more)

- Charges are applied to student's APU account:

  - Tuition: Instructional costs of the program. This may be higher or lower than the APU per-unit study-away summer tuition rate for the student's degree program for the current year.

  - Program Cost: Amount from program

  - International Semester Insurance (only for international programs):  $35-$100

  - APU Study Away fee: $50

  - APU UG Summer Services Fee: $100

  - Some programs might have out-of-pocket expenses; learn more about costs associated with traditional undergraduate approved partner summer programs (https://www.apu.edu/undergraduate-admissions/cost/tuition/).

- Financial Aid: Usually no financial aid is available. Program and insurance fees must be paid the semester before the program. Tuition and all supporting fees must be paid according to the Student Services Center timeline.

- Payment Due Dates: Program and insurance fees must be paid in the spring semester before your program. Tuition and all supporting fees must be paid according to the Student Services Center timeline.

TYPE 6: Traditional Undergraduate Nonagreement Summer Programs

- All other traditional undergraduate summer program participation is considered transferred-in units and processed directly between the student and their program.

## Study-Away Refund Policy

Learn more about the refund policy for study-away programs (p. 1138).

## Keeping in Touch

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

Students must notify the Student Services Center regarding changes in financial situation, marriage, loss of a job, change in class load, or change of address. To contact the Student Services Center, a student may call, email, or stop by in person. Students must notify the Office of the Registrar to withdraw from the university.

## Minimum Enrollment

Scholarships, grants, and federal loans are based on a student's enrollment (athletic scholarships are pursuant to NCAA legislation).

For scholarships and grants:

- 12+ units: 100 percent of scholarships and grants
- 9-11 units: 75 percent of scholarships and grants
- 6-8 units: 50 percent of scholarships and grants
- 1-5 units: Not eligible for scholarships and grants*

*Exception: Final semester to graduate—25 percent of institutional scholarships and grants

For federal loans*:

- 6+ units: 100 percent of federal loans
- 1-5 units: Not eligible for federal loans

*Exception: Federal loans will be prorated if a student exclusively attends fall, spring, or summer only for their final semester.

## Nondiscrimination

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

## Release of Records

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

## Professional Judgment

Students who have completed a FAFSA or California Dream Act application have the option to submit a Family Contribution Appeal or Cost of Attendance Appeal for a professional judgment review. This process assists families who experience changes in family income or have other special circumstances and would like to be evaluated for additional financial aid assistance. Some examples of significant changes are:

- Unemployment or reduction in income
- Dependent care expenses while participating in class
- Any other extenuating circumstances

Before a Family Contribution Appeal can be submitted for review, a financial aid application (FAFSA or CADAA) must be completed. Federal verification is required if selected. All requests submitted will be reviewed, but not all adjustments will be approved or will result in increased aid. Contact the Student Services Center for additional information.

## Satisfactory Academic Progress (SAP)

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

### Minimum Requirements

- GPA: Cumulative GPA of at least 2.0
- Units Passed (Pace): Passing grade in at least 67 percent of units enrolled (includes *F*s, *W*s, Incompletes, and repeated courses)

- Total Units Limit (Maximum Time Frame):  Not eligible when a determination has been made that a student cannot complete their degree within 180 units (includes *F*s, *W*s, Incompletes, and repeated courses). Exceptions may apply to students enrolled in additional degrees.
- Evaluated: End of each term (fall, spring, summer)

# Definitions

## Change of Major

If a student changes his or her major, it will **not** "reset" the current qualitative (GPA) or quantitative (pace) measures of SAP. All units attempted and/or passed will be counted when determining whether a student meets the minimum requirements listed above.

## Additional Degree

Students may receive Title IV, state, and most institutional aid for each degree. If the student completes the degree requirements for both degrees during the same term, the student can receive aid from Title IV, state, and most institutional aid until completion. If, on the other hand, the student completes the first degree/major program before completing the other degree/major program, that student is no longer eligible for Title IV grant (Federal Pell Grant, FSEOG, or TEACH Grant) and state aid funds to complete the second degree/major program. That student, however, may still receive Federal Work Study and Federal Direct Loan funds to complete the requirements of the second degree/major program. Students can enroll in up to 225 units. Not eligible when enrolling in the 226th unit (includes *F*s, *W*s, Incompletes, and repeated courses). See the Guidelines for Additional Degrees section on the Major and Minor Policies page (p. 1028).

## Financial Aid SAP Status

Students who fail to maintain SAP will be placed on Financial Aid Warning and may be given up to one term (semester) of financial aid eligibility to correct their SAP deficiencies. If the student does not make up his/her deficiencies in that one term and/or does not maintain SAP for two consecutive terms, he/she will be placed on Financial Aid Suspension and will be ineligible for all financial aid (federal, state, and institutional). Finally, if a student appeals and is approved, he/she will be placed on Financial Aid Probation.

## Appeals

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

A SAP Appeal form is available online (https://apu.studentforms.com) and is required in order to be considered for reinstatement of your financial aid. The student must develop an academic plan. The academic plan that is submitted with the appeal should be created by the student and the Academic Success Center (https://www.apu.edu/academic-success/) staff. For Max Time Frame Appeals, the academic plan should be created with an academic records specialist in the Student Services Center. The appeal will be reviewed by an SAP Appeals Committee.

## Grades

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

## Regaining Eligibility

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

## Remedial Coursework

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

## Repeated Courses

If a student repeats a failed or a previously passed class, it will replace the grade to recalculate into the new cumulative GPA. The units will still count toward the completion (pace) rate and maximum time frame. Students who passed a class and choose to repeat for a higher grade may receive financial aid only once for that repeated class. Students may receive financial aid for a failed class that they repeat until they pass (as long as they are meeting all of the other SAP requirements).

## Transfer Credits

Transfer credits that have been officially accepted to complete program requirements will count toward all three progress measures for SAP (GPA, pace, and total units limit).

# Stacking Financial Aid

The Student Services Center strives to award all applicants the maximum grant, scholarship, loan, and work study for which they qualify. Unfortunately, sometimes federal, state, and/or institutional policies may restrict the total amount or type of award a student may receive.

Aid will be stacked in the following order (unless otherwise stated):

1. Federal (Pell Grant, FSEOG Grant, etc.)
2. State (Cal Grant B/Dream Act Access, Cal Grant B/Dream Act, Cal Grant A/Dream Act, Chafee Grant, etc.)
3. Outside aid (depending on what the scholarship/award is explicitly designated to help cover)
4. Institutional aid, in the following order:
   a. APU Yellow Ribbon Matching Award
   b. Tuition Exchange Award
   c. Academic Merit Scholarship (President's, Deans', Trustees', etc.)
   d. Athletics
   e. MOU scholarship
   f. APU Grant; APU Grant–Dream Act
   g. Faculty/Staff Award (new students: Faculty/Staff comes before APU Grant)
   h. Departmental/participatory (new students: departmental/participatory comes before APU Grant)
5. Federal Direct Subsidized Student Loan
6. Federal Work Study
7. Nursing Student Loan (NSL)
8. Federal Direct Unsubsidized Student Loan
9. Federal Direct PLUS Loan (Parent)
10. Federal Direct Unsubsidized Student Loan (add-on)
11. Alternative Loan
12. State Vocational Rehabilitation Grant
13. ROTC
14. Veterans benefits (GI Bill[®], GI Yellow Ribbon portion, and Vocational Rehabilitation and Employment)

   *"GI Bill[®]" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available on the* official U.S. government website *(*https://www.benefits.va.gov/gibill/*).*

The following guidelines help explain why a student's financial aid may be reduced:

## Step 1: Cost of Attendance (COA)

Financial aid cannot stack above cost of attendance (COA). Exceptions: ROTC and VA Educational Benefits.

## Step 2: Cal Grant

When a student receives a Cal Grant, per state guidelines scholarships and grants (all free money) will be reduced to the lesser of the following:

- Scholarships and grants cannot stack above need (need = COA - Expected Family Contribution [EFC]).
- Scholarships and grants specifically required to pay tuition can stack with the Cal Grant up to tuition (Trustees', Tuition Exchange, etc.).

## Step 3: Institutional Aid

APU scholarships and grants (including the Faculty/Staff Award and Tuition Exchange) cannot stack above tuition. Please note: Steps 1 and 2 may reduce the amount below the cost of tuition.

Exceptions:

- Bishop Dixon Scholars (see Step 6 below)
- Honors College Scholarship(s)
- RA Scholarship
- Scholarshipped athletes cannot stack above Grant-in-Aid Amount.
  - Not eligible for an APU Grant (athletes receiving the Athletics Support Grant may still be eligible to receive an APU Grant)

## Step 4: APU Grant

The APU Grant will be reevaluated when new information is received. Circumstances that may decrease a student's APU Grant:

- Changes made to the FAFSA
- Academic Merit Scholarship added or revised
- APU departmental/participatory scholarship added or revised
- Faculty/Staff Award added or revised
- Federal or state grants added or revised (Pell Grant, FSEOG Grant, Cal Grant, etc.)
- Other new information

Not eligible for APU Grant:

- Athletic scholarship recipient
- ROTC recipient
- College of the Arts music scholarship recipient
- College of the Arts theater scholarship recipient
- A student who does not submit a FAFSA or complete verification
- Faculty/staff (employee and/or spouse)

## Step 5: ROTC

### Army ROTC

- Scholarship from ROTC covers tuition and mandatory fees.
- Also receive an ROTC Room and Board Scholarship from APU: $9,000/year ($4,500/semester).
- Not eligible for any additional APU scholarships or grants.
- Not eligible for Cal Grant (full tuition is paid by ROTC)

### Air Force ROTC

- Scholarship from ROTC = $18,000/year ($9,000/semester).
- Also receive an ROTC Room and Board Scholarship from APU: $9,000/year ($4,500/semester).
- Not eligible for any additional APU scholarships or grants (exception: ROTC Assistance Grant)
- May be eligible for Cal Grant (student must have enough tuition charges, after ROTC, to add full Cal Grant).

## Step 6: Bishop Dixon Scholarship Recipients

After federal, state, and APU grant aid is applied, the Bishop Dixon Scholarship will cover remaining tuition, mandatory fees, and room and board (though it may not cover optional charges, such as the Student Health Center, parking citations, etc.). Recipients will also receive $2,000/year ($1,000/semester) to help with books and supplies.

## Verification

Each year, the federal government or Azusa Pacific University chooses some FAFSA applications for a process called "verification." The law requires colleges to obtain information from the family that confirms the accuracy of the information that was reported on the FAFSA (e.g., student and parent tax information, etc.). Beyond those applications selected for verification, the law requires colleges to also request further documentation when a FAFSA application and/or subsequent documentation appears incomplete or inaccurate.

A student is not eligible to receive federal, state, and/or institutional need-based aid until all required documentation has been submitted by the financial aid deadline.

## Verifying Enrollment for Financial Aid Eligibility

In order to be eligible for Title IV aid, each course a student enrolls in must:

1. Be a course enrolled in at Azusa Pacific University.
2. Satisfy a degree requirement for the major(s) the student is actively pursuing during that term (fall, spring, summer). Degree requirements include courses that satisfy graduation, general education, major, minor, or other required coursework, including prerequisites.
3. Meet the repeat requirements as defined by the Department of Education:
   a. If a student received a passing grade (grade higher than *F*) in a course, they are allowed to repeat that course only once to remain eligible for Title IV aid. Students who pass the course initially but fail the second time may not receive Title IV aid for taking the course a third time.

b. If a student received a *W* or *F* grade in a course, they are permitted to repeat the course, but other APU academic policies may limit the number of times a student can repeat a course.

Courses that do not meet the above requirements will not be included in the determination of a student's enrollment status for purposes of paying Title IV aid. Institutional aid will be based on eligible coursework.

# Types of Financial Aid

Award amounts listed are for students first enrolling at Azusa Pacific University in 2024-25. Refer to previous catalogs (https://www.apu.edu/provost/catalog/) for scholarship/grant awarding information for enrollment that began prior to 2024-25.

The following types (or sources) of financial aid are available:

1. Federal (p. 975) (provided by the U.S. government)
2. Institutional (p. 978) (provided by APU)
3. Outside Aid and Alternative Loans (p. 987) (provided by organizations, businesses, etc.)
4. State (p. 990) (provided by the state of California)

## Budget Limitations

Be advised that funding from all of the sources listed is not guaranteed. Budget limitations may reduce or eliminate any of the awards described without notice. Also, on rare occasions the amount of financial aid originally offered may end up reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 973) policy for more information on possible restrictions.

# Federal Aid

Federal aid is categorized as:

1. Grants (free money)
2. Federal Work-Study (paycheck from a job)
3. Loans (which have to be paid back)
4. Military Benefits (based on qualifying military service)

To apply for federal aid in the form of grants, Federal Work-Study, or loans, students must complete the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/).

To be eligible for and to continue receiving federal aid, students must meet the eligibility requirements set forth by the U.S. Department of Education. The information provided below is a general overview of the programs provided. For more information on federal aid programs, the amounts, and their qualifications and restrictions, refer to the Department of Education website (https://studentaid.gov/).

## Grants

### Pell Grant

The Pell Grant is awarded to eligible students who have met a financial need requirement as determined by the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/).

### Qualifications

1. Financial need requirement (as determined by the FAFSA).
2. Has not previously received a bachelor's degree.
3. Enrolled at least part time.

### Disbursement

Once the student's financial aid file is complete, the Pell Grant usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

### To Retain Eligibility

The student must have remaining eligibility in the Pell Grant program and maintain Satisfactory Academic Progress (SAP). (p. 971)

# Federal Supplemental Educational Opportunity Grant (FSEOG)

The extremely limited funds for the FSEOG are awarded to the neediest students as determined by the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/) based on exceptional need until the funds run out.

## Qualifications

1. Extreme financial need requirement (as determined by the FAFSA).
2. Student has not previously received a bachelor's degree.
3. Eligible for a Pell Grant.
4. Returning Students: Complete new FAFSA application by March 2.

## Yearly Amount

1. Up to $1,500 ($750/semester).

## Disbursement

Once the student's financial aid file is complete, the FSEOG Grant usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

## To Retain Eligibility

The student must complete the FAFSA as soon after the first FAFSA filing date as possible. The student must meet the extreme financial need requirement (and the other qualifications listed above). This grant is awarded based on exceptional need until funds run out. There is no guarantee that the student will continue to receive this award in subsequent years. The student must also maintain Satisfactory Academic Progress (p. 971).

# Federal Work-Study (FWS)

Federal Work-Study enables students to earn part of their financial aid award through employment. Federal regulations allow the university to offer qualified students a certain amount of college work-study earnings.

This money is not gift aid, but is an opportunity for students to work and have part of their salary paid by the federal government.

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

## Qualifications

1. Financial need requirement as determined by the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/) and other financial aid received.
2. Hired and satisfactorily working in a FWS eligible position (certain religious-related positions are not eligible). APU reserves the right to alter the amount of FWS offered.
3. The student must also maintain Satisfactory Academic Progress (p. 971).

# Loans

# Federal Direct PLUS Loan for Parents

The Federal Direct Parent PLUS Loan is a low-interest loan borrowed directly from the U.S. government that parents can apply for to help their dependent student pay for college.

## Yearly Amounts

If the parent is approved, they can borrow any amount up to the student's cost of attendance, minus any other aid the student is receiving.

## Appeals and Endorsers

If denied a PLUS Loan, parents may:

1. Appeal the decision by contacting Direct Loans.
2. Apply for the PLUS loan with an endorser (co-signer).
3. The student can then take out an additional Federal Direct Unsubsidized Loan (freshmen and sophomores, $4,000; juniors and seniors, $5,000).

## How to Apply

Students

1. Complete the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/).

Parents of a Dependent Student

1. Complete the Direct PLUS Loan Application (https://studentaid.gov/plus-app/parent/landing/).
2. New borrowers must also complete a Direct PLUS Loan Master Promissory Note (MPN) online (https://studentaid.gov/mpn/).

## Disbursement

Once the student's financial aid file is complete, the PLUS Loan usually disburses into the student's APU account during the first month of the semester (first half of the loan in fall, the second half in spring), or later depending on when documentation is received. If the parent borrower was originally denied the PLUS Loan based on adverse credit and was then later approved (or obtained an endorser), the parent must complete PLUS Credit Counseling online. (https://studentaid.gov/app/counselingInstructions.action/?counselingType=plus) The Parent PLUS Loan will not disburse to the student's APU account until the credit counseling is completed.

## To Retain Eligibility

The student must be enrolled at least half time (6 units per semester). The student must also maintain Satisfactory Academic Progress (p. 971).

## Repayment

Repayment of the Federal Direct PLUS Loan for Parents usually begins 60 days after the loan has been fully disbursed (after the second disbursement in early January for most students). In some cases, payment can be delayed by deferment or forbearance. Learn more about repayment of the Federal Direct PLUS Loan for Parents. (https://studentaid.gov/loan-simulator/)

# Federal Direct Loan for Students

The Federal Direct Loan is a low-interest loan borrowed directly from the U.S. government designed to help students pay for college. Depending on eligibility as determined by the FAFSA, the student may be offered a subsidized and/or unsubsidized loan. Subsidized means that the government will pay the interest on the loan while the student is in school. Unsubsidized means that the student is responsible to pay the interest on the loan while in school.

## Yearly Amounts

- Freshmen (0-29 units): $5,500 (up to $3,500 of which may be subsidized)
- Sophomores (30-59 units): $6,500 (up to $4,500 of which may be subsidized)
- Juniors and Seniors (60+ units): $7,500 (up to $5,500 of which may be subsidized)

If the student is independent or the parent is denied a PLUS Loan, the student can take out an additional Unsubsidized Loan (freshmen and sophomores, $4,000; juniors and seniors, $5,000).

## How to Apply (All Students)

1. Complete the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/).
2. Accept loan(s) through the Student Services Center tab at home.apu.edu (https://home.apu.edu).

## New Borrowers Must Also:

1. Complete Direct Loan entrance counseling online (https://studentaid.gov/entrance-counseling/).
2. Complete a Direct Loan Master Promissory Note (MPN) online (https://studentaid.gov/mpn/).

## Disbursement

Once the student's financial aid file is complete, and the student has completed the Direct Loan application steps, the loan usually disburses into the student's APU account during the first month of the semester (first half of the loan in fall, the second half in spring), or later depending on when documentation is received.

## To Retain Eligibility

The student must have remaining eligibility in the Direct Loan program. The student must be enrolled at least half time (6 units) per semester. The student must also maintain Satisfactory Academic Progress (p. 971).

## Repayment

Repayment usually begins six months after the student either drops below half time (6 units is half time), withdraws, or graduates from college.

**For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, visit the Washington Student Achievement Council website (https://wsac.wa.gov/loan-advocacy/) or contact Student Loan Advocate at loanadvocate@wsac.wa.gov.**

## Military Benefits

### Post-9/11 GI Bill ® and VA Yellow Ribbon

For up-to-date information regarding eligibility requirements, award amounts offered by the government, and specific details, contact the VA (https:// www.va.gov/). You may also contact the Office of Military and Veteran Education Benefits (https://www.apu.edu/militaryeducation/benefits/) at (626) 815-3837 or mveb@apu.edu.

*"GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at* https://www.benefits.va.gov/gibill *(*https://www.benefits.va.gov/gibill/*)"*

# Institutional Aid

Award amounts listed are for students first enrolling at Azusa Pacific University in 2024-25. Refer to previous catalogs for scholarship/grant awarding information for enrollment that began prior to 2024-25.

Institutional aid categories:

- Academic Scholarships (p. 979)
- Need-Based Awards (p. 980)
- Participatory/Other Awards (p. 982)

## Budget Limitations

Be advised that funding from all of the sources listed is not guaranteed. Budget limitations may reduce or eliminate any of the awards described without notice.

All institutional aid is subject to coordination with federal, state, institutional, and outside aid policies. On occasion, the amount of financial aid originally offered may end up reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 973) policy for more information on possible restrictions.

## Minimum Enrollment

Award amounts are based on full-time attendance. See the Minimum Enrollment (p. 971) policy for more information.

## Student Responsibility

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

## Underwriting Organizations

Foundations and corporations generously contribute funds that underwrite APU scholarships. These organizations include (but are not limited to):

- American Endowment Foundation
- American Transport System
- America's Christian Credit Union
- Arrow Motors, Inc.
- Bargaehr Family Foundation
- Barnabas Foundation
- Benevity Social Ventures, Inc.
- Bolton & Company
- California Community Foundation
- Corona Aluminum Co.
- EMELCO Foundation
- Family Unity Foundation
- Fuller Foundation
- Gatherer Family Foundation

- George H. Mayr Foundation
- IHS Foundation
- Image Management
- James L. Stamps Foundation, Inc.
- John Stauffer Charitable Trust
- Kaiser Permanente
- Landcastle, Inc.
- Larry W. Smith Ranch
- McGrew-Philipp Family Foundation
- Merklin Family Foundation
- Ministry Advance Foundation
- National Christian Foundation
- Pillmore Family Foundation
- Presbyterian Intercommunity Hospital
- Southern California Edison
- Team Physical Therapy
- TELACU Industries
- The Ahmanson Foundation
- The Community Foundation serving Riverside and San Bernardino Counties
- The Hugh and Hazel Darling Foundation
- Visiting Angels of Glendora and Upland
- Whiting's Food Concessions, Inc.
- William Randolph Hearst Foundation
- Windgate Charitable Foundation

# Academic Scholarships

Academic scholarships are based on a combination of GPA and test scores at the time of admittance. SAT or ACT writing section scores are not considered. Recipients will be granted the single-highest award for which they qualify and will receive official notification of their award shortly after acceptance to the university.

All academic scholarships are renewable for up to four years. Award amounts listed are for students enrolling for the first time at Azusa Pacific University in fall 2024. Refer to previous academic catalogs (http://www.apu.edu/provost/catalog/) for scholarship/grant awarding information for enrollment that began prior to fall 2024. Award amounts are not increased in subsequent years.

## Trustees' Scholarship

### Deadlines

- Submit a complete APU undergraduate application (https://www.apu.edu/undergraduate-admissions/) by the Early Action deadline of November 15, and
- Submit a complete Trustees' Scholarship Application (http://www.apu.edu/trusteesscholarship/) by November 15.

### Yearly Amount

- Full tuition (awarded to a small group of first-time freshmen who are interviewed and selected by the Trustees' Scholarship Committee)

### How to Apply

- Complete and submit the Trustees' Scholarship Application (http://www.apu.edu/trusteesscholarship/) online.

### To Retain Eligibility

- Must continue to meet SAP requirements (p. 971) at APU (verified after semester).

## President's Scholarship

### Yearly Amount

- $24,000 ($12,000 per semester)

## Provost's Scholarship

### Yearly Amount

- $21,000 ($10,500 per semester)

## Deans' Scholarship

### Yearly Amount

- $20,000 ($10,000 per semester)

## Director's Scholarship

### Yearly Amount

- $18,000 ($9,000 per semester)

## Mary Hill Award

### Yearly Amount

- $14,000 ($7,000 per semester)

## General Scholarship Information

Unless stated otherwise, the following applies to the awards listed above:

### Qualifications

- Freshmen: Students entering APU directly from high school or having completed fewer than 12 units of college work at the point of admission.
- SAT or ACT writing section scores are not considered.
- Academic scholarships cannot be re-earned if lost due to a low GPA, nor can a student qualify for a different academic scholarship while at APU.
- Other than the Trustees' Scholarship, each award is based on a sliding scale to accommodate various combinations of GPAs and test scores.
- Each case is evaluated individually.

### Yearly Amount

- Award amount will be prorated if enrolled less than full time (9-11 units at 75%, 6-8 units at 50%).

### Disbursement

- Once the student's financial aid file is complete, the scholarship is usually disbursed into the student's APU account during the first month of the semester (first half of the scholarship in fall, the second half in spring), or later depending on when documentation is received.

### Renewability

- Up to four years

### To Retain Eligibility

- Must maintain at least a 2.8 cumulative GPA at APU (verified after every spring semester).
- The student must also maintain Satisfactory Academic Progress (p. 971).

# Need-Based Awards

Award amounts listed are for students first enrolling at Azusa Pacific University in 2024-25. Refer to previous catalogs for scholarship/grant awarding information for enrollment that began prior to 2024-25.

- APU Grant (p. 981)
- Bishop Dixon Scholarship (p. 981)

## Budget Limitations

Be advised that funding from all of the sources listed is not guaranteed; budget limitations may reduce or eliminate, without notice, any of the awards described.

All institutional aid is subject to coordination with federal, state, institutional, and outside aid policies. On rare occasions, the amount of financial aid originally offered may end up reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 973) policy for more information on possible restrictions.

# APU Grant

For students with considerable financial need, Azusa Pacific University invests millions of dollars annually to partner with families working to bridge the gap in affording the one-of-a-kind, transformational education experience offered at APU.

## Qualifications

Based on financial need as determined by the FAFSA, the APU Grant considers the cost of attendance as well as resources available to the student. Eligibility for this award may change if new information is received. The student must be enrolled at least half-time. Students must also complete verification, if applicable. Award amounts will not increase in subsequent years.

## Yearly Amount

The amount varies, depending on financial need and available resources. The amount offered will be prorated if the student attends less than full time (9-11 units at 75%, 6-8 units at 50%). On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 973) policy for more information on possible restrictions.

## How to Apply

Complete the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/) as soon after the first FAFSA filing date as possible (visit the FAFSA website for deadlines).

## Disbursement

Once the student's financial aid file is complete, this award is usually disbursed into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Up to four years. Eligibility for this award may change if new information is received.

## To Retain Eligibility

Students must complete the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/) annually by the applicable deadline. It is recommended to complete the FAFSA as soon after the first FAFSA filing date as possible (visit the FAFSA website for deadlines).

The student must also maintain Satisfactory Academic Progress (p. 971).

# Bishop Dixon Scholarship

Dependent on continued funding, a few students with considerable financial need who embody APU's Four Cornerstones (https://www.apu.edu/believe/#cornerstones) are selected to receive the Bishop Dixon Scholarship.

## Qualifications

Based on significant financial need as determined by the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/), the recipients are chosen by the Bishop Dixon Scholarship committee. Recipients must be enrolled at least half time.

## Yearly Amount

The Bishop Dixon Scholarship will cover the remaining amount of the following charges on the recipient's APU student account not already covered by federal, state, and institutional aid: tuition, room, board, university service fee, health fee, parking fee, music fee, science lab fee, other mandatory fees, and up to $2,000/year ($1,000/semester) toward books and supplies.

Fines, Student Health Center charges, and Computer Store purchases are not covered. Certain restrictions may necessitate the reduction or elimination of federal and/or state grants. See the Stacking Financial Aid (p. 973) policy for more information.

## How to Apply

Complete the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/) as soon as possible after the first FAFSA filing date (visit the FAFSA website for deadlines). Eligible recipients will be notified by the Bishop Dixon Scholarship Committee.

## Disbursement

Once the student's financial aid file is complete, this award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Up to four years. The award may be reevaluated from year to year to determine continuing eligibility based on an assessment of the student's continuing financial need. Eligibility for this award may change if new information is received.

## To Retain Eligibility

The student must maintain Satisfactory Academic Progress (p. 971).

# Participatory/Other Awards

Refer to previous catalogs for scholarship/grant awarding information for enrollment that began during prior academic years.

- Athletic Scholarships (p. 982)
- Celebrate Azusa Citizens Scholarship/Nancy Moore Scholarship (p. 983)
- Forensics Scholarships (p. 984)
- Math, Physics, and Statistics Fellowship (p. 984)
- Multi-Ethnic Leadership Scholarship (p. 985)
- Music Scholarships (p. 985)
- Post-9/11 APU Yellow Ribbon Award (p. 986)
- Stauffer Fellowships (p. 986)
- Theater Scholarships (p. 987)

# Athletic Scholarships

Athletic scholarships are offered to many students who qualify to participate in a university athletic program.

## Yearly Amount

Athletic scholarships vary in amount. On rare occasions, the amount of the athletic scholarship originally offered by the coaching staff may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 973) policy for more information on possible restrictions.

## How to Apply

Online recruitment forms are available for the following programs: baseball, men's basketball, women's basketball, men's soccer, women's soccer, track and field/cross country, volleyball, and acrobatics and tumbling. The coaching staffs for softball, women's swimming and diving, men's and women's tennis, and women's water polo prefer to receive direct emails from all interested students, with pertinent information concerning their athletic history (view the coaching staff email directory (http://athletics.apu.edu/staff.aspx)). Game footage is welcomed when available and requested by the coaching staff. Athletes receiving an athletic scholarship are not eligible for an APU Grant. Athletes receiving the Athletics Support Grant may still be eligible to receive an APU Grant.

## Disbursement

Once the student's financial aid file is complete, the award usually is disbursed into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Every scholarship is awarded on an annual basis. Renewability is at the coaching staff's discretion. Eligibility for this award may change if new information is received.

## To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (p. 971).
2. The student must meet the requirements established by the NCAA and the university.

# Celebrate Azusa Citizens Scholarship/ Nancy Moore Scholarship

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

This scholarship distinguishes a student who displays Nancy Moore's dedication to education and community service. Up to nine students will be chosen as recipients each academic year.

## Qualifications

1. The Celebrate Azusa Citizens Scholarship/Nancy Moore Scholarship is for students who currently attend Azusa High School, Gladstone High School, or Sierra High School and plan to enroll at APU, or for graduates of these schools who currently attend Citrus College.
2. Reside in the city of Azusa.
3. Demonstrate a commitment to the Four Cornerstones (https://www.apu.edu/believe/#cornerstones) of Azusa Pacific University: Christ, Scholarship, Community, and Service.
4. Have a minimum high school GPA of 3.0 or a minimum Citrus College GPA of 2.2.
5. Possess a passion for community service within the Azusa community.
6. Have proven leadership skills (e.g., volunteer work in the city of Azusa, or participated in cocurricular activities in high school, and/or athletics, youth group, ASB, parks and recreation, or youth group involvement).
7. Be admitted to Azusa Pacific University. It is strongly recommended that students complete the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/) and be admitted for the appropriate year by March 2.

## Yearly Amount

Up to $5,000 ($2,500 per semester). Award amount will be prorated if enrolled less than full-time (9-11 units at 75 percent, 6-8 units at 50 percent). On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 973) policy for more information on possible restrictions.

## How to Apply

1. Complete the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/) as soon as possible after the first FAFSA filing date.
2. For an application and more information, contact the Office of Undergraduate Admissions (https://www.apu.edu/undergraduate-admissions/).

## Disbursement

Once the student's financial aid file is complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Up to four years (depending on your grade level when you first enrolled at APU). Eligibility for this award may change if new information is received.

## To Retain Eligibility

The student must:

1. Maintain Satisfactory Academic Progress (p. 971).
2. Maintain at least a 2.8 cumulative GPA at APU.
3. Enroll in at least 12 units each semester at APU.

4. Participate in at least 30 hours of community engagement within the city of Azusa each academic year.
5. Participate in the Azusa Scholars Program (https://www.centerforstudentaction.org/azusa-scholars/).

# Forensics Scholarships

Forensics scholarships are available to top-performing students participating in APU's nationally recognized forensics program (https://www.apu.edu/comm/communication/). For more information on the forensics program, contact commstudies@apu.edu.

## Yearly Amount

Scholarship amounts vary. On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 973) policy for more information on possible restrictions.

## How to Apply

Contact the Department of Communication Studies at commstudies@apu.edu.

## Disbursement

Once the student's financial aid file is complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Check with the forensics program director for potential renewability. Eligibility for this award may change if new information is received.

## To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (p. 971).
2. The student must meet the requirements established by the forensics program.

# Math, Physics, and Statistics Fellowship

All incoming students pursuing a degree in mathematics, applied mathematics, or physics are eligible to apply for the Mathematics, Physics, and Statistics (MPS) Fellowship offered by the Department of Computer Science, Engineering, Mathematics, Physics, and Statistics (https://www.apu.edu/clas/mathphysics/). The goals of the MPS Fellowship program are to help students develop a sense of belonging in the community, to connect their personal faith and values to their vocation in math or physics, to provide professional development opportunities, and to provide financial support.

## Yearly Amount

The MPS Fellowship program consists of two parts. The Ignite Fellowship is open to first-year students and transfer students, and Ignite Fellows receive a scholarship of $1,000 for 1 year. Participants in the Ignite Fellowship are eligible to apply during their first year at APU for the Engage Fellowship. The department selects two Engage Fellows per year, and Engage Fellows receive a scholarship of $2,000 per year for 3 years, or until they graduate from APU. On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies; see the Stacking Financial Aid (p. 973) policy for more information on possible restrictions.

## How to Apply

Apply online. (https://docs.google.com/forms/d/e/1FAIpQLSeDREJ-dO4WDEinI_pbJoA9D6j60o47k4lGLSNCcDAgq1zWPg/viewform/)

## Disbursement

Once the student's financial aid file is complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

See the Yearly Amount section above.

### To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (p. 971).
2. The student must meet the requirements outlined in the Math, Physics, and Statistics Fellowship program guidelines (https://docs.google.com/document/d/1Gciv_GmH9obQR8NOpoKpr5BxQk7tD-YwC-teipIyOns/edit/?usp=sharing).

# Multi-Ethnic Leadership Scholarship

Every year, six first-time freshmen are chosen as recipients of the Multi-Ethnic Leadership (MEL) Scholarship (https://www.apu.edu/scrd/scholarship/#multiethnic). The MEL Scholarship is awarded to carefully screened applicants who meet the high school GPA requirement, demonstrate strong leadership abilities in high school, and who will actively pursue and advocate diversity on campus through a leadership position.

## Qualifications

1. First-time freshman, with at least a 3.2 high school GPA
2. Strong leadership ability
3. Desire and willingness to actively pursue and advocate diversity on campus

## Yearly Amount

Scholarship recipients are awarded $11,000 per year ($5,500 per semester). The scholarship will be prorated if enrolled less than full-time (9-11 units at 75%, 6-8 units at 50%). On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 973) policy for more information on possible restrictions.

## How to Apply

Contact the Student Center for Reconciliation and Diversity (https://www.apu.edu/scrd/).

## Disbursement

Once the student's financial aid file is complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Check with the Student Center for Reconciliation and Diversity for potential renewability. Eligibility for this award may change if new information is received.

## To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (p. 971).
2. The student must meet the requirements established by the center.

# Music Scholarships

Music scholarships are available to incoming music majors who have auditioned with the Department of Music. Scholarships are awarded based on talent, academic ability, and potential contribution as a music major in the Department of Music.

Music scholarships are renewable at the offered amount until anticipated graduation date upon admission (eight semesters for incoming freshmen). Students who do not meet their anticipated graduation date must petition to renew their award past this deadline.

## Eligibility Requirements

- Student must be a music major (music minors are ineligible).
- Maintain a cumulative GPA of 3.0.
- Participate in the program as directed. This can include participating in ensembles above and beyond those required by the catalog curriculum.
- Maintain full-time enrollment (12 units or more). Students below 12 units may have their scholarships prorated per university policy.

On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 973) policy for more information on possible restrictions.

### How to Apply

Learn more about Department of Music scholarships and auditions. (https://www.apu.edu/music/auditions-scholarships/)

# Post-9/11 APU Yellow Ribbon Award

Set up as a matching program between the Department of Veterans Affairs (VA) and universities, the Yellow Ribbon program helps make a college education more affordable for eligible students. It is designed to help cover the cost of tuition and mandatory fees not covered by the GI Bill®, up to the maximum award amount designated by the university.

## Qualifications

Must be certified as eligible per the VA, as well as by APU's VA certifying official. For more information on the GI Bill and the VA Yellow Ribbon program, visit the VA website (https://www.gibill.va.gov).

## Yearly Amount

Up to $14,000 of APU Yellow Ribbon (Institutional Aid). The VA Yellow Ribbon will also match up to $14,000. State policies may also reduce or eliminate state grants (including the Cal Grant).

## How to Apply

1. Submit an eligibility request to the VA.
2. Contact APU's VA certifying official in the Office of Military and Veteran Education Benefits (https://www.apu.edu/militaryeducation/benefits/) and complete the application steps needed.

## Disbursement

Once the student's financial aid file is complete, this award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Other Important Information

1. The student must maintain Satisfactory Academic Progress (p. 971).
2. Should a student drop or withdraw from a class, the federal government will not pay the GI Bill toward that course. The student will be responsible for any outstanding balance created by dropping or withdrawing from a course.
3. The student will be responsible for any outstanding charges not covered by the GI Bill, VA Yellow Ribbon, or APU Yellow Ribbon awards.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available on the* official U.S. government website *(*https://benefits.va.gov/gibill/*).*

# Stauffer Fellowships

APU awards up to two fellowships to biochemistry or chemistry majors who have successfully completed at least one 300- or 400-level CHEM/BIOC course and have a minimum cumulative GPA of 3.0 or higher.

## Yearly Amount

Fellowship amounts vary. On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 973) policy for more information on possible restrictions.

## How to Apply

During each academic year, an application period will be announced by the Department of Biology and Chemistry (p. 33) and eligible students will be contacted by email. For more information, contact Kevin S. Huang, PhD, at (626) 815-2175 or shuang@apu.edu.

## Disbursement

Once the student's financial aid file is complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

This is a competitive award; applications are reviewed annually by the Department of Biology and Chemistry for potential renewability. Eligibility for this award may change if new information is received.

## To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (p. 971).
2. The student must meet the requirements established by the Department of Biology and Chemistry.

# Theater Scholarships

Scholarships are available to students majoring in Theater Arts (https://www.apu.edu/vpa/programs/theater-arts-major/#financialaid) or Acting for the Stage and Screen (https://www.apu.edu/vpa/programs/acting-major-bfa/#financialaid). (https://www.apu.edu/vpa/programs/acting-major-bfa/financialaid/)

## Yearly Amount

Scholarship amounts vary. On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 973) policy for more information on possible restrictions.

## How to Apply

For information on audition opportunities and scholarship requirements, visit the Theater Arts (https://www.apu.edu/vpa/programs/theater-arts-major/#admission) and Acting for the Stage and Screen (https://www.apu.edu/vpa/programs/acting-major-bfa/#admission) sites.

## Disbursement

Once the student's financial aid file is complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Check with the Department of Theater Arts (https://www.apu.edu/vpa/theater/) for potential renewability. Eligibility for this award may change if new information is received.

## To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (p. 971).
2. The student must meet the requirements established by the Department of Theater Arts.

# Outside Aid and Alternative Loans

## Outside Aid

Students are required to report all resources to the Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/). These resources include, but are not limited to: grants, scholarships, fellowships, stipends, and tuition reimbursement. Failure to report these resources can result in delays in receiving financial aid, cancellation of awards, or the return of funds already received.

Please be advised that funding from all of the sources listed is not guaranteed. Budget limitations may reduce or eliminate any of the awards described without notice. Also, on rare occasions the amount of financial aid originally offered may end up being reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 973) policy for more information on possible restrictions.

## Ebell of Los Angeles Scholarships

The Ebell of Los Angeles offers scholarships to eligible L.A. County residents. For more information, visit the Ebell website (https://ebellofla.com/ebell-scholarship-continues-to-support-students/).

## TELACU Scholarship

The TELACU Scholarship (https://www.apu.edu/scrd/scholarship/#telacu) is funded by the TELACU Foundation and is matched by Azusa Pacific University. A total amount of $3,000 is offered to selected recipients. The scholarships are offered to first-generation college students who are permanent residents of the county of Los Angeles. Recipients must come from a low-income family, be a full-time undergraduate student, and be a United States citizen or permanent resident. The GPA minimum is 2.5.

Renewing scholars must reapply for this scholarship by March 1, and the deadline for one-year or new applicants is March 31.

## Alternative/Private Loans for Students

APU strongly recommends applying for all federal aid/loans first and foremost. Federal loans typically offer much better interest rates and repayment terms.

Students who wish to apply for alternative/private loans must complete a separate online application, have eligibility remaining in their school budget, and be approved by the lending agency. Alternative/private loans require that all charges on the student's APU account must be paid in full before any refund will be given. Visit the Student Services Center website (https://www.apu.edu/undergraduate-enrollment-services/) for more information about alternative/private loans.

It is the student's responsibility to be in contact with his or her lender to make sure every piece of the application process has been taken care of in a timely manner. Should the alternative/private loan not process in time, the student will be responsible for any owing balance that remains on his or her APU account.

### How to Apply

Students may apply for an alternative/private loan by visiting ELMSelect (https://www.elmselect.com/#/). The lenders and loan options presented in ELMSelect are a comprehensive list of alternative/private loan providers that our students have borrowed from over the past three to five years. We do not recommend, suggest, or endorse any lender(s). The option is solely yours.

### Disbursement

Once the student has completed all of the lender's required application steps, the loan usually disburses into the student's APU account during the first month of the semester (first half of the loan in fall, the second half in spring), or later depending on when documentation is received.

### Repayment

The chosen lender establishes all terms of the loan, including interest rate, repayment, etc.

# Air Force ROTC (Reserve Officer Training Corps) Scholarship

## Yearly Amount

These competitive one- to four-year scholarships valued at up to 100 percent of tuition and fees are available to qualified applicants. Additionally, students may be eligible to receive money to cover the cost of books as well as a monthly, tax-free stipend of up to $500.

## On-Campus Room and Board Scholarship

In addition to the federally funded Air Force ROTC Scholarships, APU offers the ROTC Room and Board Scholarship to all eligible, participating ROTC scholarship recipients. Contact the Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/) for details on the amount of the scholarship. The scholarship is dependent on the student's continued enrollment and participation in the program.

To receive the room portion, the recipient must live on campus. To be eligible for the board portion, the recipient must sign up for a dining plan. Students are encouraged to carefully choose their housing and dining plan options in an effort to keep their costs under the maximum scholarship amount per semester.

## For More Information

To learn more, see the AFROTC page in the Academic Resources (p. 1107) section of this catalog, visit the University of Southern California Department of Aerospace Studies catalog page (https://catalogue.usc.edu/content.php?catoid=12&navoid=4173) or call (213) 740-2670, or visit the Air Force ROTC website (https://www.afrotc.com/).

## Disbursement

The Air Force will send scholarship funds to APU and to the student (if applicable) when it processes its scholarship awards (timing varies). For students eligible to receive the APU ROTC Room and Board Scholarship, once the student's admissions and financial aid files are complete, the award will usually be disbursed into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Check with an Air Force representative for all applicable requirements. Eligibility for these awards may change if new information is received.

## To Retain Eligibility

1. Students must meet all requirements set forth by the Air Force ROTC program.
2. Students must also maintain Satisfactory Academic Progress (p. 971).

# Army ROTC (Reserve Officer Training Corps) Scholarship

Students may compete for four-year Army ROTC Scholarships in their junior and senior years of high school (Early Action and Regular Decision). Current APU students may also compete for three-and-a-half-, three-, and two-year scholarships to complete their studies.

## Yearly Amount

Each year, the Army awards recipients a scholarship covering full tuition and mandatory fees, as well as funds for books, and a tiered, tax-free monthly stipend.

## On-Campus Room and Board Scholarship

In addition to the federally funded Army ROTC Scholarships, APU offers the ROTC Room and Board Scholarship to all eligible, participating ROTC scholarship recipients. Contact the Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/) for details about the scholarship, which is dependent on the student's continued enrollment and participation in the program.

To receive the room portion, the recipient must live on campus (https://www.apu.edu/housing/). To be eligible for the board portion, the recipient must sign up for a meal plan (http://www.apu.edu/diningservices/#mealplan). Students are encouraged to carefully choose their housing and dining plan options in an effort to keep their costs under the maximum scholarship amount per semester.

## How to Apply

Scholarship applications are available online (https://www.goarmy.com/careers-and-jobs/find-your-path/army-officers/rotc/scholarships/). The online application period begins in the fall; thereafter, applicants can apply directly to the Department of Military Science and Leadership at Claremont McKenna College. For more information, contact Claremont McKenna College:

Claremont McKenna College
Department of Military Science (https://www.cmc.edu/military-science/)
Bauer South 101
500 E. Ninth St.
Claremont, CA 91711
(909) 621-8102

## Disbursement

The Army will send scholarship funds to APU and to the student (if applicable) when it processes its scholarship awards (timing varies). For students eligible to receive the APU ROTC Room and Board Scholarship, once the student's admissions and financial aid files are complete, the award will usually be disbursed into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Check with an Army representative for all applicable requirements. Eligibility for these awards may change if new information is received.

## To Retain Eligibility

1. Students must meet all requirements set forth by the Army ROTC program.

# TELACU Scholarship

The TELACU Scholarship (https://www.apu.edu/scrd/scholarship/#telacu) is funded by the TELACU Education Foundation and is matched by Azusa Pacific University. A total amount of $3,000 is offered to selected recipients. The scholarships are offered to first-generation college students who are

permanent residents of Los Angeles County. Recipients must come from a low-income family, be a full-time undergraduate student, and be a United States citizen or permanent resident. A minimum 2.5 GPA is required.

Learn more about the scholarship and how to apply (https://telacu.com/telacu-education-foundation/college-success-program/apply/).

# State Aid

Each year, the state of California invests millions of dollars in helping the state's residents achieve their higher education goals. Of the programs offered, the most common are the Cal Grant A, Cal Grant B, Cal Grant Dream Act, and Chafee Grant. These funds are not guaranteed. The state reserves the right to change, reduce, or eliminate any of the programs described below based on state law and budget limitations.

State Aid is available in the following categories:

1. Cal Grant A (p. 990)
2. Cal Grant B (p. 991)
3. Cal Grant Dream Act (p. 993)
4. Chafee Grant for Foster Youth (p. 993)

The following information is a general guideline; learn more on the California Student Aid Commission website (http://www.csac.ca.gov). Be advised that funding from all of the sources listed is not guaranteed. Budget limitations may reduce or eliminate any of the awards described without notice. Also, on rare occasions the amount of financial aid originally offered may end up reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 973) policy for more information on possible restrictions.

**Important Cal Grant Disclosure:** A Cal Grant award is limited to four academic years, except as provided in subdivision (c) of the California Education Code Section 69433.6. A student needs to take 15 units per semester, or 30 units per academic year, in order to graduate within four years.

## Cal Grant A

### First-Time Recipients

### Qualifications

1. California resident
2. Graduated from a California high school
3. 3.0 high school GPA
4. Family's income and assets are under ceilings established for that year
5. Enrolled at least half time
6. Student is not already receiving other scholarships and/or grants that pay exclusively for the total cost of tuition and fees.

### Yearly Amount

- At APU, the estimated amount for first time recipients is $9,220
- The award amount will be prorated if the student is enrolled less than full time (9-11 units at 75 percent, 6-8 units at 50 percent).

### How to Apply

1. Complete the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/) for the appropriate school year by the March 2 deadline prior to fall enrollment.
2. Complete the GPA Verification Form (https://www.csac.ca.gov/post/cal-grant-gpa-verification-form/) for the appropriate school year by the March 2 deadline prior to fall enrollment.

### Disbursement

- Once the student's financial aid file is complete, the Cal Grant A usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

### To Retain Eligibility

1. Must be enrolled at least half time (6 units) per semester[1]
2. Must maintain Satisfactory Academic Progress (p. 971)
3. Must have remaining eligibility per the state
4. Must meet the state's financial eligibility requirements
5. In conjunction with other scholarships/grants received the student must have sufficient financial need per the information reported on the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/). "Need" is defined as the cost of attendance minus expected family contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.

## Renewal Recipients

### Qualifications

1. Must have met the qualifications to receive the grant in a previous school year
2. Must be enrolled at least half time (6 units) per semester[1]
3. Must maintain Satisfactory Academic Progress (p. 971)
4. Must have remaining eligibility per the state
5. Must meet the state's financial eligibility requirements
6. In conjunction with other scholarships/grants received, the student must have sufficient financial need per the information reported on the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/). "Need" is defined as the cost of attendance minus expected family contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.
7. Student is not already receiving other scholarships and/or grants that pay exclusively for the total cost of tuition and fees.

### Yearly Amount

- Full award amount offered is determined by the state.
- Award amount will be prorated if the student is enrolled less than full time (9-11 units at 75 percent, 6-8 units at 50 percent).
- The amount also may be reduced or eliminated if any of the above qualifications are not met.

### How to Apply

- Complete the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/) for the appropriate school year prior to fall enrollment.

### Disbursement

- Once the student's financial aid file is complete, the Cal Grant A usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

### To Retain Eligibility

1. Must be enrolled at least half time (6 units) per semester[1]
2. Must maintain Satisfactory Academic Progress (p. 971)
3. Must have remaining eligibility per the state
4. Must meet the state's financial eligibility requirements
5. In conjunction with other scholarships/grants received, the student must have sufficient financial need, per the information reported on the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/). "Need" is defined as the cost of attendance minus expected family contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.

# Cal Grant B

## First-Time Recipients

### Qualifications

1. California resident
2. Graduated from a California high school
3. Student's high school GPA meets the requirement set by the state.
4. Family's income and assets are under ceilings established by CSAC for that school year
5. Enrolled at least half time
6. Student is not already receiving other scholarships and/or grants that pay exclusively for the total cost of tuition and fees.

### Yearly Amount

- Students in their first year of college typically are only offered the Cal Grant B Access award of $1,648
- The award amount will be prorated if the student is enrolled less than full time (9-11 units at 75 percent, 6-8 units at 50 percent).

### How to Apply

1. Complete the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/) for the appropriate school year by the March 2 deadline prior to fall enrollment.
2. Complete the GPA Verification Form (https://www.csac.ca.gov/post/cal-grant-gpa-verification-form/) for the appropriate school year by the March 2 deadline prior to fall enrollment.

## Disbursement

- Once the student's financial aid file is complete, the Cal Grant B and/or B Access award usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

## To Retain Eligibility

1. Must be enrolled at least half time (6 units) per semester[1]
2. Must maintain Satisfactory Academic Progress (p. 971)
3. Must have remaining eligibility per the state
4. Must meet the state's financial eligibility requirements
5. In conjunction with other scholarships/grants received the student must have sufficient financial need per the information reported on the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/). "Need" is defined as the cost of attendance minus expected family contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.

# Renewal Recipients

## Qualifications

1. Must have met the qualifications to receive the grant in a previous school year
2. Must be enrolled at least half time (6 units) per semester[1]
3. Must maintain Satisfactory Academic Progress (p. 971)
4. Must have remaining eligibility per the state
5. Must meet the state's financial eligibility requirements
6. In conjunction with other scholarships/grants received, the student must have sufficient financial need per the information reported on the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/). "Need" is defined as the cost of attendance minus expected family contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.
7. Student is not already receiving other scholarships and/or grants that pay exclusively for the total cost of tuition and fees.

## Yearly Amount

- After the initial year, Cal Grant B recipients are generally eligible to receive the full Cal Grant B award, estimated to be $9,220 for renewal recipients, in addition to the Cal Grant B Access award of $1,648.
- Award amounts will be prorated if the student is enrolled less than full time (9-11 units at 75 percent, 6-8 units at 50 percent).

## How to Apply

- Complete the FAFSA for the appropriate school year prior to fall enrollment.

## Disbursement

- Once the student's financial aid file is complete, the Cal Grant B and/or B Access grant usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

## To Retain Eligibility

1. Must be enrolled at least half time (6 units) per semester[1]
2. Must maintain Satisfactory Academic Progress (p. 971)
3. Must have remaining eligibility per the state
4. Must meet the state's financial eligibility requirements
5. In conjunction with other scholarships/grants received, the student must have sufficient financial need, per the information reported on the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa/). "Need" is defined as Cost of Attendance minus Expected Family Contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.

# How the Cal Grant B Access Award is Processed at APU

The access award is designated for costs including living expenses, transportation, supplies, and books. Azusa Pacific University policy states that all access grants will be transferred directly to the student's institutional account and applied toward any owing balance. The student has the right to request in writing a direct refund of the access grant and that it be excluded from paying the outstanding balance on the student account. If the written request is received after the access grant has already been applied to the student account, any future access grants will be awarded directly to the student. Note: This may cause an outstanding balance on the student's account. An outstanding balance may prevent students from registering for courses. Students enrolled in fewer than 6 units (1-5 units) are not eligible to receive the Cal Grant B Access award.

## Cal Grant Dream Act

The California Dream Act is a combination of three California state assembly bills: Assembly Bill (AB) 540, AB 130, and AB 131. Collectively, these bills allow undocumented and nonresident documented students who meet certain provisions to be treated the same as resident students. Called the California Dream Act, this allows these students to apply for and receive Cal Grants.

### How to Apply

1. Complete the California Dream Act Application (https://dream.csac.ca.gov/) for the appropriate school year by the March 2 deadline prior to fall enrollment.
2. Complete the GPA Verification Form (https://www.csac.ca.gov/post/cal-grant-gpa-verification-form/) for the appropriate school year by the March 2 deadline prior to fall enrollment.

For information on qualifications, yearly amount, disbursement, and how to retain eligibility, see the Cal Grant A and Cal Grant B information listed above.

## Chafee Grant for Foster Youth

Contact the California Student Aid Commission (CSAC) for more information on the qualifications needed, how to apply, yearly amounts, and disbursement information. For more information, visit CSAC's Chafee Grant page (https://chafee.csac.ca.gov/).

[1]   Seniors with remaining Cal Grant eligibility in their final term of a degree program may be eligible for a portion of remaining Cal Grant funds for the final term needed to complete their degree program, even if they are enrolled less than half time.

# Return of Aid

## Students Making Class Changes

Students may add and/or drop classes until the last day to add or drop; these dates are listed on the Academic Calendar (https://www.apu.edu/calendar/academic/). After the final drop deadline, there will be no refunds given for class withdrawals.

APU realizes that extenuating circumstances may sometimes impact a student's ability to complete the semester. After a student begins attendance in a term and then stops attending all of his or her classes during the term, depending on the circumstances, it may be classified as a "withdrawal," "leave of absence," or "dismissal" from the university. For the purpose of charges assessed and financial aid eligibility listed below, a leave of absence and a dismissal will be handled the same as a withdrawal from the university.

## Official Process: Withdrawal or Leave of Absence

Contact the Student Services Center (https://www.apu.edu/student-services/). Before ceasing attendance during the term, students are advised to consider how much they might be charged, how much financial aid they might receive, and how not completing courses might impact their ability to receive financial aid in future years (see the Satisfactory Academic Progress policy (p. 971)).

## Withdrawing Prior to the 60-Percent Point in the Semester

If a student drops a class on or before the drop deadline, no tuition will be charged for that class. After the drop deadline, if a student withdraws from one or more classes but is still attending other classes, the student will be charged tuition for all of his or her classes (including the withdrawals). However, in the event a student withdraws from **all** of his or her classes **after** the drop deadline, charges and financial aid will be calculated as follows:

### Charges

Tuition: prorated per day
Fees: not refundable
Room: prorated weekly, based on the 16-week term
Board: prorated weekly, based on the 16-week term

### Financial Aid

Financial aid: prorated per day (assuming the student has completed all requirements, the admission file and financial aid file are complete, and all loan application steps have been completed **prior** to the last date of attendance)

On extremely rare occasions, the university will decide to reduce or remove a student's tuition. When this happens, the university also reserves the right to reduce or remove the institutional aid that was awarded.

## Withdrawing On or After the 60-Percent Point in the Semester

The student will be charged in full.

## Financial Aid

The student will receive full financial aid (assuming the student has completed all requirements, the admission file and financial aid file are complete, and all loan application steps have been completed **prior** to the last date of attendance).

On extremely rare occasions, the university will decide to reduce or remove a student's tuition. When this happens, the university also reserves the right to reduce or remove the institutional aid that was awarded.

## The Federal Government's "Return to Title IV" (R2T4) Policy

If a student withdraws from all courses in a traditional 16-week term or doesn't complete all the sessions of a modular (sequential) course schedule, in some cases the student only earns a portion of the financial aid already received. APU is required by federal law to use a prescribed formula to calculate the unearned portion of the financial aid received and return it to the federal government's Title IV programs.

## Traditional 16-Week Semester R2T4 Policy

The percentage of Title IV financial aid earned is determined by dividing the number of days the student completed in the semester, by the total number of days in the term. If the student attended 60% or more of the days in the semester, the student may keep all of the aid originally received. If less than 60%, the Department of Education determines how much Title IV aid the student earned (the percentage multiplied by the total amount of Title IV aid received).

### Example

If there were 109 total days in the semester and the student completed 54 days, the student would earn 49.5% of the Title IV aid received (54/109 = 49.5%). If the student originally received $7,471.00 of federal aid for the semester, per the Department of Education's formula, the student earned $3,698.00 (49.5 percent x $7,471 = $3,698). Next, APU determines the amount of aid that must be returned to the Title IV programs which is the amount of aid originally received less the amount of aid the student gets to keep based on attendance in the semester. In this example, the student originally received $7,471.00 and it was determined that based on their attendance they get to keep 49.5% so the amount APU would return is $7,471.00 - $3,698.00 = $3,773.00.

Please note that when Title IV funds are returned the student is responsible for any owing balance this may cause on the student's APU account.

## Treatment of Unofficial Withdrawals

If a student fails to officially withdraw and receives a combination of all *F*s, *FN*s, *IN*s, and *NC*s as grades for the semester, the U.S. Department of Education considers the student to have unofficially withdrawn from classes. APU is required to investigate and determine when the student actually last attended class, and then perform the required R2T4 calculation. If the date of withdrawal cannot be confirmed, the R2T4 calculation is computed using a 50-percent completion rate. This process is usually completed well after the end of the semester, once grades are submitted.

# Student Employment

The Office of Student Employment (https://www.apu.edu/studentemployment/) is a referral service for APU students. Student employment is a vital part of college life—it is estimated that nearly 60 percent of all Azusa Pacific students work as a means of partially meeting college costs.

Students may apply to work on or off campus. If eligible, they may obtain work through the Federal Work-Study (p. 975) program. No job is guaranteed; students are responsible for securing their own jobs. Job availability is dependent upon a good match between the employer's needs and the student's schedule and qualifications. Blocks of at least two consecutive hours of available time are usually required.

# Additional Information for Graduate and Professional Students

- Financial Aid Policies (p. 995)
- Return of Aid (p. 997)
- Types of Financial Aid (p. 998)

# Financial Aid Policies

Financial aid is available to students who are enrolled in eligible programs. Visit the Student Services Center (https://www.apu.edu/student-services-center/) website (https://www.apu.edu/student-services-center/) for more information about eligibility and how to apply.

- Required Study Load (p. 995)
- Satisfactory Academic Progress (p. 995)
- Verification (p. 995)
- Financial Aid Awarding (p. 995)
- Reporting Sources of Financial Assistance (p. 996)
- Overawards (p. 996)
- Professional Judgment (p. 996)
- Updating Your Financial Situation (p. 997)
- Release of Records (p. 997)
- GO Terms (p. 997)

## Required Study Load

A student must be enrolled at least half time per term to be eligible for most federal financial aid. For enrollment purposes, a term is composed of all academic sessions within a specified timeframe. For example, Fall 16-Week Session, Fall Session 1, and Fall Session 2 together comprise the fall term.

Academic terms are broadly defined by the designations "fall," "spring," and "summer." Sessions of varying numbers of weeks are offered within each term. Enrollment in all sessions within one term forms a student's enrollment status for study load standards, financial aid eligibility, and prior student loan deferment purposes. All units earned through Azusa Pacific University, regardless of the number of weeks in the session in which they are taken, are semester units. See the Academic Calendar (p. 23) for specific term and session information.

## Satisfactory Academic Progress (SAP)

Students who wish to receive federal financial aid and most institutional aid (including the faculty/staff award) must be in good academic standing and make satisfactory academic progress toward a degree or credential program in addition to meeting other eligibility criteria. For more information, see the SAP policy on the Student Services Center website.

## Verification

Every year the Federal Student Aid program randomly selects a predetermined percentage (usually around 30 percent) of all Free Application for Federal Student Aid (FAFSA) applications for a process called verification. Students may also be selected at the discretion of Student Financial Services. Federal regulations require collecting documentation from the student and family, if applicable, to confirm the accuracy of information reported on the FAFSA. This can include tax transcripts, information about family size, and more. In addition to the individuals selected for verification, institutions are required to request further documentation when a FAFSA application and/or subsequent paperwork appears to have incomplete, inaccurate, or conflicting information. Graduate and professional students at APU will not be packaged for federal, state, and/or institutional need-based aid until all required verification paperwork has been submitted. Students can submit documentation via a secure online portal.

## Financial Aid Awarding

Although Azusa Pacific University offers a limited number of academic-program-based scholarships for graduate and professional students, most financial aid is offered through federal and state programs. Students are encouraged to seek outside aid resources as a means to reduce the amount of loan debt necessary to finance their education. View a more thorough listing of the types of financial aid available. (p. 998) The university awards all applicants the maximum grant, scholarship, loan, and work-study funds for which they qualify. In some cases federal, state, and/or institutional guidelines may restrict the total amount or type of award a student may receive. Based on the student's Free Application for Federal Student Aid (FAFSA) information and remaining eligibility, the student may be awarded up to the cost of attendance for his/her enrolled program. Cost of attendance includes tuition, books and supplies, housing and food, transportation, personal expenses, and loan fees. Aid will be awarded in the following order according to the student's eligibility (unless otherwise stated):

### Graduate Student Stacking Policy

1. Pell Grant (teaching-credential-only programs)
2. State grants (For select teaching programs only: Cal Grant A-TCP, Cal Grant B-TCP, B-Access, Chafee Grant, Golden State Teach Grant)
3. TEACH Grant
4. Institutional aid (tuition/fees)

- Faculty/staff award
- Institutional discounts (e.g., alumni discounts)
- Institutional scholarships/assistantships or grants that cover tuition and/or fees
5. Outside aid/company reimbursement that pays only tuition/fees
6. Outside aid to pay non-tuition/fee expenses
7. Institutional aid that covers non-tuition/fee expenses
8. Federal Direct Subsidized Stafford Loan (teaching-credential-only programs)
9. Federal Work-Study
10. Nursing Student Loan (NSL) and Nurse Faculty Loan Program (NFLP)
11. Federal Direct Unsubsidized Stafford Loan
12. Federal Direct PLUS Loans
13. Alternative Loans
14. Veterans benefits (GI Bill®, GI Yellow Ribbon portion, and Vocational Rehabilitation and Employment)

## Professional Student Stacking Policy

1. Pell Grant
2. FSEOG
3. State grants (Cal Grant B/Dream Act Access, Cal Grant B/Dream Act, Cal Grant A/Dream Act, Chafee Grant, etc.)
4. Institutional aid (tuition/fees)
    - Faculty/staff award
    - Institutional discounts (e.g., RN-BSN discounts)
    - Institutional scholarships that cover tuition and/or fees
5. Outside aid/company reimbursement that pays only tuition/fees
6. Outside aid to pay non-tuition/fee expenses
7. Institutional aid that covers non-tuition/fee expenses
8. Federal Direct Subsidized Stafford Loans
9. Federal Work-Study
10. Nursing Student Loan (NSL)
11. Federal Direct Unsubsidized Stafford Loans
12. PLUS Loans (parents)
13. Alternative loans
14. Veterans benefits (GI Bill®, GI Yellow Ribbon portion, and Vocational Rehabilitation and Employment)

# Reporting Sources of Financial Assistance

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

# Overawards

An overaward occurs when a student's financial aid package exceeds his or her need. Some of the ways this can occur include: changes in cost of attendance, awards received at other schools, or changes to FAFSA data. The Student Services Center is required to reduce aid packages because of overawards. In many cases, the overaward could have been prevented through the timely reporting of additional sources of financial assistance to the Student Services Center. Timely reporting of all additional financial aid resources will help prevent frustration and inconvenience resulting from aid adjustments required to resolve an overaward. All institutional aid is subject to coordination with federal, state, and other aid sources. All institutional aid is subject to the policies published in the catalog and other online and printed materials provided by the university.

# Professional Judgment

Students who have completed a FAFSA or California Dream Act application (CADAA) have the option to submit a Family Contribution Appeal or Cost of Attendance Appeal for a professional judgment review. This process assists families who experience changes in family income or have other special circumstances and would like to be evaluated for additional financial aid assistance. Some examples of significant changes are:

- Unemployment or reduction in income
- Dependent care expenses while participating in class
- Any other extenuating circumstances

Before a Family Contribution Appeal can be submitted for review, a financial aid application (FAFSA or CADAA) must be completed. Federal verification is required if selected. All requests submitted will be reviewed, but not all adjustments will be approved or will result in increased aid. Contact the Student Services Center for more information.

## Updating Your Financial Situation

Graduate and rofessional students must notify the Student Services Center regarding changes in their financial situation including but not limited to: marriage, loss of employment, withdrawal from school, a change in enrolled units, an anticipated change of program, a change of address, or receipt of outside scholarships or financial assistance. Updates to a student's financial situation can be submitted via post mail, email, or in person to the Student Services Center.

## Release of Records

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

## GO Terms

GO Terms are academic programs of varying lengths offered in fall, spring, and summer in a variety of destinations and courses of study. APU GO Term programs vary each year. See program materials for exact dates and more information.

- GO Terms: Fall, Spring, Summer

- Charges: Per-unit tuition, program fee, services fee, and health fee(s) (varies for domestic/international)

- Financial Aid: Standard

# Return of Aid

If a student withdraws before the Last Day to Register or Add/Drop Classes deadline they may be eligible for a refund as outlined in the Academic Calendar. After this deadline a student may withdraw under certain circumstances outlined in the Graduate and Professional Withdrawal Guide. Regardless of when a student withdraws from courses, either before or after the Last Day to Register or Add/Drop Classes deadline, their financial aid is subject to adjustment or return according to the policies below.

## Federal Return to Title IV (R2T4) Policy

APU is required by federal regulations to use a prescribed formula to calculate the unearned portion of the financial aid received and return it to the Title IV programs. For more information, see the Graduate and Professional Withdrawal Guide.

## Institutional Aid Return Policy

Dropping a class through the Last Day to Register or Add/Drop Classes results in a full return (100%) of any institutional aid associated with the dropped class. When a student withdraws, institutional financial aid may be adjusted at the discretion of the departments awarding the scholarship funds. If a student believes that extenuating circumstances warrant an exception from published policy, he/she must submit a written appeal to the Student Services Center.

## Military Tuition Assistance Return Policy

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

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

*Note: Any return of aid request from one of the branches of the Armed Forces will supersede the institutional return policy. If, according to the university return policy a student earned a portion of TA funds, but the service branch is requesting a full refund of TA funds, the university will return the amount requested by the service branch.*

## Return of Aid for a Deceased Student

In the event of a deceased student, APU will conduct a full evaluation of the student account and make the appropriate adjustments to financial aid in accordance with all federal, state, or institutional aid regulations.

# Types of Financial Aid

- Federal Aid Eligibility Requirements
- Grants
- Federal Work-Study
- Loans
- Institutional and Outside Aid Resources
- Military Benefits

## Federal Aid Eligibility Requirements

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

- Be a U.S. citizen, permanent resident, or an eligible noncitizen
- Have a valid Social Security number (some exceptions apply)
- Be enrolled at least half-time for most federal aid programs
- Maintain satisfactory academic progress

A student must also complete all initial admission requirements for their program and submit the Free Application for Federal Student Aid (FAFSA) for every school year they are enrolled. For more details on eligibility, visit the Federal Student Aid website (https://studentaid.gov/).

## Grants

### Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Federal Pell Grants usually are awarded to undergraduate students who have not earned a bachelor's or a professional degree. In some cases, however, a student enrolled in a postbaccalaureate teacher certification program may receive a Federal Pell Grant. Effective on July 1, 2012, students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent. Students will receive notification from the federal government if they are near or have surpassed the limit. For more information, contact the Student Services Center at (626) 815-2020.

### Cal Grant

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

- **Cal Grant A Competitive** awards are for students with a minimum 3.0 GPA who are from low- or middle-income families. These awards help pay tuition and fees at qualifying schools with academic programs that are at least two years in length.
- **Cal Grant B Competitive** awards are for students with a minimum 2.0 GPA who are from disadvantaged and low-income families. These awards can be used for tuition, fees, and access costs at qualifying schools with programs that are at least one year in length. If you get a Cal Grant B Competitive Award, it can be used only for access costs in the freshman year. These costs include living expenses, transportation, supplies, and books. Beginning the second year, you can use your Cal Grant B Competitive Award to help pay tuition and fees at public or private four-year colleges or other qualifying schools.
- **Cal Grant B Access** awards are designated for costs including living expenses, transportation, supplies, and books.

Azusa Pacific University will transfer the eligible access award to the student's account and apply it toward the outstanding balance. Students have the right to request, in writing, a refund of the access award in lieu of transferring it to pay the outstanding balance on a student account. If the award is transferred prior to the written request, the request will be honored for future disbursements.

# Federal Supplemental Educational Opportunity Grant (FSEOG) (Professional Undergraduate Students Only)

Professional undergraduate students may be eligible for FSEOG funds (https://studentaid.gov/understand-aid/types/grants/fseog/), eligibility for which is based upon the availability of funds and financial need at the time a student is awarded. Priority is given to Pell-eligible students. Azusa Pacific University receives a limited amount of FSEOG funds each year from the U.S. Department of Education's Office of Federal Student Aid. FSEOG funds are awarded on a first-come, first-served basis within the term. These funds, known as a campus-based award, work differently from the Federal Pell Grant program, which provides funds to every eligible student.

# Teaching Credential Cal Grants (Graduate Students Only)

Graduate students pursuing a teaching credential are eligible for a Teaching Credential Cal Grant if they received Cal Grant A or Cal Grant B as an undergraduate student and meet the following additional eligibility requirements:

- Submit a FAFSA
- Submit a G-44 form to the CSAC
- Have received at least one payment in the Cal Grant A or B program as an undergraduate
- Have received a bachelor's degree or completed all required coursework for their bachelor's degree
- Be accepted to and enrolled in a teacher preparation program at a California Commission on Teacher Credentialing (CTC)-approved institution within 15 months of the end of the term for which the recipient last received a Cal Grant payment
- Have not received or submitted an application for an initial teaching credential, such as a Preliminary or Clear Credential
- Maintain financial need for a Cal Grant renewal

# Golden State Teacher Grant (Graduate Students Only)

The Golden State Teacher Grant provides up to $20,000 to students enrolled in a professional teacher preparation program who meet certain requirements. For more information, visit the CSAC website (https://www.csac.ca.gov/).

# TEACH Grant (Graduate Students Only)

Azusa Pacific University offers the Teacher Education Assistance for College and Higher Education (TEACH) Grant to qualified students who are enrolled in a program that prepares them for a career in teaching. Learn more about the TEACH Grant (https://studentaid.gov/understand-aid/types/grants/teach/).

# Federal Work-Study

Azusa Pacific University does not automatically package graduate and professional students with federal work-study, as graduate and professional programs are geared toward working professionals. If you are interested in federal work-study, contact the Student Services Center (https://www.apu.edu/student-services-center/).

# Loans

# Federal Direct Loan

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

*Note: APU professional undergraduate students are defined as undergraduate students by the Department of Education, since they are seeking a first-time bachelor's degree. For the purpose of determining federal aid eligibility, APU professional undergraduate students should refer to the criteria for undergraduate students set forth by the Department of Education.*

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

## • Federal Direct Subsidized Loan

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

- **Federal Direct Unsubsidized Loan**

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

- **Federal Direct PLUS Loan**

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

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

## Continued Eligibility for All Federal Loans

Students must make satisfactory academic progress to continue receiving loans and financial aid. Refer to the Satisfactory Academic Progress (SAP) policy (p. 995) for more information.

## Interest Rates and Fees

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

Visit the Federal Student Aid website (https://studentaid.gov/) for more information and to view current interest rates and fees.

## Annual Loan Limits

The Department of Education has set limits on the amount of subsidized and unsubsidized loans that you may be eligible to receive each academic year (annual loan limits) and on the total amounts that you may borrow for undergraduate and graduate study (aggregate loan limits). The actual loan amount you are eligible to receive each academic year may be less than the annual loan limit. These limits vary depending on what year you are in school and whether you are a dependent or independent student.

## Professional Students

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

- Freshmen (0-29 units): $5,500 (up to $3,500 of which may be subsidized)
- Sophomores (30-59 units): $6,500 (up to $4,500 of which may be subsidized)
- Juniors and Seniors (60+ units): $7,500 (up to $5,500 of which may be subsidized)
- Federal Parent PLUS: Up to the cost of attendance minus any federal, state, institutional, and outside aid

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

- Freshmen (0-29 units): $9,500 (up to $3,500 of which may be subsidized)
- Sophomores (30-59 units): $10,500 (up to $4,500 of which may be subsidized)
- Juniors and Seniors (60+ units): $12,500 (up to $5,500 of which may be subsidized)

## Graduate Students

Graduate students in master's, doctoral, or gainful employment programs are eligible, depending on their FAFSA information, to receive:

- Federal Direct Unsubsidized: Up to $20,500 (Doctor of Psychology students may be eligible for an increased annual loan limit)
- Federal Direct Graduate PLUS: Up to the cost of attendance minus any federal, state, institutional, and outside aid
- Independent teaching-credential/certificate-only students are eligible to receive up to $12,500 (up to $5,500 of which may be subsidized)

## Loan Counseling Requirements

The federal government requires all borrowers to complete entrance counseling before they can receive their first direct subsidized loan, or direct unsubsidized loan as an undergraduate, or their first Direct PLUS Loan as a graduate student. Borrowers must also complete exit counseling at any point that they graduate, withdraw, or drop below half-time enrollment status. If you have any questions regarding direct loan counseling, contact the Student Services Center (https://www.apu.edu/student-services-center/).

## Private Student Loans

Private loans—unlike federal student loans, which are administered by the U.S. Department of Education—are issued by a lender, bank, or credit union. Private student loans often have variable interest rates, require a credit check and a cosigner, and do not provide many of the benefits of federal student loans. Federal direct loans generally have more favorable terms and conditions than private loans. We recommend that you utilize all federal direct loan eligibility before turning to private loans. Students who need additional funds beyond the federal direct loan should consider the Direct PLUS Loan (if applicable) before applying for a private loan.

APU's private lender list is without prejudice and is for the sole benefit of students attending the institution. Employees responsible for processing loans adhere to a strict student loan code of conduct. Learn more about private student loans.

*Note: For Washington state residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, visit the* Washington Student Achievement Council website *(*http://www.wsac.wa.gov/loan-advocacy/*) or contact Student Loan Advocate at* loanadvocate@wsac.wa.gov.

### Nursing Student Loan (NSL)

Nursing students may also qualify for the HRSA funded Nursing Student Loan. Contact the School of Nursing for additional details about this opportunity.

## Institutional and Outside Aid Resources

The university offers many institutional and outside aid resources to assist students in financing their education. Refer to the Student Services Center website (https://www.apu.edu/student-services/) for a full list of available options based on the student's specific school and/or program. Keep in mind that:

- All aid is subject to coordination with federal, state, and all other aid sources.
- All aid is subject to the policies in this catalog and any other printed or online materials.
- All aid is subject to availability of federal, state, institutional, and private funding.
- All institutional aid and discounts are subject to change without notice.

# Military Benefits

## Veterans Affairs Benefits

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

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

To learn more about veterans benefits and the process to apply for them, visit the Student Services Center website (https://www.apu.edu/student-services/).

## Active-Duty Military Benefits

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

### Tuition Assistance

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

## MyCAA

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

Follow the steps below to get started:

- Visit the MyCAA program website (https://mycaa.militaryonesource.mil/mycaa/) to apply and receive authorization for the MyCAA scholarship.
- After being approved for MyCAA benefits, follow up with APU's Office of Military and Veteran Education Benefits (https://www.apu.edu/militaryeducation/benefits/) for further steps and invoicing at mveb@apu.edu or (626) 815-3837.

## Principles of Excellence

Azusa Pacific University, including all regional campus locations and Los Angeles Pacific University, fully complies with Executive Order 13607 establishing Principles of Excellence for educational institutions serving service members, veterans, spouses, and other family members. For more information, see our Principles of Excellence webpage. (https://www.apu.edu/militaryeducation/poe/)

# Policies and Procedures

# Policy Search

No results found, please try again. Reset selections.

- Academic Grievance Policy for Undergraduate StudentsUndergraduateGrievancesConduct

- Academic IntegrityGraduateConduct

- Academic IntegrityProfessional UndergraduateConduct

- Academic Policy ExceptionsUndergraduatePetitions/Exceptions

- Academic Probation and DismissalUndergraduateProbation/DismissalSatisfactory Academic Progress

- Academic Probation and DismissalGraduateProbation/DismissalSatisfactory Academic Progress

- Academic Probation and DismissalProfessional UndergraduateProbation/DismissalSatisfactory Academic Progress

- Add and Drop PeriodsUndergraduateRegistration

- Adding and Dropping ClassesGraduateRegistrationCourses/Classes/Programs

- Adding and Dropping ClassesProfessional UndergraduateRegistrationCourses/Classes/Programs

- Additional Degree or Concurrent Program RequirementsProfessional UndergraduateGraduation/CommencementRegistration

- Additional Degree RequirementsGraduateCourses/Classes/Programs

- Additional Degree RequirementsProfessional UndergraduateGraduation/CommencementRegistration

- Additional Master's Degree or Concurrent Program RequirementsGraduateGraduation/CommencementCourses/Classes/Programs

- Administrative WithdrawalGraduateWithdrawalRegistration

- Administrative WithdrawalProfessional UndergraduateWithdrawalRegistration

- Antidiscrimination PolicyUndergraduateGraduateProfessional UndergraduateAll

- Application for GraduationGraduateGraduation/Commencement

- Application for GraduationProfessional UndergraduateGraduation/Commencement

- Attendance RegulationUndergraduateAttendance

- Attendance RegulationGraduateAttendance

- Attendance RegulationProfessional UndergraduateAttendance

- AuditingGraduateRegistrationCourses/Classes/Programs

- AuditingProfessional UndergraduateRegistrationCourses/Classes/Programs

- Certificates of DistinctionUndergraduateGraduation/Commencement

- Change of ProgramGraduateRegistrationCourses/Classes/Programs

- Change of ProgramProfessional UndergraduateRegistrationCourses/Classes/Programs

- Classification of Professional StudentsProfessional UndergraduateGraduation/CommencementGrading/AssessmentRegistration

- Classification of StudentsUndergraduateGraduation/CommencementRegistrationSatisfactory Academic Progress

- CommencementGraduateGraduation/Commencement

- CommencementProfessional UndergraduateGraduation/Commencement

- Concurrent Enrollment PolicyUndergraduateTransfer Guidelines

- Concurrent Enrollment PolicyProfessional UndergraduateTransfer Guidelines

- Correspondence Course CreditUndergraduateTransfer Guidelines

- Correspondence Course CreditProfessional UndergraduateTransfer Guidelines

- Course Modalities and Instructional ActivitiesGraduateCourses/Classes/Programs

- Course Modalities and Instructional ActivitiesProfessional UndergraduateCourses/Classes/Programs

- Course PoliciesUndergraduateCourses/Classes/Programs

- Course Replacement and SubstitutionGraduateRegistrationCourses/Classes/Programs

- Course Replacement and SubstitutionProfessional UndergraduatePetitions/ExceptionsCourses/Classes/Programs

- Course TutorialGraduateCourses/Classes/Programs

- Course TutorialProfessional UndergraduateCourses/Classes/Programs

- Credit Hour PolicyUndergraduateGraduateProfessional UndergraduateAllSatisfactory Academic ProgressCourses/Classes/Programs

- Deans' ListUndergraduateGraduation/CommencementGrading/Assessment

- Declaring or Changing a MinorProfessional UndergraduateRegistrationCourses/Classes/Programs

- Deferment InformationGraduateFinancial Considerations

- Deferment InformationProfessional UndergraduateFinancial Considerations

- Degree PostingGraduateGraduation/CommencementCourses/Classes/Programs

- Degree PostingProfessional UndergraduateGraduation/CommencementCourses/Classes/Programs

- Determining Degree RequirementsGraduateGraduation/CommencementRegistrationCourses/Classes/Programs

- Determining Degree RequirementsProfessional UndergraduateGraduation/CommencementRegistrationCourses/Classes/Programs

- Directory InformationUndergraduateGraduateProfessional UndergraduateAllFamily Educational Rights and Privacy Act

- Disability Grievance Policy for StudentsUndergraduateGraduateProfessional UndergraduateAllGrievances

- Disclosure of Student RecordsUndergraduateGraduateProfessional UndergraduateAllFamily Educational Rights and Privacy Act

- English Proficiency in the ClassroomGraduateCourses/Classes/Programs

- English Proficiency in the ClassroomProfessional UndergraduateCourses/Classes/Programs

- EnrollmentGraduateRegistration

- EnrollmentProfessional UndergraduateRegistrationCourses/Classes/Programs

- Final ExaminationsGraduateCourses/Classes/Programs

- Final ExaminationsProfessional UndergraduateCourses/Classes/Programs

- Final Examinations and Waiver ExaminationsUndergraduatePetitions/ExceptionsCourses/Classes/Programs

- Good Academic StandingUndergraduateGrading/AssessmentRegistration

- Policy Search
- Professional Courses Taken by Traditional Undergraduate StudentsUndergraduateRegistrationCourses/Classes/Programs
- Progress Toward DegreeUndergraduateGraduation/CommencementSatisfactory Academic Progress
- Reapplication After Academic DismissalUndergraduateRegistrationProbation/Dismissal
- Registering for ClassesUndergraduateRegistrationTransfer Guidelines
- Release of TranscriptsUndergraduateGraduateProfessional UndergraduateAllFinancial ConsiderationsFamily Educational Rights and Privacy Act
- Repeated CoursesUndergraduateRegistrationTransfer GuidelinesCourses/Classes/Programs
- Repeated CoursesGraduateRegistrationCourses/Classes/Programs
- Repeated CoursesProfessional UndergraduateRegistrationCourses/Classes/Programs
- Residence RequirementProfessional UndergraduateGraduation/CommencementSatisfactory Academic Progress
- Right of AccessUndergraduateGraduateProfessional UndergraduateAllFamily Educational Rights and Privacy Act
- Security Interest in Student RecordsGraduateFinancial ConsiderationsFamily Educational Rights and Privacy Act
- Security Interests in Student RecordsProfessional UndergraduateFinancial ConsiderationsFamily Educational Rights and Privacy Act
- State AuthorizationGraduateTransfer Guidelines
- State AuthorizationProfessional UndergraduateTransfer Guidelines
- Student Legal RightsUndergraduateGraduateProfessional UndergraduateAllFamily Educational Rights and Privacy Act
- Student Records PolicyUndergraduateGraduateProfessional UndergraduateAllFamily Educational Rights and Privacy Act
- Study LoadUndergraduateRegistrationSatisfactory Academic Progress
- Study LoadGraduateRegistrationSatisfactory Academic Progress
- Study LoadProfessional UndergraduateRegistrationSatisfactory Academic Progress
- ThesisGraduateCourses/Classes/Programs
- Transfer CreditGraduateTransfer Guidelines
- Transfer CreditProfessional UndergraduateTransfer Guidelines
- Transfer WorkUndergraduateTransfer Guidelines
- WaiversUndergraduateRegistrationCourses/Classes/Programs
- WaiversGraduatePetitions/Exceptions
- WaiversProfessional UndergraduatePetitions/Exceptions
- WithdrawalGraduateWithdrawal
- Withdrawal from CoursesUndergraduateWithdrawal
- Withdrawal from CoursesGraduateWithdrawal
- Withdrawal from CoursesProfessional UndergraduateWithdrawal
- Withdrawal from the UniversityUndergraduateWithdrawal
- Withdrawal from the UniversityGraduateWithdrawal
- Withdrawal from the UniversityProfessional UndergraduateWithdrawal
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# Undergraduate Academic Policies and Procedures

# Academic Grievance Policy for Undergraduate Students

## I. Overview

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

In the event that the above procedures fail to resolve the problem, the student may file a grievance if a justifiable cause exists. Justifiable cause for grievance shall be defined as any act that, in the opinion of the student, adversely affects the student and is perceived as prejudicial or capricious action on the part of any university faculty or staff member or an arbitrary or unfair imposition of sanctions.

To file a grievance, the student must submit the written document listed below in section III.2. to the Office of the Provost designee for academic matters, or the Office of the Dean of Students for nonacademic matters. If the grievance concerns alleged discrimination or harassment, a copy of the grievance shall be submitted also to the director of human resources. A Grievance Committee will be formed by the Office of the Provost designee or the dean of students and proceed according to the guidelines stated below if, as stated above, a justifiable cause exists for the grievance.

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

Any student who has a grievance complaint against the university must follow this procedure or will waive any claim against the university. An individual may contact the Bureau for Private Postsecondary Education (https://www.bppe.ca.gov/) for review of a complaint; the bureau may be contacted at P.O. Box 980818, West Sacramento, CA 95798-0818; (888) 370-7589 (phone); and (916) 263-1897 (fax).

## II. Grievance Committee Organization

1. Membership:
   *For academic grievances:*
   Associate provost or other Office of the Provost designee
   Academic dean (not from school or college involved)
   One faculty member
   One upper-division student
   Dean of students or designee


   *For nonacademic grievances:*
   Dean of students or designee
   Two faculty members
   Two students
   Associate provost or other Office of the Provost designee
   For any grievance concerning alleged discrimination or harassment, the director of human resources shall also serve as a member.
2. Chair: For academic grievances, the Office of the Provost designee shall preside. For nonacademic grievances, the associate dean of students will preside.
3. Voting: All members have equal vote and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.
4. Meeting Time: The meeting will be scheduled within seven (7) business days following the filing of a written petition.

## III. Grievance Committee Guidelines and Meeting Format

1. The formal grievance procedure shall be initiated only after other attempts to resolve the matter have been exhausted (i.e., conferring with individual instructor, department chair, or staff member as appropriate). Except for grade appeals, the student has no more than ten (10) business days after meeting with the individual they believe has given them cause for grievance, or fifteen (15) business days after the incident that occasioned the grievance, in which to file his/her written petition. In the case of grade appeals, a written petition must be filed within forty-five (45) business days after the end of the semester in which the grade is received. The formal procedure must be initiated within these time limits. However, the time limit may be extended by the associate dean of students or Office of the Provost designee at their sole discretion upon presentation of good cause.
2. The grievance process is initiated by submission of a written petition to the chair of the Grievance Committee. The grievance document should be a complete set of materials that the student would like the Grievance Committee to review. Additional materials will be accepted later only in extenuating circumstances, at the discretion of the committee chair. The petition must include:
   a. Names of the parties involved
   b. A clear statement of the nature of the grievance
   c. A narrative of the incident including:
      i. What occurred
      ii. When it occurred
      iii. Where it occurred
      iv. Who was present
   d. The evidence on which the grievance is based
   e. Why this constitutes capricious or arbitrary action on behalf of a staff or faculty member
   f. What has been done to resolve the grievance per Part III.1. above.
   g. The desired outcome(s)
   h. Any supporting documentation
3. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the faculty or staff member(s) involved and the dean of the school or college involved.
4. A meeting of the Grievance Committee will be scheduled to consider the matter within seven (7) working days of the date on which the petition was filed. The involved student and faculty or community member(s) may testify in person at the committee meetings. The meetings shall be held at times when both parties are available to testify.
5. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance, members of the Grievance Committee, witnesses invited by the Grievance Committee, and the dean of the school or college involved. Witnesses may be present only during the time they are presenting their testimony. No one other than members of the Grievance Committee may be present during deliberations.

6. Either party may seek an advisor, who must be a faculty member or student in that school or college. The function of the advisor shall not include that of advocacy, and the advisor will not have a role in the committee's meetings. The student may not bring legal counsel or have a student represent him/her as counsel. The Grievance Committee may not have legal counsel present.

7. Accurate minutes of the grievance procedure shall be written and kept in a confidential file of the committee's proceedings. Such minutes shall include the committee's findings and decision. No other printed materials or notes may be taken from the meeting. The proceedings may not be recorded.

8. Except for communications with the applicable dean and academic chair after the conclusion of Grievance Committee proceedings, and communications with the faculty member(s) and student(s) involved advising them of the Grievance Committee's final decision, the parties and committee members may not discuss the case outside the meeting.

9. If a committee member is approached prior to a meeting by a student whose case is to be heard, the member should refuse to discuss the issue and should disclose at the time of the meeting that he/she has been approached.

10. Any committee member who has a potential conflict of interest, who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward a particular student must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she may be excused from participation upon request by such member or at the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances. The names of the Grievance Committee members will be reviewed in advance of the committee meeting with the student, who can confirm that he/she is not aware of any bias against him/her on the part of any of the committee members.

11. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance.

12. The committee will decide on the matter by vote. Both parties will be notified in writing within one (1) week of the decision. The committee's decision shall be final.

# Academic Integrity

In addition to cultivating in each student the academic skills that are required for a university degree, Azusa Pacific's mission includes imparting to each student the characteristics of academic integrity that are integral to a Christian education. Therefore, a breach of academic integrity is not merely a private matter between the student and an instructor but an act that is fundamentally inconsistent with the purpose and mission of the entire university. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the education system. Engaging in any academic integrity violation is a serious offense for which a student may be disciplined or dismissed. It is each student's responsibility to review the policy and follow APU's academic integrity standards.

## I. Introduction

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

This Academic Integrity Policy represents a valuable educational tool for guiding faculty, staff, and students in their efforts to create a sense of community and for expressing the values that are at the core of a Christian university. As members of an academic and spiritual community, we work together to answer difficult questions, often collaborating to answer these questions, to solve problems, and to communicate effectively the knowledge we acquire through inquiry. This document calls attention to the responsibilities we have to one another in being faithful in our attempts to represent others' views, and it helps us to understand the responsibilities we have toward one another, students and faculty alike, and toward academic scholarship, as we endeavor to uphold the moral standards of our community.

## II. Academic Integrity Pledge

### A. Knowledge and Education of Responsibilities

A student has the responsibility to become familiar with the Academic Integrity Policy as well as the philosophy behind it. The university is a place where moral integrity is learned and emphasized as a critical component of an academic education. Personal integrity and community responsibility are a core part of university life.

1. As a precondition for admission to the university, students must sign a pledge to the community to uphold the Academic Integrity Policy in all academic affairs at Azusa Pacific University. The pledge is as follows:

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

2. Students should familiarize themselves with the directives given by the professor, whether verbally or in writing, in each class concerning what is and is not permitted, especially in matters of group projects, lab reports, and the attribution of research to sources (in-text citing, footnoting, a complete bibliography), including the Internet and its applications.

# III. Academic Integrity Responsibilities: Student

## A. Academic Behavior: Personal

1. All work submitted for credit, including exams, is accepted as a student's own work, unless otherwise understood and approved by the professor.

2. Students may not, without proper citation and approval of the professor, submit work that has been copied, wholly or partially, from another student's paper, notebook, or exam. Nor may students without proper citation submit work which has been copied, wholly or partially, from a book, article, essay, newspaper, the internet or any other written, printed, or media source, whether or not the material in question is copyrighted.

3. Work that paraphrases any written or printed media material without acknowledgment may not be submitted for credit. Ideas from sources such as books, essays, multimedia (like text, images, audio, video, animation), social media, or artificially intelligent (AI) generated materials, may be incorporated in students' work as starting points, governing issues, illustrations, and the like, but in each case the source must be cited.

4. Any and all online materials students used for a paper are also governed by plagiarism rules. Students need to cite all electronic sources as well as printed and other sources.

5. Students may not use, without prior permission, generative artificial intelligence (AI) tools for work submitted for credit; any and all use of such tools must be acknowledged and cited in accordance with item (4) above.

6. Students may not use notes or other forms of assistance on a test, such as videos, illustrations, artificial intelligence (AI) generated materials, and the like, unless explicitly approved by the professor, nor may they provide such aid to other students.

7. Students may not use or submit work that has been generated from any form of a paid-for or free writing service.

8. Students may not submit any work for credit that has been used to fulfill the requirements of another course previously taken or currently in progress at this or any other institution without obtaining permission of the professor in advance.

Students must be aware that violations are not limited to the actions prohibited in the guidelines above. Any kind of dishonesty related to academics is a violation. Other examples of academic dishonesty, apart from giving or receiving unauthorized aid as described by the professor in each course, include but are not limited to:

a) Listing false reasons for taking a make-up examination.

b) Falsifying data.

c) Falsely representing oneself as another student or using another student's identifying information to complete academic work or complete academic assessment tests, attend university events, or gain access to and interact on the internet representing another party.

d) Falsifying grade information or course completion information.

e) Participating in activities that permit another student to engage in an academic integrity violation.

f) Purposefully concealing information about a known violation.

g) Misrepresenting oneself as being cleared to participate in commencement.

## B. Academic Behavior: Collaborative

1. Working on material with other students is of great pedagogical value, and this policy should not be construed as discouraging such work. Unless such consultation is forbidden by a professor, students may work with other students on assignments and present ideas and even written work to their peers for comments and criticism. Each student, however, should be guided by the following:

a) If a professor explicitly permits or forbids certain collaborative work with other students, such work is permissible or forbidden as the professor indicates. A professor's explicit guidelines take precedence in determining whether certain actions are permissible.

b) It is a presupposition that ideas and expressions in a submitted paper or report originate from the writer unless otherwise indicated. Consequently, if ideas or expressions in written work originate from another, whether the person is an author or fellow student, that source should be cited in an endnote or footnote. If an idea arises from the common effort of two or more students in conversation, this fact should be cited.

c) If a student is unclear about whether certain forms of consultation or common work are acceptable or what the standards for citation are, the student is responsible for consulting his or her professor.

## C. Responsible Actions

1. Each student, as an integral member of the academic community, must make the ethical and moral commitment not to act dishonestly and not to tolerate academic dishonesty on the part of other students. If a student witnesses a violation of the Academic Integrity Policy or otherwise has reason to believe that a violation has occurred, the student may either urge that person to report himself or herself to the professor or discuss this allegation with the professor of the course. In situations where a student has knowledge of a violation, he or she is expected to report that violation to a professor, department chair, or dean in a timely manner.

## D. Opportunities to Serve on a Review Committee

1. Students may be able to participate in investigating and determining responsibility in alleged cases by serving on an academic integrity review committee (see Section V.D.2). Any student found responsible for a violation of the Academic Integrity Policy will immediately forfeit his or her eligibility to serve on a review committee.

# IV. Academic Integrity Responsibilities: Faculty

## A. Knowledge and Education of Responsibilities

1. All members of the faculty are required to become aware of the policies and procedures as outlined in the Academic Integrity Policy.

2. Deans and department chairs are responsible for introducing new faculty to the policy. The orientation procedures should be done, when possible, prior to faculty activities in the classroom. The faculty member in charge of a particular course is responsible for educating and establishing guidelines for any teaching assistants in the course.

## B. Academic Behavior: Classroom Expectations

1. Faculty are expected to include a written statement in their course syllabus stating the course expectations for academic behavior, including the consequences of violations of those standards. This statement may be a referral to this policy or may elaborate on additional guidelines and expectations of the faculty.

2. Faculty are expected to explain the conditions under which students are permitted to share their work, for example, outlines that can form the basis of an exam or paper, take-home exams, lab reports, and in-class examinations. Faculty should also offer guidelines when asking students to work in teams or groups, for example, when inviting students to collaborate on problem sets, or to develop computer programs, either inside or outside of class.

3. Faculty are encouraged to distribute a handout with information about what constitutes plagiarism when assigning writing in their courses, keeping in mind the goal of teaching students how to use and document sources appropriately.

4. Faculty are encouraged to make provisions for early submission of drafts of written work so that students can refine their documentation skills before the final due date of the assignment.

5. Faculty are encouraged to take note of the guiding principles articulated in Section V to reinforce these principles and possible sanctions (see Chart A) in their discussions of the Academic Integrity Policy with students, and to explain how academic integrity expectations apply to the work in their class.

## C. Academic Environment

1. Each faculty member will strive to establish an environment which supports the evaluation of students in a fair and reasonable manner. The purpose of this policy is not to test students' ability to perform in a highly competitive and stressful environment, but to help them develop habits of moral character and to understand and practice academic integrity as a student and as a global citizen.

2. Faculty hold the primary responsibility for maintaining the above "fair and reasonable" learning environment. Faculty members will usually be present in classrooms during examinations, fostering an environment which does not create temptations for dishonest action.

## D. Responsible Actions

1. Any person with the responsibility to teach or assist in a course, or to direct or provide leadership of an academic or co-curricular activity, will not tolerate dishonesty.

2. Faculty are expected to provide written guidelines to the students in their course about classroom expectations for academic integrity. Reinforcing academic integrity expectations prior to student completion of key assignments is recommended.

3. Faculty are expected to follow standard procedures to notify the student in cases where they suspect academic dishonesty has occurred and to report the violation and sanctions given (see Section V.B.5).

# V. Procedures for Handling Alleged Violations

## A. Procedure

1. If the faculty suspects an academic violation has occurred, the faculty member should gather information to support or refute their concerns. The faculty may also choose to consult department colleagues, including the program director and/or department chair, to review the evidence, provide additional interpretation of the evidence, and/or check coursework from other current or past courses for evidence of further academic violations.

    a) If it is determined that the infraction appears to only affect one course, the faculty should discuss the situation with the student(s) suspected of violating the policy. If this discussion and the evidence gathered result in the decision that the initial suspicion was unjustified, no additional action will be taken.

    b) If evidence of academic integrity violations across multiple courses is found, the program director/department chair may then choose to meet with the student, either along with or in lieu of the affected faculty member(s), at his/her discretion. If this discussion and the evidence gathered result in the decision that the initial suspicion was unjustified, no additional action will be taken.

2. If there is still a reason to suspect an academic integrity violation, the faculty member shall assign a sanction as appropriate according to the syllabus for that class and the standards of the discipline and the department.

3. The faculty member will record the violation with the Office of the Provost designee. Online reporting forms are available on the Provost website. The Office of the Provost designee will keep a record of the violation and send a letter to the student confirming their violation. Copies of the form and the letter will be sent to the faculty member, the program director/department chair, and a student affairs designee.

4. Alleged violations of an academic nature not directly connected to one class may be referred to the Office of the Provost designee by APU faculty or administrators for subsequent action by a review committee (see Section V.D).

## B. Guiding Principles in Assigning Sanctions

1. If a student is found to have violated the Academic Integrity Policy, the faculty must decide on the sanction (see Chart A). The faculty should take into consideration the syllabus of the course and the severity of the offense. The faculty, when assigning a sanction, may also consider as a mitigating factor the degree to which the student was honest and forthcoming regarding the violation, or any other evidence of sincere contrition. The faculty may take into account sanctions invoked in previous cases of a similar nature and should consult the Office of the Provost designee for this information.

2. Additional sanctions (e.g., academic probation for the major) may be applicable to students in disciplines where such action is specified in student handbooks (e.g., Nursing, Social Work).

3. Discovery of an academic integrity violation provides the faculty member an opportunity to engage in discussions with the student about expectations of appropriate, ethical, professional behavior using a Christian worldview. Sanctions, although given as a disciplinary action, can also be used to ensure the student engages in activities to improve their practices and prevent subsequent recurrences. For example, sanctions may include having the student required to go to the Writing Center for consultation on all future course papers, or having the student rewrite the assignment (even though they will receive no grade for the work). Faculty need to clearly articulate to the student the consequences of any failure to complete the agreed upon sanctions.

4. Based upon the severity and frequency of the violation(s) suspension or dismissal from the university may be the assigned sanction (see Chart A).

    a) Academic integrity suspension is separation from the university for at least one semester. The student is eligible to apply for readmission after dismissal to Azusa Pacific University, but readmission after dismissal is not automatic.

    b) Academic integrity dismissals are permanent separations from the university with no opportunity to apply for admission after dismissal.

5. The University Registrar must be notified by the Office of the Provost designee and dean of an academic integrity suspension or dismissal to place proper holds on student accounts.

    a) The University Registrar shall be copied in all letters to the student regarding suspension or dismissal.

    b) The letters are archived in the student's permanent file.

## C. Student Appeals Procedure

1. If the student feels that the sanction is unwarranted or unjust due to new information, procedural error, or an excessive or unjust penalty, he or she must utilize a process of appeal as described in the academic catalog section: Undergraduate Student Grievance and Appeals Procedure. The appeal procedure begins with the student initiating a meeting with the professor of record, then meeting with the chair of the department in which the infraction occurred, and finally meeting with the dean of the school in which the infraction occurred, if warranted. For all steps in the grievance and appeal process, refer to the academic catalog at catalog.apu.edu.

2. If, after completing step 1 (above), the student continues to feel that the final sanction is unwarranted or unjust due to new information, procedural error, or an excessive or unjust penalty, a formal grievance can only be filed after the process above has taken place and within fifteen (15) business days from the date of the Office of the Provost's letter confirming the violation.

3. A formal written grievance may be submitted to the Office of the Provost designee that includes the following:

a) A statement addressing how the appeal meets one or more of the three following criteria necessary for a formal appeal:

• New information or evidence exists that was not considered in the original appeal.

• An error was made in determination of the academic integrity violation (must have evidence to prove this error).

• Standards different from those established in written course, department, school, college, or university policies, if specific policies exist, were used in assigning the academic integrity violation.

b) A description of the outcome of the informal discussion process as described in Section V.C.1.

c) Any relevant documents the student would like to have reviewed as part of the appeal process.

d) A copy of the course syllabus and assignment descriptions.

## D. Convening a Review Committee

1. Upon receiving a formal written grievance from the student, the Provost designee will appoint a review committee. Each review committee shall include two faculty members, two undergraduate students, and the Office of the Provost designee. The Office of the Provost designee will serve as the review committee chair for all grievance hearings; a faculty member will serve as chair for all hearings related to violations not directly connected to one class. Student appointees must be approved by the Vice President for Student Affairs or his or her designee.

2. The committee chair will schedule a hearing as soon as possible, with at least ten (10) business days' notice. The chair will also notify the student of the names of the review committee members with a request that, if the student has any reason to believe any member is biased, he or she should notify the chair immediately. The chair shall also inform the student(s) under suspicion that he or she can bring to the hearing a member of the university community (faculty, staff, or student) for support. The support person must be approved by the committee chair and will not participate in the proceedings. Legal counsel is not permitted. Family members are not permitted. The student may invite witnesses to be called in during the review proceedings. The student and faculty must disclose which witnesses they will bring and the topics the witnesses will address, as well as what information or documents they may bring, if any.

3. If any member of the review committee has a relationship with someone involved in the case which may compromise his or her objectivity, they should recuse themselves. The Office of the Provost designee will then appoint new members to the committee.

4. Review committees ordinarily do not meet during the final examination period. However, if the student who is suspected of a violation is a graduating student during his or her final semester, the review committee must make every reasonable effort to meet prior to graduation.

5. Except for the required notifications as set forth throughout this policy, all review committee proceedings are to be strictly confidential. Information regarding such proceedings is to be disclosed only on a legitimate need-to-know basis, and as required by law. If the student provides written consent, and if a parent or guardian of the student under suspicion inquires about the suspected violation, the chair of the review committee may describe the general nature of the suspected violation and the procedures defined in this policy. However, the chair should not engage in a detailed discussion of the issue.

6. Before the hearing, committee members should not discuss the allegation or the evidence with the student suspected of the violation. If a student suspected of a violation has questions about the Academic Integrity Policy and the procedures of the hearing, he or she should contact a faculty member who is not involved in the review of the student's case. The consulted faculty member should not discuss the evidence against the student under suspicion nor make any recommendation about how the student should respond to the suspicion of a violation but should only discuss the hearing procedures and principles of the policy.

7. The hearings are administrative and concern internal university affairs; accordingly, the hearings are informal and are not subject to formal rules of civil procedure or evidence. The hearings are not open to the public, nor does the student under suspicion (or any other individual involved) have the right to legal counsel at the hearing.

8. The chair of the review committee should open the hearing by briefly presenting the allegations. Next, the professor of the course and/or any other individual(s)reporting the allegations should present their evidence of the alleged violation. The student suspected of a violation may question the professor or other witnesses concerning the evidence, as may the review committee members. The student may then present his or her own witnesses, including his or her own testimony, and any other evidence. The review committee members may then question the student under suspicion and any of the other invited witnesses. Witnesses called by the student and the committee will testify individually and will not be present during the testimony of other witnesses.

9. At the end of this process, the professor and any other witnesses are excused. At this point, the student has the opportunity to respond further to the charges if he or she desires by making a statement to the committee members. The student is then dismissed, and the review committee members deliberate.

10. After deliberation, the review committee decides, by a majority vote, whether the evidence supports a finding that the student under suspicion more-likely-than-not violated the Academic Integrity Policy or whether the evidence does not support such finding, in which case, the charges are dismissed. In the case of a tie, the committee chair's decision prevails.

11. If it is found that the evidence does not support a finding that a violation has occurred, the chair of the review committee notifies the student and the professor in writing of this decision. This notification should, if possible, be sent within two days of the hearing.

12. If a student is found to have violated the Academic Integrity Policy, the review committee must decide to uphold the sanction as given by the faculty member or assign a different sanction that will supersede the sanction from the faculty member. The committee should take into consideration the syllabus of the course and the faculty's recommendation on the reporting form. In addition, the committee should be guided by the following broad distinction between offenses and sanctions.

## E. Notification Process

1. If the review committee decides a student is responsible for an offense and assigns a sanction, the chair of the review committee notifies the student in writing of the committee's decision and of the sanction within one week of the hearing. A copy of the letter is sent by the Office of the Provost designee, to the dean of students, the department chair of the student's major, and the professor of record. The letter will note that an additional violation of the Academic Integrity Policy will normally result in suspension or dismissal from the university.

2. The professor of the course, upon receipt of the letter from the review committee chair, will execute the sanction that the review committee has determined to be appropriate. The chair then sends all documents relevant to the case to the Office of the Provost designee.

3. If the semester's grade must be submitted before the necessary hearing procedures and appeals are completed, an IP (in progress) grade will be authorized by the Office of the Provost designee.

4. A finding of responsibility for academic dishonesty with regard to a particular course will void any earlier withdrawal from that course. A grade of F in a course assigned due to an academic integrity violation will preclude a subsequent withdrawal from that course. A finding of responsibility for academic dishonesty may be considered in academic probation extensions and appeals.

# VI. Records of Violations and Repeated Violations

## A. Records

1. The Office of the Provost designee will maintain records of all academic integrity violations. These records are used to keep account of repeated student offenses, provide aggregated data of academic integrity issues at the university, and provide data to departments on campus that need information about violations. The Office of the Provost designee will retain such records for seven (7) years after the student's graduation or separation from the university and will reveal their contents to others only with the written approval of the student or if required by law. A copy of the letter documenting a violation will also be kept in the student's Student Affairs file.

2. When the Office of the Provost designee receives a report that an academic integrity policy violation has been established, that office checks the files to determine if the student has a previous violation. If so, the Office of the Provost designee will forward the violation records to the dean of the school of the student's major who may assign a further sanction for the repeated offense. In the case of a student with an undeclared major, the Office of the Provost designee may assign a further sanction. The standard sanction for a repeated offense is suspension or dismissal from the university.

3. It is the responsibility of the Office of the Provost designee, upon recommendation of the dean of the student's major in all cases but undeclared students, to notify the student, the dean of the school/college in which the violation occurred (if this differs from the school/college of the student's major), the dean of students, and the registrar of the suspension or dismissal of a student.

## B. Admission After Dismissal

1. In order to be admitted to the university after dismissal, a suspended student must submit an application which must be approved by the Office of the Provost designee and the dean of the school or college to which the student wishes to be admitted, as well as other university offices, as is otherwise required.

2. In the case of suspension, a student's transcript will read A*cademic Integrity Suspension*; and in the case of dismissal, it will read *Academic Integrity Dismissal.*

# VII. Chart A – Types of Violations and Possible Sanctions Reference

## Defining Minor and Major Violations

### Minor Violation

- A minor violation is recognized by the faculty as a violation of concern, but not of the level of severity to warrant the student's automatic failure of the course.

- See Level I and Level II

### Major Violation

- A major violation is recognized by the faculty as a violation of significant concern, warranting at minimum the student's automatic failure of the course.

- See Level III and Level IV

# Level I

## Description

Level I violations may occur because of inexperience or lack of knowledge of principles of academic integrity on the part of persons committing the violation. These violations address incidents when intent is questionable and are likely to involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment.

Registering a Level I violation provides the opportunity for the students to receive further education of academic integrity policies and the importance of academic integrity to the academy.

Repeated offenses of this type would be considered a Level II violation

## Examples of Violations

- Working with another student on a laboratory or other homework assignment when such work is prohibited.

- Failing to footnote or give proper acknowledgment in an extremely limited section of an assignment.

- Sharing your work with another student that is then submitted by that student as their own work.

- Seeing a violation and not informing a faculty member.

## Examples of Sanctions

Level I violations should lead to one or more of the sanctions listed below, with the type and number based on the faculty's discretion.

- Reduction or no credit given for the original assignment (not to include a zero for the assignment in question but may entail dropping the grade from an average or allowing the student to re-do and resubmit the assignment with or without an additional requirement that is graded).

- An assigned paper or research project on a relevant topic.

- A make-up assignment at a more difficult level than the original assignment.

- Required attendance in a noncredit workshop or seminar on ethics or related subjects.

- Required consultation with the Writing Center (including proof of attendance).

- Required submission of future papers through plagiarism detection software.

- Required submission of a draft paper and meeting with the instructor.

- Requiring that all future take-home tests are proctored for this student.

# Level II

## Description

Level II violations are breaches of academic integrity that are more serious or that affect a more significant aspect or portion of the coursework compared with Level I violations.

## Examples of Violations

- Repeated offense of Level I violation.

• Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.

• Submitting the same work, or major portions thereof, to satisfy the requirements of more than one course without permission from the instructor to whom the work is submitted for the second or subsequent time.

• Using data or interpretive material for a laboratory report without acknowledging the sources or the collaborators. All contributors to the acquisition of data and/or to the writing of the report must be acknowledged.

• Failure to acknowledge assistance from others, such as help with research, statistical analysis, computer programming, or field data collection, in a paper, examination, or project report.

• Sharing one's own work with another person when prohibited by the instructor.

• Failing to acknowledge the use of AI and claiming work as your own in the form of text, imagery, graphs, charts, or any resource provided by AI. Examples include but are not limited to: Copying or paraphrasing, plagiarizing, altering text to look as one's own, claims of authority or legitimacy, or fabricating or duplicating sources provided by AI.

## Examples of Sanctions

Level II violations should lead to a failing grade on the assignment. In addition to a failing grade, other sanctions are recommended to provide a learning opportunity for the student.

• Required participation in a noncredit workshop or seminar on ethics or academic integrity.

• A makeup assignment that is more difficult than the original assignment.

• Voiding any credit for the original assignment and requiring the student to complete another equivalent assignment to receive credit and verify knowledge.

• Required consultation with the Writing Center (including proof of attendance).

• Required submission of future papers through plagiarism detection software.

• Required submission of a draft paper and meeting with the instructor.

• Requiring that all future take-home tests are proctored for this student.

# Level III

## Description

Level III violations are those that go beyond Level I or II violations and that affect a major or essential portion of work done to meet course requirements, or involve premeditation, or are preceded by one or more violations at Levels I and/or II.

## Examples of Violations

• Repeating Level II violations (note that three Level II violations equate to one major violation – see above).

• Presenting the work of another as one's own. This includes having another person complete online coursework and presenting it as one's own.

• Copying on examinations.

• Plagiarizing major portions of a written assignment.

• Acting to facilitate copying during an exam.

• Using prohibited materials, e.g., books, notes, or calculators, during an examination.

• Conspiring before an exam to develop methods of exchanging information and implementation thereof.

• Altering examinations for the purposes of regrading.

• Acquiring or distributing an examination from unauthorized sources prior to the examination.

• Submitting purchased materials such as a term paper or other materials.

• Removing or damaging posted or reserved material, or preventing other students from having access to the material.

• Fabricating data by inventing or deliberately altering material. Fabrication includes citing "sources" that are not, in fact, sources.

- Using unethical or improper means of acquiring data.

- Completing academic work for another student to submit as their own.

### Examples of Sanctions

Level III violations should lead to one or more of the following sanctions:

- Failing grade for the course.

- Possible suspension from the university for one semester (see suspension policy in the Undergraduate Catalog).

- Possible dismissal from the university (see dismissal policy in the Undergraduate Catalog).

## Level IV

### Description

IV violations represent the most serious breaches of intellectual honesty.

### Examples of Violations

- Repeating a Level III violation.

- Committing a violation of academic integrity after returning from suspension for a previous violation of academic integrity.

- Committing a violation of academic integrity that breaks the law or resembles criminal activity (such as forging a grade form, stealing an examination from a professor or from a university office, buying a stolen examination, falsifying a transcript to gain access to the university or its resources, or altering the record of work done at the university).

- Having a substitute take an examination or taking an examination for someone else.

- When completing a significant scholarly project (e.g., research, a senior thesis, a capstone project), fabricating evidence, falsifying data, quoting directly or paraphrasing without acknowledging the source, and/or presenting the idea of another as one's own.

- Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.

### Examples of Sanctions

Level IV violations should lead to the following sanction:

- Permanent dismissal from the university

## VIII. References

The policy was originally adapted with permission from the Notre Dame Honor Code (2007).

Cumberland University Academic Integrity Violations and Recommended Sanctions (http://cumberland.m.smartcatalogiq.com/en/2018-2019/University-Policy/Academics/Academic-Affairs/Academic-Integrity-Violations-and-Recommended-Sanctions/) (accessed Spring 2017)

University of South Florida Academic Integrity Violations of Professional and Ethical Standards (https://www.usf.edu/undergrad/students/ethics-integrity.aspx) (accessed Spring 2017)

# Academic Policy Exceptions

A petition process exists for students who seek an exception to stated academic policies, procedures, and regulations. Students can complete the Academic General Petition (https://www.apu.edu/student-services/registration/#ugforms) available from the Student Services Center (https://www.apu.edu/student-services/registration/), or contact the center and request that one be sent via email. Approval for petitions will be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Email the completed form with all required items to ssc@apu.edu—it is important for the appeal to include all necessary information, as incomplete petitions will be denied. Students will be notified via email of the final decision.

## Extenuating Circumstances

Extenuating circumstances—those beyond a student's control—could include, but are not limited to, those in the list below. Experiencing and documenting an extenuating circumstance is not an automatic cause for petition approval.

1. Documented death of a close family member or loved one
2. Documented major medical issue (physical or psychological) experienced by the student, living companion, or close family member or loved one

3. Documented domestic violence, sexual assault, and other forms of violence and abuse
4. Documented involuntary call to active military duty
5. Other documented extreme circumstances (case-by-case basis)

The following circumstances are **not** considered extenuating and beyond the student's control:

1. Not knowing the deadline, procedure, or policy
2. Work conflicts or nonemergency family commitments
3. Heavy work schedule or voluntary overtime
4. Not needing or wanting a class
5. Not doing well in a class
6. Not knowing you were enrolled in a class
7. Having too heavy a course load
8. Wanting to improve your GPA
9. Traveling a far distance to the school
10. Incarceration resulting from a guilty verdict

## Documentation

Your inability to provide supportive documentation may result in your appeal being denied. Submit date-specific supportive documentation, but do not submit original documents, as they will not be returned.

Documentation could include, but is not limited to:

1. Medical documentation, which could include a letter from a physician or counselor on letterhead indicating the dates you were under care.
2. Copy of a death certificate or obituary.
3. Accident reports, police records, and/or court records.
4. Statements from each individual instructor for every course change for which you are petitioning. Such statements should include confirmation of attendance, the start and/or end dates of your participation in the course, and any other information applicable to the situation for which you are petitioning. Statements are strongly recommended if you are requesting a course add, drop, or withdraw.
5. A graduation plan outlining how you plan to finish your degree requirements.
6. A statement from your academic advisor or campus authority involved in your situation.
7. Any other documentation that will support the reason for your request.

Petitions submitted without this documentation will likely be denied.

## Submitting Your Appeal

Your appeal must include the following:

1. A completed Academic General Petition form.
2. Attached form, if appropriate, based on the exception you are requesting. For instance, attach a Class Withdrawal form (https://www.apu.edu/student-services/registration/#ugforms) if you are requesting an exception to the deadline to withdraw from a course.
3. A typed personal statement (or use the front of the form).
4. Attached documentation of the extenuating circumstance(s) that led to your request.
5. It is important that your appeal include all necessary information. Unexplained or excessive delay between discovering the necessity of filing this petition and submitting it may be grounds for denial.

# Academic Probation and Dismissal

All students are required to meet Satisfactory Academic Progress (SAP) (p. 971), which is determined by the U.S. Department of Education. These requirements are consistent with Azusa Pacific University's graduation requirements and demonstrate academic progress toward degree completion. The following requirements are evaluated at the end of each semester:

- GPA: Cumulative GPA of at least 2.0
- Units Passed (Pace): Passing grade in at least 67 percent of units enrolled (includes *F*s, *W*s, Incompletes, and repeated courses)

Academic Advising (https://www.apu.edu/academic-success/advising/) in the Academic Success Center (https://www.apu.edu/academic-success/) offers individualized academic planning for students who are not meeting the minimum SAP requirements. All students are evaluated at the end of each term and notified of their standing. A student's academic performance directly impacts financial aid eligibility (see also the financial aid SAP policy

requirements (p. 971) in this catalog). The academic success coaches in Academic Advising partner with the financial aid office to ensure that our efforts are in alignment and equitable for all students.

Dismissal occurs when a student does not meet the individualized academic plan requirements. One dismissal petition is allowed per student while attempting to complete a degree at Azusa Pacific. The petition process will be discussed when meeting with an academic success coach. The Petition Review Committee decides if completion of a degree can be accomplished. The petition committee's decision is separate from financial aid eligibility. If a petition is accepted by this committee, a student may still be ineligible for financial aid, therefore eligible to attend and responsible for full cost of attendance.

# Reapplication After Academic Dismissal

A student who has been dismissed for academic reasons for the first time may petition to return to APU for the following semester through the Academic Success Center (https://www.apu.edu/academic-success/). The petition must state:

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

If the petition is approved by the committee, the student's probationary status will be monitored regularly thereafter by the Academic Success Center to ensure that the student makes satisfactory progress in remedying grade deficiencies. Failure to maintain the requirements of an academic plan to reach Satisfactory Academic Progress (SAP) at this point will result in disqualification from further study. A second academic dismissal may not be appealed, and the student must proceed through the readmission and reenrollment processes (p. 951) for consideration of further study at APU after showing academic success at another institution for a minimum of two semesters, with full-time enrollment in academic courses in each semester.

A student who has been academically dismissed and does not petition to return for the following semester should apply to reenroll through the Office of Undergraduate Admissions (https://www.apu.edu/admissions/undergraduate/) (or International Services (https://www.apu.edu/international/enrollment/) for international students) for readmission to APU. Reenrollment is not guaranteed, and the student's file will be reviewed by the Admissions Committee. The student must demonstrate academic success at another institution for a minimum of two semesters with full-time enrollment in each semester (one of those semesters may be full-time summer enrollment). The course load should comprise academic core courses.

# Attendance Regulation

Regular class attendance is expected of all students. Classes are conducted in a manner that will encourage academic excellence and the growth of Christian character. The final authority for attendance and any effect that it might have upon grades rests with the individual faculty member, as identified in the course syllabus. This is due to the tremendous variations in course pedagogy and specific requirements in attendance to meet course outcomes. It is the duty of each faculty member to clearly define the grading and attendance policies for each course, including learning activities that may occur outside the scheduled meeting times, in the course syllabus.

Missed class dates because of late addition of a class to one's course schedule may be considered unexcused absences. When class sessions are missed due to late enrollment (see the Academic Calendars (https://www.apu.edu/calendar/academic/) for add/drop dates), the student remains responsible for learning the missed course content and completing missed assignments, thereby meeting the learning objectives.

In general, a student is allowed up to a total of two weeks of excused absences from a course (e.g., for a 3-unit course, this would be 6 class hours). This includes absences due to university-related activities or athletics, and medical and nonmedical reasons. Students should carefully monitor all of their absences (accumulated for any of the reasons stated below) to ensure they do not exceed a total of two weeks of absences and thus make them unable to meet course outcomes in a satisfactory manner.

## Absences: University-Sponsored Activities and Athletics

Field trips and other enrichment activities are an integral part of the education process, and musical groups and athletics teams are often away for scheduled events that are considered excused absences. Exceptions for absences greater than the number in the stated attendance policy above may be authorized through the formal absence notification form. Athletics and/or the sponsoring department will notify the Office of the Provost designee, and subsequently the course faculty.

When it is necessary for a student to miss scheduled classes for university-sponsored student activities, the following process should be followed:

- The sponsoring department/program (e.g., athletic team, performance group, Student Government Association, etc.) must electronically submit the appropriate Formal Notification of Student Absence for University-Sponsored Activities and Athletics form to the dean or athletic director at least two weeks prior to the event. The form includes information regarding the event dates, and the students involved and therefore excused from class attendance on the event dates.

- If the student will miss chapel, the dean/athletic director must provide the Office of Judicial Affairs with the approved student names and ID numbers for the event that will impact chapel attendance.

- If the student will miss class, the dean/athletic director must distribute the approved form without ID numbers to the sponsoring department/program faculty or staff member for distribution to the participating students.

- Participating students must use **both** email and in-person notification to inform their instructors of their approved absence and to discuss their makeup responsibilities and deadlines.

- Students whose absences are authorized by formal notification, as described above, from the appropriate dean or athletic director, must be allowed makeup privileges without penalty (e.g., grade reduction or point deduction on an assignment). Students remain responsible for learning the course content and completing assignments, thereby meeting the learning objectives.

It is the responsibility of student-athletes to attend every class session held when they are not ill, involved with a personal emergency, or traveling with their team. Students must exercise responsibility in choosing their level of participation in light of class attendance requirements and thus avoid jeopardizing classroom learning based on participation.

In any discipline (such as nursing or other science) in which clinical or lab hours are required by a state, federal, or professional body for future licensing or credentialing or to effectively pass the course, APU students must abide by the required licensing hours set forth by that governing body. These hours are shown in each semester's course syllabus, and all students must comply with requirements according to that discipline's guidelines as delineated in various course syllabi. See the Add and Drop Periods policy (p. 1030) if you wish to make any schedule changes.

## Absences: Medical Reasons

Absences due to illness, confirmed by verification from a healthcare provider or from the APU Student Health Center, are considered excused absences. The faculty member will require verification of the student's health status to approve the excused absence.

Students with medical situations that require them to miss a number of class sessions should advise their professors and the dean of student wellness of the situation to seek guidance in meeting course outcomes and accessing other university resources, if applicable. Normally, absences need to extend beyond one week's worth of classes before the dean of student wellness becomes involved, but the dean of student wellness may need to become involved sooner if a crucial date (such as an exam day) will be missed. If the student is too ill, the dean of student wellness will advise the faculty of the absences.

## Absences: Nonmedical Reasons

In certain extreme situations, a student may be forced to miss a number of class sessions for nonmedical reasons, such as family emergency, extreme personal trauma, etc. Students should advise their professors and the dean of student wellness to seek guidance in meeting course outcomes and accessing other university resources, if applicable. Normally, absences need to extend beyond one week's worth of classes before the dean of student wellness becomes involved, but the dean of student wellness may need to become involved sooner if a crucial date (such as an exam day) must be missed. If the student is not available, the dean of student wellness will advise the faculty of the absences.

Mission/ministry/service/performance trips during the semester that require the student to miss class time are discouraged, and such absences will be considered excused only at the discretion of each course professor.

Jury duty: While APU does encourage students to participate in their civic duty as jurors, accepting such service can cause a student to miss excessive class sessions and important material. APU students are encouraged to request postponements until nonenrolled periods (summer, inter-term, etc.). If a postponement is not possible and a student is summoned and not excused, the student's absence(s) will be considered excused at the discretion of the professor. Any exceptions to this policy must be granted through the Office of the Provost designee.

# Certificates of Distinction

Occasionally, academic departments may wish to implement additional academic certificates for their majors (such as a Certificate of Distinction (or Academic Distinction) in ... ). Due to the wide breadth of standards among the disciplines, these certificates may vary in title and expectations, but they all must adhere to the following general guidelines:

1. Include a minimum GPA standard.
2. Provide clearly defined additional or increased-level coursework. For example, students must complete a minimum number of 400-level courses, or courses in a specific concentration, etc.
3. Students must be a major of the department offering the certificate.
4. All criteria, once approved through faculty governance, must be included in the catalog.

Note: Certificates given solely for highest GPA do not need to be approved.

# Classification of Students

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

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

The university also uses the following system to define academic load:

| | |
|---|---|
| Less than Half Time | Enrolled in 0-5 Units |
| Half Time | Enrolled in 6-8 Units |
| Three-Quarter Time | Enrolled in 9-11 Units |
| Full Time | Enrolled in 12+ Units |

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

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

# Concurrent Enrollment Policy

Students wishing to take courses at another institution while enrolled at APU should obtain prior approval from the Student Services Center (https://www.apu.edu/student-services/) to ensure that the courses are transferable to APU, which has articulation agreements with many colleges in the area. Students can view lists of preapproved courses through Transferology (https://www.transferology.com/school/apu/); all other courses must be approved through a Transfer Credit and Course Substitution Form (https://www.apu.edu/student-services/registration/#ugforms). Without prior approval from the Student Services Center, transfer credits may be denied.

# Correspondence Course Credit

Correspondence education is defined as education provided through one or more courses by an institution under which the institution provides instructional materials by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, lacks regularity and substance, and is primarily initiated by the student. Courses are typically self-paced. Correspondence education is not the same as distance education.

- A maximum of 9 semester units of correspondence credit may be applied toward an Azusa Pacific University degree.
- Students must earn a grade of *C-* or higher in eligible courses and receive prior approval from the Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/).
- If a student wishes to receive correspondence course credit toward the requirements for his/her major, prior written consent from department faculty must be obtained.
- Correspondence courses must be offered by a regionally accredited college or university or be accredited by the Association for Biblical Higher Education (https://www.abhe.org/). No more than 6 units may be transferred to meet General Education core requirements (p. 919) in Biblical, Theological, and Philosophical Formation.
- Senior transfer students may complete only 3 units by correspondence, none of which may apply to the General Education core category of Biblical, Theological, and Philosophical Formation.
- All correspondence courses should be completed one year prior to the student's graduation. For example, if a student plans to graduate May 8, the recommended date for finishing the correspondence course would be May 7 of the previous year. Students should work with their Academic Records Specialist in the Student Services Center to address special circumstances.

# Course Policies

## Course Auditing

A student may apply to the instructor for permission to audit a class. The student must meet university entrance requirements and pay the audit fee, which is one-half the regular course fee. A student may not change from an audit classification to obtain credit after the last date of the add period (see

the Undergraduate Academic Calendar (https://www.apu.edu/calendar/academic/) for the specific date), nor change from credit to audit after the sixth week of instruction. An audited class will not count toward a degree.

## Independent Study

Independent study enables students to enrich their university experience by pursuing learning in a closely supervised program and undertaking individual investigation of subject areas not covered in regular course offerings. An undergraduate, upper-division student (60 or more completed units) who has a minimum cumulative GPA of 2.5 may receive credit for a maximum of 9 independent study units to be applied toward a degree program. No more than 4 units may be applied toward one project, and a maximum of 9 independent study units may be taken during one academic term.

The independent study is recorded as XXX 497, XXX 498, or XXX 499 on the student's permanent academic record. To request an independent study course for any given semester, students should begin planning the study during advising and must submit a completed Course Replacement or Independent Study form (https://www.apu.edu/live_data/files/323/ug_independent_study.pdf) to the Student Services Center (https://www.apu.edu/student-services/) by the last day of the add period (see the Undergraduate Academic Calendar (https://www.apu.edu/calendar/academic/) for the specific date).

The application must include:

- A completed Course Replacement or Independent Study form (https://www.apu.edu/live_data/files/323/ug_independent_study.pdf).
- A proposal written in consultation with the supervising or mentoring instructor.
- Signed approval of the instructor, department chair, and dean of the appropriate school or college.

The student pays an additional fee per unit for independent study courses (see university fee schedule (https://www.apu.edu/undergraduate-admissions/cost/tuition/)).

## Course Replacement

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

Course replacement units do not count toward the maximum 9 independent study units allowed in a degree program. To request a course replacement for any given semester, the student must submit a completed Course Replacement or Independent Study form (https://www.apu.edu/live_data/files/323/ug_independent_study.pdf) to the Student Services Center (https://www.apu.edu/student-services/) by the last day of the add period (see the Undergraduate Academic Calendar (https://www.apu.edu/calendar/academic/) for the specific date). The student pays an additional fee per unit for replacement courses (see university fee schedule (https://www.apu.edu/undergraduate-admissions/cost/tuition/)).

## Course Counting

Many courses offered at APU are approved to count toward more than one category on the My Requirements page. Listed below are some principles about the way courses may count toward degree requirements. If you are confused about a rule or uncertain about how it applies to your situation, contact your advisor in your academic department, an academic success coach in the Academic Success Center (https://www.apu.edu/academic-success/), or an Academic Records Specialist in the Student Services Center (https://www.apu.edu/student-services/).

1. Courses may count toward no more than one requirement per program (General Education, majors, and minors) unless stated otherwise.
2. There is no limit to the number of courses that may count in multiple programs unless stated otherwise.
3. Courses that may be taken multiple times for credit may count toward the same requirement unless stated otherwise.
4. Concentration requirements are considered a part of the major/minor program and therefore cannot share courses across requirements unless stated otherwise.
5. Academic departments may limit the number of courses that can be shared between their programs and programs from other departments.
6. Policies regarding unique courses and sharing limits for earning a double major or double degree apply.

# Deans' List

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

1. They shall be registered for one of the following degrees:
   a. Bachelor of Arts (BA)
   b. Bachelor of Fine Arts (BFA)
   c. Bachelor of Music (BM)

    d. Bachelor of Science (BS)

    e. Bachelor of Science in Nursing (BSN)

    f. Bachelor of Social Work (BSW)

2. They shall be enrolled full time (at least 12 units) in the qualifying semester.

3. They shall achieve a 3.5 or higher GPA for the qualifying semester.

# Final Examinations and Waiver Examinations

Final examinations are required in all courses. No final examination shall be given to individual students before the regularly scheduled time during finals week unless there is written approval from the instructor, the department chair, and the appropriate academic dean. Waiver exams are available at the discretion of each academic department; these exams do not grant academic units.

# Good Academic Standing

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

# Grade Appeal Policy

This grade appeal policy establishes a clear, fair process by which undergraduate students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. Recognizing, however, that the evaluation of student performance is based upon the professional judgment of instructors, and notwithstanding the exceptions noted at the end of this policy, appeals will not be considered unless based upon one or more of the following factors:

- An error was made in grade computation.
- Standards different from those established in written department, school, college, or university policies, if specific policies exist, were used in assigning the grade.
- The instructor departed substantially from his or her previously articulated, written standards, without notifying students, in determining the grade.

Only the final course grade may be appealed. The grade assigned by the instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned.

## Appeals Procedure

1. Formal grade appeals must be initiated by the student within four months after the date that grades were due for the course(s) in question. For example, if grades were due on December 25, the appeal must be filed by April 25.

2. The first step to resolving differences between an instructor and student concerning a grade must be a discussion between the student and the instructor. If the instructor of record will not be available within the four-month period, the department chair or designee may act in lieu of the instructor of record for the purpose of grade appeals.

3. If the instructor and student cannot resolve the appeal, and the student wishes to pursue the matter further, he or she must present to the chair of the department in which the course is offered a written appeal that includes the following:

    a. A statement addressing how the appeal meets one or more of the three criteria necessary for a formal appeal.

    b. A description of the outcome of the informal discussion process.

    c. Any relevant documents the student would like to have reviewed as part of the appeal process.

    d. A copy of the course syllabus and assignment descriptions.

    e. The department chair may request additional materials from the student. After receiving a copy of the appeal materials from the department chair, the instructor has ten (10) business days to respond in writing to the appeal. The department chair will discuss this response with the instructor and will provide the student with written notification of the outcome of this step within five (5) business days after receiving the instructor's response.

4. If there is no mutually agreed-upon resolution between the student and the instructor, and the student wishes to pursue the matter further, he or she has five (5) business days to submit his or her written appeal to the dean of the department. The dean will review the appeal, provide copies of all appeal materials to the instructor, and discuss the appeal with the chair, instructor, and student. The instructor has five (5) business days to review the written appeal the student has presented to the dean and, if desired, prepare an additional written response. The dean will provide the student with written notification of the result of this step within ten (10) business days after receipt of the appeal from the student.

5. If the fourth step does not lead to a mutually agreeable resolution, and the student wishes to pursue the matter further, then a Grade Appeal Committee shall be formed by the dean within ten (10) business days. This committee shall include 3 faculty members from the college/school:

one selected by the student, one selected by the instructor of record, and one appointed by the dean. A majority shall prevail in the committee. The committee shall elect its own chair. The function of the Grade Appeal Committee shall be to evaluate the appeal in terms of the stated grounds for the appeal. The committee's decision may be to keep the assigned grade or to raise the assigned grade. The committee shall provide a written justification to the dean for its decision, including minority opinions when they exist, no later than fifteen (15) business days after the committee's formation. The dean shall inform the department chair, student, and instructor of the committee's decision and provide all parties with copies of the committee report. This decision by the Grade Appeal Committee is final.

6. In the case of a change of grade, the instructor of record must implement the change of grade decided upon by the committee within ten (10) business days after learning of the committee's decision. If the instructor fails to make the change, the dean shall implement the change of grade as determined by the committee on the student's official transcript through the change-of-grade procedure. This shall be the last step in the deliberation of the formal grade appeal.

7. The dean shall forward a written record of the results of all grade appeals to the appropriate Office of the Provost designee within ten (10) business days.

## Exceptions to the Grade Appeal Policy

The Grade Appeal Policy shall constitute the sole internal administrative remedy for a change in grade, except when the grade being disputed resulted from an alleged academic integrity violation. If a grade dispute arises from an issue that is covered under the university's Academic Integrity Policy (https://www.apu.edu/provost/integrity/), the process for resolution that has been established for appealing academic integrity violations must be followed.

# Grading, Including Incompletes

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

| Grade A | 4.0 points | Exceptional |
|---|---|---|
| Grade A- | 3.7 points | |
| Grade B+ | 3.3 points | Superior |
| Grade B | 3.0 points | |
| Grade B- | 2.7 points | |
| Grade C+ | 2.3 points | Average |
| Grade C | 2.0 points | |
| Grade C- | 1.7 points | |
| Grade D+ | 1.3 points | Poor |
| Grade D | 1.0 point | |
| Grade D- | 0.7 points | |
| Grade F | 0 points | Failure |
| Grade W | 0 points | Withdrawal |
| Grade IN | 0 points | Incomplete, No Paperwork |
| Grade FN | 0 points | Failure, Nonattending |
| Grade I | 0 points | Incomplete |
| Grade NC | 0 points | No Credit |
| Grade CR | 0 points | Credit |
| Grade P | 0 Points | Pass |
| Grade NG | 0 points | No Grade - Lab |
| Grade AU | 0 points | Audit |
| Grade IP | 0 points | In Progress |
| Grade NR | 0 points | Not Recorded |

The following is a suggested course grading scale:

| Grade A | 93-100% |
|---|---|
| Grade A- | 90-92% |
| Grade B+ | 87-89% |
| Grade B | 83-86% |
| Grade B- | 80-82% |
| Grade C+ | 77-79% |
| Grade C | 73-76% |
| Grade C- | 70-72% |
| Grade D+ | 67-69% |
| Grade D | 63-66% |
| Grade D- | 60-62% |
| Grade F | 0-59.9 |

A grade of *D-* or better is required in undergraduate courses taken at APU to satisfy General Education requirements (p. 911) or to receive a passing grade in major courses unless a higher grade is specified by your major/department. Students who want to transfer a course from another institution to satisfy General Education requirements or major requirements must earn a grade of *C-* or better. General Education courses that satisfy major requirements may require a higher grade than the minimums listed above.

All undergraduate students must earn a minimum cumulative grade-point average (GPA) of 2.0 in all university work attempted. Transfer students must also earn a minimum cumulative GPA of 2.0 in work completed at Azusa Pacific University. Some departments/schools also require a minimum cumulative GPA for major courses.

## Incomplete ( *I*) Grade

The grade *Incomplete (I)* is given only under special circumstances, such as illness or other unforeseeable circumstances that can be verified, providing that the student's work in the course was of passing quality. An *I* grade may be given upon recommendation of the professor with the permission of the appropriate academic chair, and dean. To obtain an *Incomplete*, the student must fill out the online Incomplete Form (https://www.apu.edu/student-services/registration/#ugforms). The filing deadline for the form is the last day of finals. The form will be sent to the instructor, chair, and dean for review and decision. An *Incomplete* may be granted for up to 12 weeks from the date of issue; a petition for an extension beyond the 12 weeks will be subject to review by the faculty member and the appropriate academic dean. To petition for an extension, students must fill out a new Incomplete Form. Failure to submit an Incomplete Form or make up the missing coursework within the allotted period will automatically result in an *F*. An *IN* grade reflects an *Incomplete* with no filed paperwork at the time grades were issued, placing the student in danger of receiving an *F* if the paperwork doesn't get filed.

# Graduate Courses Taken by Undergraduate Students

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

- The student is a senior with a cumulative GPA of 3.0 or higher.
- The department chair of the student's major approves.
- The appropriate graduate department chair or graduate program director approves.
- There is space available in the course and the student has met all of the prerequisites.
- The request is submitted with the Graduate/Professional Courses Taken by Undergraduate Students form. (https://www.apu.edu/student-services/registration/#ugforms)

Graduate courses taken by undergraduate students may apply toward an APU graduate degree only if the grade received in the course is 3.0 or higher and if the student is accepted into the appropriate graduate program following APU graduate admissions procedures. No more than 9 graduate units earned as an undergraduate student may be counted toward an APU graduate degree. Some departments may allow fewer units to be counted. A student who will be applying to an APU graduate program should obtain information from the appropriate department before taking graduate courses.

The Graduate Courses Taken by Undergraduate Students policy does not apply to the Integrated Bachelor's/Credential Program (p. 546), which allows undergraduate students to complete 32-34 units of 500-level credential courses and apply those units to the 120+ units required for the bachelor's degree. For more information on how courses may be applied toward a graduate degree, refer to the Graduate Courses Taken by Undergraduate Students policy in the Graduate Academic Policies and Procedures (p. 1071) section of the catalog. Students in the Integrated Bachelor's/Credential Program need to apply separately to the appropriate graduate program in the School of Education.

The Graduate Courses Taken by Undergraduate Students policy does not apply to the Doctor of Physical Therapy program (p. 586), which offers an accelerated pathway that allows undergraduate students to complete up to 18 units of 700-level doctoral courses and apply those units to the 120+ units required for the bachelor's degree. For more information on how courses may be applied toward a graduate degree, refer to the Graduate

Courses Taken by Undergraduate Students policy in the Graduate Academic Policies and Procedures section of the catalog. Students in undergraduate programs that have direct pathways into the Doctor of Physical Therapy program still need to apply separately to the APU Doctor of Physical Therapy program.

# Professional Courses Taken by Traditional Undergraduate Students

Traditional undergraduate students may not enroll in a nonresidential/nontraditional undergraduate course (also referred to as a professional course) during the fall and spring terms of the traditional undergraduate academic calendar. Exceptions to this policy may be reviewed, upon submission of the Graduate/Professional Courses Taken by Undergraduate Students (https://www.apu.edu/student-services/registration/#ugforms) form by the student, for exceptional circumstances and where **all** of the following conditions are met:

- The department chair of the professional program offering the course approves.
- The department chair of the student's major approves.
- The request is submitted on the Graduate/Professional Courses Taken by Undergraduate Students form to the Office of the Registrar (https://www.apu.edu/student-services/registration/).

For more information on professional undergraduate programs, consult the individual program pages in this catalog.

Traditional undergraduate degrees will not be posted until grades from all courses are posted. Professional courses are offered on a different term schedule from traditional undergraduate courses, which may result in a delay of the degree posting.

# Graduation Requirements and Commencement

## Minimum Unit and GPA Requirements

For undergraduate students, the minimum unit requirement for the BA, BM, BS, BSN, BFA, and BSW degrees is 120 (some majors require completion of more than the minimum number of units). Units for the following courses do not count toward the 120 units required for graduation:

| Code | Title | Units |
|---|---|---|
| MATH 90 | Foundations of Mathematical Reasoning | 3 |
| MATH 95 | Intermediate Algebra | 3 |

All students must earn a minimum cumulative grade-point average (GPA) of 2.0 in all university work attempted. Transfer students must also earn a minimum cumulative GPA of 2.0 in work completed at Azusa Pacific University. Some departments/schools also require a minimum cumulative GPA for major courses.

## Residence

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

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

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

## Student Service Credit Requirements

All candidates for graduation must have completed 120 service credits (https://www.apu.edu/spiritual-life/requirements/#service) approved by the Center for Student Action; this requirement is prorated for transfer students. Service credits may also be fulfilled through designated academic service-learning courses.

# Selection of Catalog for Determining Degree Requirements

1. Students are held to the General Education requirements (p. 919) of the catalog from the year they enter APU.
2. Students electing to change their major(s) and/or minor(s), concentration(s), or emphasis can request any catalog in effect from the term of initial enrollment until graduation.
3. Students electing to change catalogs should be aware that adopting a new catalog year will require completion of all requirements for all major(s) and minor(s) under the new catalog year.
4. If a new major or minor is created during the time of attendance, a student can elect the new major/minor and choose to keep any other major(s)/minor(s) on the previously selected catalog for those programs.
5. A student has seven years from the term of his/her first registration at APU to complete his/her degree under the catalog in effect at the date of first registration. Students who continue in attendance beyond the seventh year will be required to complete all new General Education, academic departmental, and graduation requirements, as well as adhere to all academic policies of the new catalog.
6. "In attendance" is defined as enrollment in at least 12 units for one semester within a 12-month period. An approved leave of absence shall not be considered an interruption in attendance. If a student is not in attendance for more than two consecutive semesters (fall/spring) and then re-enters the university, the student is subject to the graduation requirements in effect at the time of re-entering.
7. To change their academic catalog year and/or change their major, a student must submit a Major Update (https://formstack.apu.edu/workflows/major_update/) form.

# Graduation Application

Graduation is not automatic upon completion of all coursework. Students who intend to graduate must apply for graduation through home.apu.edu (https://home.apu.edu/) at least six months prior to commencement, a time period that always falls within the semester prior to the graduating semester. Commencement dates and the Graduation Application due dates are listed in the Academic Calendars (https://www.apu.edu/calendar/academic/).

Graduation applications and academic requirements are evaluated by the student's academic records specialist in the Student Services Center (https://www.apu.edu/student-services/) to determine eligibility for participation in graduation. Students must consult with their academic records specialist if they wish to add or change a major, minor, concentration, and/or emphasis after applying for graduation.

Students can expect two clearance notifications:

- The first clearance notification is emailed prior to the add deadline of the semester of the graduation they have applied for.
- The second notification is emailed four to six weeks after the drop deadline of the same semester.

  *It is the student's responsibility to read the clearance notifications and ensure they complete any outstanding requirements listed on the Graduation Clearance Status email. These requirements must be completed by the deadlines as outlined in the Participation in Commencement Policy (see below).*

A degree is granted based on the completion of all requirements. In the event that a student does not complete all requirements for the degree as indicated in the Graduation Clearance Pending letter, he or she must complete those requirements within two years of applying for graduation. If the remaining requirements for the degree are not completed by the deadline, the student will be subject to policies governing reentering students, and a new catalog year will apply.

# Participation in Commencement

Undergraduate commencement (https://www.apu.edu/commencement/) exercises are held at the end of the fall and spring semesters. The university president, by the authority of the trustees and on the recommendation of the faculty, awards the degrees.

- A student may participate in commencement exercises only if all degree work has been completed, or if no more than 3 units or one course will be taken in a term that begins after the commencement ceremony (the latter is called the "walk-short" policy). Eligibility to participate in commencement will be confirmed by the student's academic records specialist at the Student Services Center (https://www.apu.edu/student-services/).
- All correspondence courses and CLEP, FLATS, and other proficiency tests must be completed prior to the start of a student's final semester. Official transcripts must be received by the Undergraduate Enrollment Services Center no later than the drop deadline of the semester in which the student intends to participate in commencement.
- If a student's foreign language requirement is not satisfied through the proficiency assessment, the student may be required to take two consecutive semesters of the same language in order to satisfy the foreign language requirement. If a student must complete multiple semesters (courses) of foreign language, they will not qualify for the 3-unit or 1-course walk-short policy.
- To participate in commencement exercises, all university obligations must be resolved no later than three weeks prior to commencement, including the receipt of transcripts (if applicable), financial clearance (must have a zero account balance), and clearance of service credits by the Office of Service and Discipleship (https://www.apu.edu/spiritual-life/service-discipleship/).
- Students who disregard the Participation in Commencement Policy and participate in a commencement ceremony fraudulently will not be allowed to participate in future commencement ceremonies and could face sanctions including (but not limited to) suspension from the university, as such actions are considered an academic integrity violation and a student conduct violation.

## Honors at Commencement

### Latin Honors

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

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

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

## Degree Posting Dates

The university posts bachelor's degrees at the end of each session, regardless of the specific date when all work is completed. All degree requirements must be met prior to the posting date. The posting dates are at the end of the regular fall semester (approximately December 20), the end of the regular spring semester (approximately May 5), and the end of each of the summer sessions (see the academic calendar for specific dates). Completed degrees may be posted on the 1st and the 15th of a month other than those listed above in this section. Once the degree is posted, the degree record is complete and final. It can be rescinded only in the case of substantiated error or fraud. A student may not add coursework to the posted degree in order to improve grade-point average or to add minors, concentrations, emphases, or certificates.

## Security Interest in Student Records

A student may neither graduate nor receive any diploma or certificates until all financial obligations (including student loans wherein collections are administered by the university) have been satisfied in accordance with policies described in the Financial Information (p. 963) section of this catalog. Any diploma or certificates shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to or subsequent to any default by the debtor shall not be considered a binding precedent or modification of this policy.

# Major and Minor Policies

## Choosing a Major

Students must declare their academic major by the first day of their fifth semester of full-time academic work by completing a Major Update form (https://www.apu.edu/student-services/registration/#ugforms), which will be routed to the student's academic department for approval. Students who fail to do this will be prohibited from enrolling in classes or making any class schedule changes. Students may add a new major up to the time at which they apply for graduation. If you wish to add a major after applying for graduation, consult your academic records specialist in the Student Services Center (https://www.apu.edu/student-services/) to verify that the major can be completed by the graduation time you selected.

## Changing a Major

Students requesting a change of major must complete the Major Update form. If required, the Student Services Center will route the form to the new department/program to obtain approval. It is recommended that students meet with representatives of the new department. *Note: Some academic majors require an application; check with the department to determine the application process and any associated deadlines.*

## Choosing or Changing a Minor

Students requesting a declaration or change of minor must complete a Minor Update form (https://www.apu.edu/student-services/registration/#ugforms) and obtain approval from the department/program. Some academic minors require an application process. Students may add new minors up to the time at which they apply for graduation. If you wish to add a minor after applying for graduation, consult your academic records specialist in the Student Services Center to verify that the minor can be simultaneously completed with the major degree program.

## Minor Program Policies

Azusa Pacific University offers a wide range of minors to enrich and support the academic experience of undergraduate students. The purpose of a minor is to recognize a course of study that provides general breadth in a discipline as well as depth in some particular aspect of that discipline. The following conditions apply:

1. Minor programs are available to all students in a traditional undergraduate degree program and must be completed simultaneously with a major degree program.
2. Students may not earn a minor in the same discipline in which they are majoring.
3. A minor requires at least 18 units, 12 of which must be 200-level or higher. Some minors are exempt from this upper-division requirement based on the subject matter of the minor; see individual minor requirements. A minimum of 50 percent of the units in the minor must be taken in residency.

4. Courses for the minor may overlap with requirements for the student's major or another minor, but 28 units of the student's major must be unique from the minor. In the case of a second minor, 9 units of the courses taken to fulfill that minor must be unique to that minor and not overlap with courses taken to fulfill another minor.

5. Departments, at their discretion, may substitute no more than 25 percent of the required units defined in the catalog for a given minor program. 100-level courses cannot be substituted for 200-level or higher course requirements.

6. A minimum cumulative 2.0 GPA must be achieved in all courses required for the minor. The sponsoring academic department may require a higher minimum GPA.

7. Departments are free to be more restrictive than these policies as they deem appropriate. For more information, contact the sponsoring academic department for the particular minor.

## Guidelines for the Double Major

Normally, a student meets graduation requirements for a bachelor's degree in one of the major departments, but it is permissible for a student to be granted a bachelor's degree with a maximum of two majors if the following conditions are met:

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

## Guidelines for Additional Degrees

Azusa Pacific University will award a maximum of two bachelor's degrees in any combination, such as one BA and one BS, under the following conditions:

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

# Progress Toward Degree

To make satisfactory progress toward a degree, an undergraduate student must pass a minimum of 24 units per academic year[1] and earn a minimum cumulative grade-point average of 2.0 in work completed at Azusa Pacific University. Specific majors may require a higher GPA to progress toward a degree. Students should refer to their department's policy.

Units for MATH 90, MATH 95, and MATH 99 do not count toward the 120 units required for graduation, but they are permissible for satisfactory progress toward a degree if taken in the first year of enrollment.

The 24 units mentioned above must fall in the following areas:

- General Education requirements (p. 919)
- Major and/or minor
- Elective units to meet the minimum 120 units needed for graduation

[1]   To reach the minimum 120 units needed for graduation in four years, a minimum of 30 units must be taken per academic year.

# Registering for Classes

Registration is the process of choosing and enrolling in courses each semester. Students must be admitted to the university and participate in academic advising prior to registering for fall and spring semesters. Academic advising is provided by the Academic Success Center (https://www.apu.edu/academic-success/) and each academic department for students enrolled in any of that department's majors, to assist students in the advising and registration process.

## Registration

### Current APU Students

Every fall and spring semester, the university sets a specific time for current students to secure their classes for the following semester. The registration appointment schedule is determined by the number of units the student has **completed** at the time of registration (units the student is enrolled in during the current semester do not count for this purpose). Every summer term, the university sets a specific time for current students to secure their summer classes. Registering for summer terms is first come, first served, and no appointments are scheduled. See the Academic Calendars (https://www.apu.edu/calendar/academic/) for specific dates for registration. Students with financial holds, health holds, or disciplinary holds will not be allowed to register for classes until the holds are resolved by the student and removed by the respective department.

### Incoming Students (Freshmen and Transfers)

Registration for new students is supported by the Office of Undergraduate Admissions, the Office of the Registrar, and the Academic Success Center. For details regarding registration for new students, contact an admissions counselor or the Office of Undergraduate and International Admissions (https://www.apu.edu/admissions/undergraduate/).

## Course Modalities and Instructional Activities

Programs are taught in a variety of formats including:

- In-Person: In-person courses deliver their instruction in classrooms on APU campuses. Students and faculty engage during regularly scheduled times in a designated classroom at their campus location. In-person faculty use Canvas to support student learning.
- Online Asynchronous: Online asynchronous courses deliver their instruction in an entirely online format. Students are not required to attend class at scheduled times; rather, they engage in independent learning activities and assignments using Canvas, in accordance with course instructions. Some online asynchronous courses may offer occasional live videoconference meetings; these courses have specific technology requirements such as access to a computing device and internet connectivity.
- Online Synchronous: Online synchronous courses deliver their instruction in an entirely online format. Using videoconferencing technology (e.g., Zoom), synchronous courses require students to meet online in real time for live instruction, group interactions, and/or other learning activities. Synchronous online courses do not meet on campus; rather, students use their personal technology to access the online classroom from off-site locations. These courses have specific technology requirements such as access to a computing device and internet connectivity.
- Hybrid (Formerly "Blended"): At least one class session is held on campus in a physical classroom. Other class sessions are conducted entirely online with no students attending class on campus for those online sessions. The online class sessions may be synchronous or asynchronous. Students must have the technology and internet access required to participate in the online sessions.
- Hyflex (Formerly "Distance Learning"): Class sessions are held on campus in a physical classroom (originating classroom) that is equipped with specialized videoconferencing equipment. Classroom proceedings are transmitted to other campuses (satellite classrooms) that have specialized videoconferencing equipment, and/or to off-campus students who connect using their personal equipment and internet connections.

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

# Add and Drop Periods

The Add and Drop Periods allow students to make changes to their class schedules. It is strongly recommended that students regularly work with their academic advisor in their major department or the Academic Success Center (https://www.apu.edu/academic-success/), and view their academic requirements at home.apu.edu (https://home.apu.edu/) by selecting the Academics menu item and then selecting Academic Requirements or Stellic, to ensure they are on track to meet degree requirements.

- The Add and Drop Periods begin on the first day of classes for each term (fall, spring, summer). The last days to add and drop for each term are separate dates, and are listed in the Undergraduate Academic Calendar (https://www.apu.edu/calendar/academic/). Be advised that the last day to add will precede the last day to drop by several days.
- Students may change their class schedules without penalty during the Add and Drop Periods, but should check with an academic advisor in their major department or the Academic Success Center to ensure that the changes do not affect progress toward their degree.
- It is the student's responsibility to officially drop a class and therefore the action must be student-initiated. The student must drop a class by the deadline to avoid financial obligation to the university or to avoid receiving an *F*, *FN*, or *W* grade. A student will owe tuition and fees for the class unless it is officially dropped by the Last Day to Drop a Class (see the Academic Calendar (https://www.apu.edu/calendar/academic/) for deadlines).

- Merely not attending a class does not automatically remove the class from a student's record. Students who do not initiate the drop, either through the Enrollment tab at home.apu.edu or through submission of an Enrollment Activity (https://www.apu.edu/student-services/registration/#ugforms)

Form (https://www.apu.edu/student-services/registration/#ugforms), by the drop deadline jeopardize their academic record with the possibility of incurring an *FN* grade in a course and will be expected to meet tuition and fee obligations for the class.

- Students may make changes to their schedules online at home.apu.edu. To add a class that requires instructor permission, students must obtain a permission code from the instructor or academic department. Receiving a permission code does not automatically enroll a student in the class. Students may also elect to use the wait list to enroll in closed classes. Students receive an electronic notification if they have been added to a course through the wait list.
- Each student is responsible for reviewing and verifying the accuracy of their schedule before the end of the Add and Drop Periods. It is strongly recommended that every student keep a personal record of their schedule each semester. Classes missed during the Add and Drop Periods are considered "unexcused absences" and are subject to the class attendance regulation (p. 1019) policy as presented in this catalog, the Student Handbook (https://www.apu.edu/student-handbook/), and the course syllabus.
- A drop will not be permitted after the deadline, except in cases of extenuating circumstances—accident or major medical issues, serious personal or family problems, or military transfer. Valid documentation is required. An Enrollment Activity Form (https://www.apu.edu/student-services/registration/#ugforms) with valid documentation may be submitted to the Office of the Registrar (https://www.apu.edu/student-services/registration/) in the Student Services Center for evaluation. The dates of the extenuating circumstances substantiated by documentation must have occurred during the course's session and will determine the authorized drop action date. Without valid documentation, any drop request received after the deadline published in the Academic Calendar will be processed as a withdrawal. It is the student's responsibility to check with Student Financial Services (https://www.apu.edu/student-services/finances/) to determine how an approved late drop or withdrawal may affect his or her financial aid.

# Instructor Drop Policy

An instructor may drop a student from a course if the student has not attended the course by the second class meeting of the semester and has not informed the instructor of his/her intent to remain in the course. In the case of an online course, the instructor may drop a student if he/she fails to engage in any online course activities before the end of the Drop Period (p. 1030). To drop a student from the course, the instructor emails the Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/).

After the Drop Period, removal of a student from a course is considered a withdrawal. Withdrawals must be initiated by the student and follow the course withdrawal policy (p. 1032) and procedure. At the completion of the term, instructors designate a letter grade of *F* in the course for any student who did not withdraw by the withdrawal date, or a letter grade of *FN* (Failure, Nonattending) for any student who did not attend or stopped attending the course. For each term, the deadline to withdraw from a course is listed in the Academic Calendars (https://www.apu.edu/calendar/academic/).

## Administrative Class Drop

Successful completion of course prerequisites is essential for enrollment in subsequent courses that require those prerequisites. Students who fail to pass a prerequisite course and are registered for the subsequent course should contact their academic advisor. A student-initiated drop of a course may be requested; if a student is advised to drop the course, and does not do so through the Enrollment tab at home.apu.edu (https://home.apu.edu/) or by submitting an Enrollment Activity Form (https://www.apu.edu/student-services/registration/#ugforms), the Office of the Registrar may administratively drop the student from the course at the request of the academic department.

# Late Registration

Students who are unable to register during the regular registration period may register late, but late registrants may be severely limited in course selection because many courses may be full. Also, a late-registration fee may be charged (see the undergraduate Cost and Aid (https://www.apu.edu/undergraduate-admissions/cost/) page on APU's website). The last day to register each semester is announced in the Academic Calendars (https://www.apu.edu/calendar/academic/).

# Repeated Courses

In general, students may repeat courses at Azusa Pacific University, though students may not take an APU course more than three times unless specified in the course description. Students must follow all department major policies regarding repetition of courses, as some majors do not allow a major-specific course to be repeated more than once.

All grades will remain on record, but only the most recent attempt, regardless of the grade, will be calculated into the student's grade-point average, whether the course is taken at APU or elsewhere. The units, however, will be counted for credit only once, which may impact financial aid, athletics eligibility, and graduation requirements.

If a repeated course is taken at another institution, the grade and the units of the repeated course will be transferred (providing the course meets the guidelines for transfer).

# Study Load

The maximum study load for students with fewer than 30 units of completed college study is 17 units per semester. The maximum load for students who have completed 30 or more units of college study is 18 units, providing they have maintained a 3.0 or higher grade-point average (GPA). To enroll in more than the maximum unit load per semester, a student must first complete the Request for Additional Units (https://www.apu.edu/student-services/registration/#ugforms). The outcome of the request is determined by the student's department chair, dean, and the Student Services Center (https://www.apu.edu/student-services/registration/). If the request is approved, the final approval is completed through the center, **but it is the student's responsibility to add the course to their schedule before the end of the add/drop period.**

The deadline to submit the Request for Additional Units can be found in the Academic Calendars (https://www.apu.edu/calendar/academic/). Submissions received after the deadline are not guaranteed to be processed by the end of the add/drop period.

# Transfer Work

Azusa Pacific University may accept transfer credit for equivalent courses from schools accredited by regional agencies recognized by the Council for Higher Education Accreditation (CHEA). To see if you can be awarded credit for transfer work, view lists of preapproved courses through Transferology (https://www.transferology.com/); all other courses must be approved through a Transfer Credit and Course Substitution form (https://www.apu.edu/student-services/registration/#ugforms) submitted online, and receive approval prior to registration for the course(s). In addition, students must complete transfer courses (including correspondence courses) with a grade of *C-* or higher. APU's credit is given on a 4.0 scale for transfer work. Quarter units will be converted into semester units; APU grants two semester units of credit for every three quarter units.

The university can give credit for no more than 70 units of coursework from a two-year institution or community college and 90 units from a four-year institution or a combination of both. Students must complete 16 of their final 24 units at APU.

APU may also accept a maximum of 24 units of non-General Education elective credit from institutions accredited by the following faith-related or national organizations:

- Association for Biblical Higher Education (ABHE)
- Association of Theological Schools (ATS)
- Transnational Association of Christian Colleges and Schools (TRACS)
- Distance Education Accrediting Commission
- Accrediting Council for Independent Colleges and Schools
- Accrediting Commission of Career Schools and Colleges

***These units will apply as elective units, and are not applicable toward General Education, major, or minor requirements unless otherwise approved.***

All courses must be baccalaureate level by the credit-granting institution and intended for transfer. Remedial courses and vocational/technical courses are not accepted. Courses taken through online agencies, services, and institutions will not be accepted to APU unless the host university is regionally accredited. Any coursework completed with a grade below a *C-* will not be considered for transfer credit to APU.

Students who reenroll at APU after leaving and spending two or more consecutive semesters at another academic institution may apply those transferable units toward their General Education requirements. Only units transferred at reenrollment will be considered.

For more information on transfer guidelines, see General Education Information for Transfer Students (p. 1059).

# Waivers

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

# Withdrawal from Courses

Students may officially withdraw from a course at any time after the Drop Period (p. 1030) through the 10th week of the semester; to do so, students must secure a Class Withdrawal Form (https://www.apu.edu/student-services/registration/#ugforms) from the Student Services Center (https://www.apu.edu/student-services/registration/) and obtain a signature from their professor. Students will receive a grade of *W* (withdrawal) in that course and the units will be factored into their total units attempted. The *W* grade is recorded on the transcript and appropriate tuition fees are assessed. A

student who never attends or stops attending a course for which he or she is officially registered without following the accepted procedures will receive an *F* or *FN* (failure, nonattending) grade in that course.

# Withdrawal from the University

A student who, for any reason, finds it necessary to withdraw from the university during the course of the semester must do so through the registrar's office, located in the Student Services Center (https://www.apu.edu/student-services/registration/). The student must complete the Leave of Absence or University Withdrawal form (https://www.apu.edu/student-services/registration/#ugforms). Students who fail to comply with these regulations will receive failing grades on their student record and a dishonorable dismissal (see Return of Aid (p. 993)).

For a student who withdraws from the university, or takes a leave of absence, refunds may be given at any time prior to the awarding of course credit, including the full amount of registration fees, tuition, and any miscellaneous charges. On-campus housing fees are also refundable, with the waived 30-day prior notice requirement. A student's six-meal plan will be prorated to reflect the meals a student has eaten.

## Withdrawal from the University after Disciplinary Action

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

## Leave of Absence

Undergraduate students may request to take a leave of absence from enrollment in courses for up to two consecutive semesters. Requests for a leave should be initially made to the registrar's office and require university approval. Forms are available online (https://www.apu.edu/student-services/registration/#ugforms) and must be completed prior to the student's absence from the university. Failure to complete the required form or to register at the end of the approved leave will necessitate reapplication to the university and compliance with any applicable changes in admissions, financial aid, and degree requirements as stated in the Readmission and Reenrollment Policy (p. 951).

Any student considering a leave of absence but who is enrolled in a major that requires an application should seek advising with the major department before filing for a leave of absence. Careful academic planning is required, because a leave may change the number of semesters a student will need to complete degree requirements.

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

## Military Leave of Absence

A student may request a Military Leave of Absence (MLOA) by contacting the registrar's office, and the request must be completed prior to the student's absence from the university.

1. A copy of the student's military orders, a letter from his/her commanding officer, or other documentation will be required to support the request for military leave.
2. The student may request any length for the leave, provided it does not begin more than 30 days prior to the assignment date and does not conclude more than 90 days after the end date stated on the assignment papers.
3. The return from the MLOA must coincide with a valid semester start date.
4. Students are eligible for readmission if, during their leave, they performed or will perform voluntary or involuntary active-duty service in the U.S. armed forces, including active duty for training and National Guard or Reserve service under federal authority, for a period of more than 30 consecutive days, and received a discharge other than dishonorable or bad conduct.
5. In general, the cumulative length of absence and all previous absences for military service (service time only) must not exceed five years.

### Leave Duration

By default, all students requesting a Military Leave of Absence are granted the longest possible leave without exceeding 90 days beyond their assignment end date. Military and Veteran Services (https://www.apu.edu/militaryeducation/services/) ensures that the MLOA return date coincides with a valid semester start date, and contacts students on Military Leave of Absence within 30 days after the end of their deployment to confirm or adjust the timing of their return as needed.

### Courses in Progress

Students going on military leave are given a *W* grade for all in-progress courses, or dropped from courses if the last day of attendance is before the drop deadline. Such students are considered in Leave status; when they return from their critical military duty, the student is assigned an enrollment appointment time in their online student center (home.apu.edu (https://home.apu.edu)) for the semester they are returning, and is responsible for enrolling in courses via the online student center. Students on military leave return to their studies without incurring financial penalty.

# Professional Undergraduate Academic Policies and Procedures

# Academic Integrity

In addition to cultivating in each student the academic skills that are required for a university degree, Azusa Pacific's mission includes imparting to each student the characteristics of academic integrity that are integral to a Christian education. Therefore, a breach of academic integrity is not merely a private matter between the student and an instructor but an act that is fundamentally inconsistent with the purpose and mission of the entire university. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the education system. Engaging in any academic integrity violation is a serious offense for which a student may be disciplined or dismissed. It is each student's responsibility to review the policy and follow APU's academic integrity standards.

## I. Introduction

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

This Academic Integrity Policy represents a valuable educational tool for guiding faculty, staff, and students in their efforts to create a sense of community and for expressing the values that are at the core of a Christian university. As members of an academic and spiritual community, we work together to answer difficult questions, often collaborating to answer these questions, to solve problems, and to communicate effectively the knowledge we acquire through inquiry. This document calls attention to the responsibilities we have to one another in being faithful in our attempts to represent others' views, and it helps us to understand the responsibilities we have toward one another, students and faculty alike, and toward academic scholarship, as we endeavor to uphold the moral standards of our community.

## II. Academic Integrity Pledge

### A. Knowledge and Education of Responsibilities

A student has the responsibility to become familiar with the Academic Integrity Policy as well as the philosophy behind it. The university is a place where moral integrity is learned and emphasized as a critical component of an academic education. Personal integrity and community responsibility are a core part of university life.

1. As a precondition for admission to the university, students must sign a pledge to the community to uphold the Academic Integrity Policy in all academic affairs at Azusa Pacific University. The pledge is as follows:

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

2. Students should familiarize themselves with the directives given by the professor, whether verbally or in writing, in each class concerning what is and is not permitted, especially in matters of group projects, lab reports, and the attribution of research to sources (in-text citing, footnoting, a complete bibliography), including the Internet and its applications.

## III. Academic Integrity Responsibilities: Student

### A. Academic Behavior: Personal

1. All work submitted for credit, including exams, is accepted as a student's own work, unless otherwise understood and approved by the professor.

2. Students may not, without proper citation and approval of the professor, submit work that has been copied, wholly or partially, from another student's paper, notebook, or exam. Nor may students without proper citation submit work which has been copied, wholly or partially, from a book, article, essay, newspaper, the internet or any other written, printed, or media source, whether or not the material in question is copyrighted.

3. Work that paraphrases any written or printed media material without acknowledgment may not be submitted for credit. Ideas from sources such as books, essays, multimedia (like text, images, audio, video, animation), social media, or artificially intelligent (AI) generated materials, may be incorporated in students' work as starting points, governing issues, illustrations, and the like, but in each case the source must be cited.

4. Any and all online materials students used for a paper are also governed by plagiarism rules. Students need to cite all electronic sources as well as printed and other sources.

5. Students may not use, without prior permission, generative artificial intelligence (AI) tools for work submitted for credit; any and all use of such tools must be acknowledged and cited in accordance with item (4) above.

6. Students may not use notes or other forms of assistance on a test, such as videos, illustrations, artificial intelligence (AI) generated materials, and the like, unless explicitly approved by the professor, nor may they provide such aid to other students.

7. Students may not use or submit work that has been generated from any form of a paid-for or free writing service.

8. Students may not submit any work for credit that has been used to fulfill the requirements of another course previously taken or currently in progress at this or any other institution without obtaining permission of the professor in advance.

Students must be aware that violations are not limited to the actions prohibited in the guidelines above. Any kind of dishonesty related to academics is a violation. Other examples of academic dishonesty, apart from giving or receiving unauthorized aid as described by the professor in each course, include but are not limited to:

a) Listing false reasons for taking a make-up examination.

b) Falsifying data.

c) Falsely representing oneself as another student or using another student's identifying information to complete academic work or complete academic assessment tests, attend university events, or gain access to and interact on the internet representing another party.

d) Falsifying grade information or course completion information.

e) Participating in activities that permit another student to engage in an academic integrity violation.

f) Purposefully concealing information about a known violation.

g) Misrepresenting oneself as being cleared to participate in commencement.

## B. Academic Behavior: Collaborative

1. Working on material with other students is of great pedagogical value, and this policy should not be construed as discouraging such work. Unless such consultation is forbidden by a professor, students may work with other students on assignments and present ideas and even written work to their peers for comments and criticism. Each student, however, should be guided by the following:

a) If a professor explicitly permits or forbids certain collaborative work with other students, such work is permissible or forbidden as the professor indicates. A professor's explicit guidelines take precedence in determining whether certain actions are permissible.

b) It is a presupposition that ideas and expressions in a submitted paper or report originate from the writer unless otherwise indicated. Consequently, if ideas or expressions in written work originate from another, whether the person is an author or fellow student, that source should be cited in an endnote or footnote. If an idea arises from the common effort of two or more students in conversation, this fact should be cited.

c) If a student is unclear about whether certain forms of consultation or common work are acceptable or what the standards for citation are, the student is responsible for consulting his or her professor.

## C. Responsible Actions

1. Each student, as an integral member of the academic community, must make the ethical and moral commitment not to act dishonestly and not to tolerate academic dishonesty on the part of other students. If a student witnesses a violation of the Academic Integrity Policy or otherwise has reason to believe that a violation has occurred, the student may either urge that person to report himself or herself to the professor or discuss this allegation with the professor of the course. In situations where a student has knowledge of a violation, he or she is expected to report that violation to a professor, department chair, or dean in a timely manner.

## D. Opportunities to Serve on a Review Committee

1. Students may be able to participate in investigating and determining responsibility in alleged cases by serving on an academic integrity review committee (see Section V.D.2). Any student found responsible for a violation of the Academic Integrity Policy will immediately forfeit his or her eligibility to serve on a review committee.

# IV. Academic Integrity Responsibilities: Faculty

## A. Knowledge and Education of Responsibilities

1. All members of the faculty are required to become aware of the policies and procedures as outlined in the Academic Integrity Policy.

2. Deans and department chairs are responsible for introducing new faculty to the policy. The orientation procedures should be done, when possible, prior to faculty activities in the classroom. The faculty member in charge of a particular course is responsible for educating and establishing guidelines for any teaching assistants in the course.

## B. Academic Behavior: Classroom Expectations

1. Faculty are expected to include a written statement in their course syllabus stating the course expectations for academic behavior, including the consequences of violations of those standards. This statement may be a referral to this policy or may elaborate on additional guidelines and expectations of the faculty.

2. Faculty are expected to explain the conditions under which students are permitted to share their work, for example, outlines that can form the basis of an exam or paper, take-home exams, lab reports, and in-class examinations. Faculty should also offer guidelines when asking students to work in teams or groups, for example, when inviting students to collaborate on problem sets, or to develop computer programs, either inside or outside of class.

3. Faculty are encouraged to distribute a handout with information about what constitutes plagiarism when assigning writing in their courses, keeping in mind the goal of teaching students how to use and document sources appropriately.

4. Faculty are encouraged to make provisions for early submission of drafts of written work so that students can refine their documentation skills before the final due date of the assignment.

5. Faculty are encouraged to take note of the guiding principles articulated in Section V to reinforce these principles and possible sanctions (see Chart A) in their discussions of the Academic Integrity Policy with students, and to explain how academic integrity expectations apply to the work in their class.

## C. Academic Environment

1. Each faculty member will strive to establish an environment which supports the evaluation of students in a fair and reasonable manner. The purpose of this policy is not to test students' ability to perform in a highly competitive and stressful environment, but to help them develop habits of moral character and to understand and practice academic integrity as a student and as a global citizen.

2. Faculty hold the primary responsibility for maintaining the above "fair and reasonable" learning environment. Faculty members will usually be present in classrooms during examinations, fostering an environment which does not create temptations for dishonest action.

## D. Responsible Actions

1. Any person with the responsibility to teach or assist in a course, or to direct or provide leadership of an academic or co-curricular activity, will not tolerate dishonesty.

2. Faculty are expected to provide written guidelines to the students in their course about classroom expectations for academic integrity. Reinforcing academic integrity expectations prior to student completion of key assignments is recommended.

3. Faculty are expected to follow standard procedures to notify the student in cases where they suspect academic dishonesty has occurred and to report the violation and sanctions given (see Section V.B.5).

# V. Procedures for Handling Alleged Violations

## A. Procedure

1. If the faculty suspects an academic violation has occurred, the faculty member should gather information to support or refute their concerns. The faculty may also choose to consult department colleagues, including the program director and/or department chair, to review the evidence, provide additional interpretation of the evidence, and/or check coursework from other current or past courses for evidence of further academic violations.

   a) If it is determined that the infraction appears to only affect one course, the faculty should discuss the situation with the student(s) suspected of violating the policy. If this discussion and the evidence gathered result in the decision that the initial suspicion was unjustified, no additional action will be taken.

   b) If evidence of academic integrity violations across multiple courses is found, the program director/department chair may then choose to meet with the student, either along with or in lieu of the affected faculty member(s), at his/her discretion. If this discussion and the evidence gathered result in the decision that the initial suspicion was unjustified, no additional action will be taken.

2. If there is still a reason to suspect an academic integrity violation, the faculty member shall assign a sanction as appropriate according to the syllabus for that class and the standards of the discipline and the department.

3. The faculty member will record the violation with the Office of the Provost designee. Online reporting forms are available on the Provost website. The Office of the Provost designee will keep a record of the violation and send a letter to the student confirming their violation. Copies of the form and the letter will be sent to the faculty member, the program director/department chair, and a student affairs designee.

4. Alleged violations of an academic nature not directly connected to one class may be referred to the Office of the Provost designee by APU faculty or administrators for subsequent action by a review committee (see Section V.D).

## B. Guiding Principles in Assigning Sanctions

1. If a student is found to have violated the Academic Integrity Policy, the faculty must decide on the sanction (see Chart A). The faculty should take into consideration the syllabus of the course and the severity of the offense. The faculty, when assigning a sanction, may also consider as a mitigating factor the degree to which the student was honest and forthcoming regarding the violation, or any other evidence of sincere contrition. The faculty may take into account sanctions invoked in previous cases of a similar nature and should consult the Office of the Provost designee for this information.

2. Additional sanctions (e.g., academic probation for the major) may be applicable to students in disciplines where such action is specified in student handbooks (e.g., Nursing, Social Work).

3. Discovery of an academic integrity violation provides the faculty member an opportunity to engage in discussions with the student about expectations of appropriate, ethical, professional behavior using a Christian worldview. Sanctions, although given as a disciplinary action, can also be used to ensure the student engages in activities to improve their practices and prevent subsequent recurrences. For example, sanctions may include having the student required to go to the Writing Center for consultation on all future course papers, or having the student rewrite the assignment (even though they will receive no grade for the work). Faculty need to clearly articulate to the student the consequences of any failure to complete the agreed upon sanctions.

4. Based upon the severity and frequency of the violation(s) suspension or dismissal from the university may be the assigned sanction (see Chart A).

   a) Academic integrity suspension is separation from the university for at least one semester. The student is eligible to apply for readmission after dismissal to Azusa Pacific University, but readmission after dismissal is not automatic.

   b) Academic integrity dismissals are permanent separations from the university with no opportunity to apply for admission after dismissal.

5. The University Registrar must be notified by the Office of the Provost designee and dean of an academic integrity suspension or dismissal to place proper holds on student accounts.

   a) The University Registrar shall be copied in all letters to the student regarding suspension or dismissal.

   b) The letters are archived in the student's permanent file.

## C. Student Appeals Procedure

1. If the student feels that the sanction is unwarranted or unjust due to new information, procedural error, or an excessive or unjust penalty, he or she must utilize a process of appeal as described in the academic catalog section: Undergraduate Student Grievance and Appeals Procedure. The appeal procedure begins with the student initiating a meeting with the professor of record, then meeting with the chair of the department in which the infraction occurred, and finally meeting with the dean of the school in which the infraction occurred, if warranted. For all steps in the grievance and appeal process, refer to the academic catalog at catalog.apu.edu.

2. If, after completing step 1 (above), the student continues to feel that the final sanction is unwarranted or unjust due to new information, procedural error, or an excessive or unjust penalty, a formal grievance can only be filed after the process above has taken place and within fifteen (15) business days from the date of the Office of the Provost's letter confirming the violation.

3. A formal written grievance may be submitted to the Office of the Provost designee that includes the following:

   a) A statement addressing how the appeal meets one or more of the three following criteria necessary for a formal appeal:

      • New information or evidence exists that was not considered in the original appeal.

      • An error was made in determination of the academic integrity violation (must have evidence to prove this error).

      • Standards different from those established in written course, department, school, college, or university policies, if specific policies exist, were used in assigning the academic integrity violation.

   b) A description of the outcome of the informal discussion process as described in Section V.C.1.

c) Any relevant documents the student would like to have reviewed as part of the appeal process.

d) A copy of the course syllabus and assignment descriptions.

## D. Convening a Review Committee

1. Upon receiving a formal written grievance from the student, the Provost designee will appoint a review committee. Each review committee shall include two faculty members, two undergraduate students, and the Office of the Provost designee. The Office of the Provost designee will serve as the review committee chair for all grievance hearings; a faculty member will serve as chair for all hearings related to violations not directly connected to one class. Student appointees must be approved by the Vice President for Student Affairs or his or her designee.

2. The committee chair will schedule a hearing as soon as possible, with at least ten (10) business days' notice. The chair will also notify the student of the names of the review committee members with a request that, if the student has any reason to believe any member is biased, he or she should notify the chair immediately. The chair shall also inform the student(s) under suspicion that he or she can bring to the hearing a member of the university community (faculty, staff, or student) for support. The support person must be approved by the committee chair and will not participate in the proceedings. Legal counsel is not permitted. Family members are not permitted. The student may invite witnesses to be called in during the review proceedings. The student and faculty must disclose which witnesses they will bring and the topics the witnesses will address, as well as what information or documents they may bring, if any.

3. If any member of the review committee has a relationship with someone involved in the case which may compromise his or her objectivity, they should recuse themselves. The Office of the Provost designee will then appoint new members to the committee.

4. Review committees ordinarily do not meet during the final examination period. However, if the student who is suspected of a violation is a graduating student during his or her final semester, the review committee must make every reasonable effort to meet prior to graduation.

5. Except for the required notifications as set forth throughout this policy, all review committee proceedings are to be strictly confidential. Information regarding such proceedings is to be disclosed only on a legitimate need-to-know basis, and as required by law. If the student provides written consent, and if a parent or guardian of the student under suspicion inquires about the suspected violation, the chair of the review committee may describe the general nature of the suspected violation and the procedures defined in this policy. However, the chair should not engage in a detailed discussion of the issue.

6. Before the hearing, committee members should not discuss the allegation or the evidence with the student suspected of the violation. If a student suspected of a violation has questions about the Academic Integrity Policy and the procedures of the hearing, he or she should contact a faculty member who is not involved in the review of the student's case. The consulted faculty member should not discuss the evidence against the student under suspicion nor make any recommendation about how the student should respond to the suspicion of a violation but should only discuss the hearing procedures and principles of the policy.

7. The hearings are administrative and concern internal university affairs; accordingly, the hearings are informal and are not subject to formal rules of civil procedure or evidence. The hearings are not open to the public, nor does the student under suspicion (or any other individual involved) have the right to legal counsel at the hearing.

8. The chair of the review committee should open the hearing by briefly presenting the allegations. Next, the professor of the course and/or any other individual(s)reporting the allegations should present their evidence of the alleged violation. The student suspected of a violation may question the professor or other witnesses concerning the evidence, as may the review committee members. The student may then present his or her own witnesses, including his or her own testimony, and any other evidence. The review committee members may then question the student under suspicion and any of the other invited witnesses. Witnesses called by the student and the committee will testify individually and will not be present during the testimony of other witnesses.

9. At the end of this process, the professor and any other witnesses are excused. At this point, the student has the opportunity to respond further to the charges if he or she desires by making a statement to the committee members. The student is then dismissed, and the review committee members deliberate.

10. After deliberation, the review committee decides, by a majority vote, whether the evidence supports a finding that the student under suspicion more-likely-than-not violated the Academic Integrity Policy or whether the evidence does not support such finding, in which case, the charges are dismissed. In the case of a tie, the committee chair's decision prevails.

11. If it is found that the evidence does not support a finding that a violation has occurred, the chair of the review committee notifies the student and the professor in writing of this decision. This notification should, if possible, be sent within two days of the hearing.

12. If a student is found to have violated the Academic Integrity Policy, the review committee must decide to uphold the sanction as given by the faculty member or assign a different sanction that will supersede the sanction from the faculty member. The committee should take into consideration the syllabus of the course and the faculty's recommendation on the reporting form. In addition, the committee should be guided by the following broad distinction between offenses and sanctions.

## E. Notification Process

1. If the review committee decides a student is responsible for an offense and assigns a sanction, the chair of the review committee notifies the student in writing of the committee's decision and of the sanction within one week of the hearing. A copy of the letter is sent by the Office of the Provost designee, to the dean of students, the department chair of the student's major, and the professor of record. The letter will note that an additional violation of the Academic Integrity Policy will normally result in suspension or dismissal from the university.

2. The professor of the course, upon receipt of the letter from the review committee chair, will execute the sanction that the review committee has determined to be appropriate. The chair then sends all documents relevant to the case to the Office of the Provost designee.

3. If the semester's grade must be submitted before the necessary hearing procedures and appeals are completed, an IP (in progress) grade will be authorized by the Office of the Provost designee.

4. A finding of responsibility for academic dishonesty with regard to a particular course will void any earlier withdrawal from that course. A grade of F in a course assigned due to an academic integrity violation will preclude a subsequent withdrawal from that course. A finding of responsibility for academic dishonesty may be considered in academic probation extensions and appeals.

# VI. Records of Violations and Repeated Violations

## A. Records

1. The Office of the Provost designee will maintain records of all academic integrity violations. These records are used to keep account of repeated student offenses, provide aggregated data of academic integrity issues at the university, and provide data to departments on campus that need information about violations. The Office of the Provost designee will retain such records for seven (7) years after the student's graduation or separation from the university and will reveal their contents to others only with the written approval of the student or if required by law. A copy of the letter documenting a violation will also be kept in the student's Student Affairs file.

2. When the Office of the Provost designee receives a report that an academic integrity policy violation has been established, that office checks the files to determine if the student has a previous violation. If so, the Office of the Provost designee will forward the violation records to the dean of the school of the student's major who may assign a further sanction for the repeated offense. In the case of a student with an undeclared major, the Office of the Provost designee may assign a further sanction. The standard sanction for a repeated offense is suspension or dismissal from the university.

3. It is the responsibility of the Office of the Provost designee, upon recommendation of the dean of the student's major in all cases but undeclared students, to notify the student, the dean of the school/college in which the violation occurred (if this differs from the school/college of the student's major), the dean of students, and the registrar of the suspension or dismissal of a student.

## B. Admission After Dismissal

1. In order to be admitted to the university after dismissal, a suspended student must submit an application which must be approved by the Office of the Provost designee and the dean of the school or college to which the student wishes to be admitted, as well as other university offices, as is otherwise required.

2. In the case of suspension, a student's transcript will read A*cademic Integrity Suspension*; and in the case of dismissal, it will read *Academic Integrity Dismissal.*

# VII. Chart A – Types of Violations and Possible Sanctions Reference

## Defining Minor and Major Violations

### Minor Violation

• A minor violation is recognized by the faculty as a violation of concern, but not of the level of severity to warrant the student's automatic failure of the course.

• See Level I and Level II

### Major Violation

• A major violation is recognized by the faculty as a violation of significant concern, warranting at minimum the student's automatic failure of the course.

• See Level III and Level IV

# Level I

## Description

Level I violations may occur because of inexperience or lack of knowledge of principles of academic integrity on the part of persons committing the violation. These violations address incidents when intent is questionable and are likely to involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment.

Registering a Level I violation provides the opportunity for the students to receive further education of academic integrity policies and the importance of academic integrity to the academy.

Repeated offenses of this type would be considered a Level II violation

## Examples of Violations

- Working with another student on a laboratory or other homework assignment when such work is prohibited.

- Failing to footnote or give proper acknowledgment in an extremely limited section of an assignment.

- Sharing your work with another student that is then submitted by that student as their own work.

- Seeing a violation and not informing a faculty member.

## Examples of Sanctions

Level I violations should lead to one or more of the sanctions listed below, with the type and number based on the faculty's discretion.

- Reduction or no credit given for the original assignment (not to include a zero for the assignment in question but may entail dropping the grade from an average or allowing the student to re-do and resubmit the assignment with or without an additional requirement that is graded).

- An assigned paper or research project on a relevant topic.

- A make-up assignment at a more difficult level than the original assignment.

- Required attendance in a noncredit workshop or seminar on ethics or related subjects.

- Required consultation with the Writing Center (including proof of attendance).

- Required submission of future papers through plagiarism detection software.

- Required submission of a draft paper and meeting with the instructor.

- Requiring that all future take-home tests are proctored for this student.

# Level II

## Description

Level II violations are breaches of academic integrity that are more serious or that affect a more significant aspect or portion of the coursework compared with Level I violations.

## Examples of Violations

- Repeated offense of Level I violation.

- Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.

- Submitting the same work, or major portions thereof, to satisfy the requirements of more than one course without permission from the instructor to whom the work is submitted for the second or subsequent time.

- Using data or interpretive material for a laboratory report without acknowledging the sources or the collaborators. All contributors to the acquisition of data and/or to the writing of the report must be acknowledged.

- Failure to acknowledge assistance from others, such as help with research, statistical analysis, computer programming, or field data collection, in a paper, examination, or project report.

- Sharing one's own work with another person when prohibited by the instructor.

- Failing to acknowledge the use of AI and claiming work as your own in the form of text, imagery, graphs, charts, or any resource provided by AI. Examples include but are not limited to: Copying or paraphrasing, plagiarizing, altering text to look as one's own, claims of authority or legitimacy, or fabricating or duplicating sources provided by AI.

## Examples of Sanctions

Level II violations should lead to a failing grade on the assignment. In addition to a failing grade, other sanctions are recommended to provide a learning opportunity for the student.

- Required participation in a noncredit workshop or seminar on ethics or academic integrity.

- A makeup assignment that is more difficult than the original assignment.

- Voiding any credit for the original assignment and requiring the student to complete another equivalent assignment to receive credit and verify knowledge.

- Required consultation with the Writing Center (including proof of attendance).

- Required submission of future papers through plagiarism detection software.

- Required submission of a draft paper and meeting with the instructor.

- Requiring that all future take-home tests are proctored for this student.

# Level III

## Description

Level III violations are those that go beyond Level I or II violations and that affect a major or essential portion of work done to meet course requirements, or involve premeditation, or are preceded by one or more violations at Levels I and/or II.

## Examples of Violations

- Repeating Level II violations (note that three Level II violations equate to one major violation – see above).

- Presenting the work of another as one's own. This includes having another person complete online coursework and presenting it as one's own.

- Copying on examinations.

- Plagiarizing major portions of a written assignment.

- Acting to facilitate copying during an exam.

- Using prohibited materials, e.g., books, notes, or calculators, during an examination.

- Conspiring before an exam to develop methods of exchanging information and implementation thereof.

- Altering examinations for the purposes of regrading.

- Acquiring or distributing an examination from unauthorized sources prior to the examination.

- Submitting purchased materials such as a term paper or other materials.

- Removing or damaging posted or reserved material, or preventing other students from having access to the material.

- Fabricating data by inventing or deliberately altering material. Fabrication includes citing "sources" that are not, in fact, sources.

- Using unethical or improper means of acquiring data.

- Completing academic work for another student to submit as their own.

## Examples of Sanctions

Level III violations should lead to one or more of the following sanctions:

- Failing grade for the course.

- Possible suspension from the university for one semester (see suspension policy in the Undergraduate Catalog).

- Possible dismissal from the university (see dismissal policy in the Undergraduate Catalog).

### Level IV

#### Description

IV violations represent the most serious breaches of intellectual honesty.

#### Examples of Violations

- Repeating a Level III violation.

- Committing a violation of academic integrity after returning from suspension for a previous violation of academic integrity.

- Committing a violation of academic integrity that breaks the law or resembles criminal activity (such as forging a grade form, stealing an examination from a professor or from a university office, buying a stolen examination, falsifying a transcript to gain access to the university or its resources, or altering the record of work done at the university).

- Having a substitute take an examination or taking an examination for someone else.

- When completing a significant scholarly project (e.g., research, a senior thesis, a capstone project), fabricating evidence, falsifying data, quoting directly or paraphrasing without acknowledging the source, and/or presenting the idea of another as one's own.

- Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.

#### Examples of Sanctions

Level IV violations should lead to the following sanction:

- Permanent dismissal from the university

## VIII. References

The policy was originally adapted with permission from the Notre Dame Honor Code (2007).

Cumberland University Academic Integrity Violations and Recommended Sanctions (http://cumberland.m.smartcatalogiq.com/en/2018-2019/University-Policy/Academics/Academic-Affairs/Academic-Integrity-Violations-and-Recommended-Sanctions/) (accessed Spring 2017)

University of South Florida Academic Integrity Violations of Professional and Ethical Standards (https://www.usf.edu/undergrad/students/ethics-integrity.aspx) (accessed Spring 2017)

# Academic Probation and Dismissal

Satisfactory progress toward an undergraduate degree is required. Professional students must maintain a cumulative GPA of 2.0 in classes required for the major. In the event that the GPA drops below the minimum 2.0, students will be placed on academic probation and given one enrollment period to raise their GPA to the satisfactory level. Exceptions to this policy may be noted in program descriptions.

A student may be disqualified from further work at APU if a 2.0 cumulative GPA is not maintained. Dismissal actions are posted on a student's transcript.

# Change of Program

Admission to a professional program at Azusa Pacific University is program specific. If a student changes plans and wants to enroll in a program other than that to which he or she was accepted, the student must submit a Change of Program Form (https://www.apu.edu/graduateprofessionalcenter/download/) with the Office of Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/). International students must contact International Student Compliance (https://www.apu.edu/international/compliance/), located in the Student Services Center.

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

Declarations or changes of minors or concentrations require submission of a Professional Minor/Concentration Request Form (https://www.apu.edu/student-services/registration/#gradproforms), rather than a Change of Program Form.

# Classification of Professional Students

A full-time professional student may be defined as one taking a minimum academic load of 12 units each semester. Azusa Pacific University uses the following system, based on total units earned, for student classification:

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

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

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

# Credit by Examination

Credit may be earned by professional students through competency examinations. There are three examinations recognized by the university: Advanced Placement (AP) tests (p. 942), the College Level Examination Program (CLEP) (p. 1114), and the International Baccalaureate (IB) program (p. 944).

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

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

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

Challenge exams for professional students are available only in the School of Nursing (p. 598) according to specific guidelines.

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

# Declaring or Changing a Minor

Professional undergraduate students requesting a declaration or change of minor or concentration must complete a Professional Minor/Concentration Request Form (https://www.apu.edu/student-services/registration/#gradproforms) and obtain approval from the department/program. Students may add minors or concentrations up to the time at which they apply for graduation. If you wish to add a minor or concentration after applying for graduation, consult your academic records specialist in the Office of the Registrar (https://www.apu.edu/student-services/registration/) to verify that the minor can be simultaneously completed with the major degree program.

# English Proficiency in the Classroom

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

# Enrollment

Students will receive academic credit only for courses in which they are officially enrolled. Student-initiated enrollment is mandatory. Students are not permitted to attend courses in which they are not enrolled. Enrollment deadlines are published in the Academic Calendars (https://www.apu.edu/calendar/academic/). Students are expected to enroll online or submit an Enrollment Activity Form (https://www.apu.edu/student-services/registration/#gradproforms) by the returning students' registration due date.

Students seeking to enroll in graduate courses while enrolled as either an undergraduate or professional student should follow the Graduate Courses Taken by Undergraduate Students enrollment policy listed in the catalog's undergraduate (p. 1025) and professional (p. 1046) sections, respectively. Failure to follow these policies, and enrolling in graduate courses through any other method, will result in an administrative withdrawal of graduate courses.

- Adding and Dropping Classes (p. 1045)
- Administrative Withdrawal (p. 952)
- Auditing (p. 1046)
- Course Modalities and Instructional Activities (p. 1046)

# Adding and Dropping Classes

Students may add and drop classes without financial penalty until the Last Day to Register, Add/Drop Classes, or Submit Independent Study Proposals. Professional students may do this online at home.apu.edu (https://home.apu.edu/) or by submitting an Enrollment Activity Form (https://www.apu.edu/student-services/registration/#gradproforms). Students may view their academic requirements on home.apu.edu by selecting the Academics menu item and then selecting Academic Requirements, to ensure they are on track to meet degree requirements.

It is the student's responsibility to officially drop a class and therefore the action must be student-initiated. The student must drop a class by the deadline to avoid financial obligation to the university or to avoid receiving an *F*, *FN*, or *W* grade. A student will owe tuition and fees for the class unless it is officially dropped by the Last Day to Add or Drop a Class (see the Academic Calendars (https://www.apu.edu/calendar/academic/) for deadlines).

Merely not attending a class does not automatically remove the class from a student's record. Students who do not initiate the drop, either through the Enrollment tab at home.apu.edu or through submission of an Enrollment Activity Form, by the drop deadline jeopardize their academic record with the possibility of incurring an *FN* grade in a course and will be expected to meet tuition and fee obligations for the class.

International students must obtain approval from International Student Compliance (https://www.apu.edu/international/compliance/), located in the Student Services Center, to add or drop a class.

Following the deadline to drop a class, a student must withdraw according to policies and procedures as stated in the Withdrawal (p. 1062) section of this catalog.

A drop will not be permitted after the deadline, except in cases of extenuating circumstances due to accident or major medical issues, serious personal or family problems, or military transfer. Valid documentation is required. An Enrollment Activity Form (https://www.apu.edu/student-services/registration/#gradproforms) with valid documentation may be submitted to the Office of the Registrar (https://www.apu.edu/student-services/registration/) in the Student Services Center for evaluation. The dates of the extenuating circumstances substantiated by documentation must have occurred during the course's session and will determine the authorized drop action date. Without valid documentation, any drop request received after the deadline published in the Academic Calendar will be processed as a withdrawal. It is the student's responsibility to check with Student Financial Services (https://apu.edu/graduateprofessionalcenter/sfs/) to determine how an approved late drop or withdrawal may affect his or her financial aid. Also, see the Withdrawal (p. 1062) section of this catalog.

## Administrative Class Drop

Successful completion of course prerequisites is essential for enrollment in subsequent courses that require prerequisites. Students who fail to pass a prerequisite course and are registered for the subsequent course should contact their academic advisor. A student-initiated drop of a course may be requested; if a student is advised to drop the course, and does not do so through the Enrollment tab at home.apu.edu (https://home.apu.edu/) or by submitting an Enrollment Activity Form (https://www.apu.edu/student-services/registration/#gradproforms), the Office of the Registrar may administratively drop the student from the course at the request of the academic department.

# Administrative Withdrawal

Nonenrollment for a period of three consecutive terms (e.g., fall, spring, and summer) will result in administrative withdrawal from the university. See the Academic Calendars (https://www.apu.edu/calendar/academic/) for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance; neither does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again. Students who are reaccepted will be held to the current catalog requirements, which may entail additional degree requirements. The initial enrollment in the degree program will determine the beginning of the time limit for completing the degree, where the length of the time limit (p. 1054) is determined by the current catalog. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating of courses that have expired.

# Auditing

A qualified student may apply for permission to audit a course. The student must meet the regular university entrance requirements and pay the audit per-unit tuition rate. Students may not change their audit classification to obtain credit after the Last Day to Add or Drop Classes, or change from credit to audit after the Last Day to Withdraw from Classes. See the Academic Calendars (https://www.apu.edu/calendar/academic/) for dates.

Students must submit an Enrollment Activity Form (https://www.apu.edu/student-services/registration/#forms) to the Office of the Registrar (https://www.apu.edu/student-services/registration/) in order to enroll in a course for audit. The word AUDIT must be clearly written in the middle of the chart section of the Enrollment Activity Form and approval from the department offering the course must be indicated.

# Course Modalities and Instructional Activities

Professional undergraduate programs are taught in a variety of formats, including:

- In-Person: In-person courses deliver their instruction in classrooms on APU campuses. Students and faculty engage during regularly scheduled times in a designated classroom at their campus location. In-person faculty use Canvas to support student learning.
- Online Asynchronous: Online asynchronous courses deliver their instruction in an entirely online format. Students are not required to attend class at scheduled times; rather, they engage in independent learning activities and assignments using Canvas, in accordance with course instructions. Some online asynchronous courses may offer occasional live videoconference meetings; these courses have specific technology requirements such as access to a computing device and internet connectivity.
- Online Synchronous: Online synchronous courses deliver their instruction in an entirely online format. Using videoconferencing technology (e.g., Zoom), synchronous courses require students to meet online in real time for live instruction, group interactions, and/or other learning activities. Synchronous online courses do not meet on campus; rather, students use their personal technology to access the online classroom from off-site locations. These courses have specific technology requirements such as access to a computing device and internet connectivity.
- Hybrid (Formerly "Blended"): At least one class session is held on campus in a physical classroom. Other class sessions are conducted entirely online with no students attending class on campus for those online sessions. The online class sessions may be synchronous or asynchronous. Students must have the technology and internet access required to participate in the online sessions.
- Hyflex (Formerly "Distance Learning"): Class sessions are held on campus in a physical classroom (originating classroom) that is equipped with specialized videoconferencing equipment. Classroom proceedings are transmitted to other campuses (satellite classrooms) that have specialized videoconferencing equipment, and/or to off-campus students who connect using their personal equipment and internet connections.

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

# Course Tutorial

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

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

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

An Independent Study/Course Tutorial Application (https://www.apu.edu/student-services/registration/#gradproforms) and proposal must be submitted to the Office of the Registrar (https://www.apu.edu/student-services/registration/) by the Last Day to Add or Drop Classes or Submit Independent Study Proposals. These deadlines are published in the Academic Calendars (https://www.apu.edu/calendar/academic/). A course tutorial fee will be assessed in addition to the regular tuition charge.

# Graduate Courses Taken by Undergraduate Students

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

- The student is a senior with a cumulative GPA of 3.0 or higher.
- The department chair of the student's major approves.
- The graduate department chair or graduate program director approves.
- There is space available in the course and the student has met all of the prerequisites.
- Traditional undergraduate student's request is submitted with the form provided by the Student (https://www.apu.edu/undergraduate-enrollment-services/) Services Center (https://www.apu.edu/student-services/). (https://www.apu.edu/undergraduate-enrollment-services/)
- Professional undergraduate student's request is submitted with the form provided by the Office of the Registrar (https://www.apu.edu/student-services/registration/).

Graduate courses taken by an undergraduate student may apply toward an APU graduate degree only if the grade received in the graduate course is 3.0 or higher and if the student is accepted into the appropriate graduate program following APU graduate admissions procedures. No more than 9 graduate units earned as an undergraduate student may be counted toward an APU graduate degree. Some departments may allow fewer units to be counted. A student who will be applying to an APU graduate program should obtain information from the appropriate department before taking graduate courses.

This policy does not apply to APU's Integrated Bachelor's/Credential Program (p. 546), which allows undergraduate students to complete 32-34 units of 500-level credential courses and apply those units to the 120+ units required for the bachelor's degree. Students in the Integrated Bachelor's/Credential Program who seek a master's degree need to apply separately to the appropriate graduate program in the School of Education (https://www.apu.edu/education/).

Individuals who complete the Integrated Bachelor's/Credential Program may use 500-level credential courses earned before the conferral of the bachelor's degree toward an APU Master of Arts in Education degree in Learning and Technology, Special Education, or Teaching. Up to 32 such units may count toward a 44-unit master's degree and up to 34 such units may count toward a 46-unit master's degree, provided that the graduate units were earned beyond the 120 units required for the undergraduate degree. All courses applied to the master's degree must be completed within five years of the first 500-level credential course enrollment that is related to this program.

The Graduate Courses Taken by Undergraduate Students policy does not apply to the Doctor of Physical Therapy program (p. 586), which offers an accelerated pathway that allows undergraduate students to complete up to 18 units of 700-level doctoral courses and apply those units to the 120+ units required for the bachelor's degree. For more information on how courses may be applied toward a graduate degree, refer to the Graduate Courses Taken by Undergraduate Students policy in the Graduate Academic Policies and Procedures section of the catalog. Students in undergraduate programs that have direct pathways into the Doctor of Physical Therapy program still need to apply separately to the APU Doctor of Physical Therapy program.

# Independent Study

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

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

An Independent Study/Course Tutorial Application (https://www.apu.edu/student-services/registration/#gradproforms) and proposal must be submitted to the Office of the Registrar (https://www.apu.edu/student-services/registration/) by the Last Day to Add or Drop Classes or Submit Independent Study Proposals. An independent study fee (https://www.apu.edu/graduateprofessional/sfs/costs/) will be assessed in addition to the regular tuition charge.

# Late Enrollment

Students who are unable to enroll before the registration due date may enroll up until the Last Day to Register, as published in the Academic Calendars (https://www.apu.edu/calendar/academic/). Late enrollment may be requested by submitting an Enrollment Activity Form (https://www.apu.edu/student-services/registration/#gradproforms). Professor, dean, and registrar approval for enrollment after the deadline may be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. A nonrefundable late-enrollment fee is charged.

# Repeated Courses

Professional students may repeat courses at Azusa Pacific University up to two times for a total of three times taking any one course. Both grades remain on the academic record, but only the most recent grade is calculated into the student's grade-point average. The units are counted only once.

If a repeated course is taken at another institution, the grade and the units of the repeated course will be transferred (providing the course meets the guidelines for transfer).

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

It is the responsibility of the student to notify the Office of the Registrar (https://www.apu.edu/student-services/registration/) at the time of enrollment when repeating a course. The current tuition rate is charged.

# State Authorization

The transferability of credits earned at Azusa Pacific University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Azusa Pacific will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Azusa Pacific to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation also does not guarantee that credentials or credits earned at Azusa Pacific will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

## Program Availability in Your State

As Azusa Pacific works to meet federal and state authorization requirements in states outside California, APU's home state, we want to bring to your attention that APU's programs are not available in all states.

For more information about state authorizations for online programs and distance learning, visit the provost website (https://www.apu.edu/provost/state-authorizations/). Specific questions about APU's State Authorization of Distance Education can be directed to ssc@apu.edu.

## Disclosure for Students Residing in Washington

The Washington Student Achievement Council (WSAC) has the authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit the WSAC website (https://www.wsac.wa.gov/student-complaints/) for more information regarding the WSAC complaint process.

# General Enrollment Information

# Attendance Regulation

Class attendance is of paramount importance, and excessive absences will adversely affect a student's final grade. Individual instructors define grading and attendance policies in the course instruction plan for each course. Check with your department for specific requirements.

# Deferment Information

In general, to qualify for loan deferment, a student must be enrolled at least half time (see the Study Load policy (p. 1049) for enrollment definitions). Students should contact their lender with questions regarding the terms of loan deferment eligibility.

Students who depend on loan deferments while they are enrolled in school should enroll for all sessions within the term at the same time, so the deferment will become effective with timeliness and accuracy. Students are considered enrolled as of the first day of class in a session. Updated enrollment statuses for all enrolled and recently withdrawn students are submitted to the National Student Clearinghouse once per month but may take several weeks to be relayed to lenders. If a student needs verification in the interim, they can request that a deferment letter be sent to their lender.

Future enrollment periods may not be considered for deferment. Enrollment verification is applicable only for the current term.

# Final Examinations

Assessment of learning takes place in each course per the course syllabus. If a final examination is required, no final examination shall be given to individual students before the regularly scheduled time unless there is written approval from the instructor, department chair, and school dean.

# Study Load

Academic terms are broadly defined by these designations: fall, spring, and summer (sometimes titled Summer B). Sessions of varying numbers of weeks are offered within each term. The total number of units in which a student enrolls in any number of sessions within one term determines a student's enrollment status for study load standards, financial aid eligibility, and prior student loan deferment purposes. For example, 3 units taken in 8-week session 1 and 6 units taken in 8-week session 2 combine for a total of 9 units for that term.

All units earned through Azusa Pacific University, regardless of the number of weeks in the session in which they are taken, are semester units. See the Academic Calendars (https://www.apu.edu/calendar/academic/) for specific term and session information.

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

Fall, Spring, or Summer

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

# Good Academic Standing

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

# Grade Change Process

A professional student who believes his/her grade has been reported incorrectly or wishes to challenge his/her grade should contact the instructor immediately to discuss the discrepancy. If the instructor and student agree on a grade change, the instructor will complete a Grade Change Form. No grade changes can be made to the academic record after the degree has been posted. Work completed or corrected after the close of the grading period without an approved Incomplete Form (https://www.apu.edu/student-services/registration/#gradproforms) does not justify a grade change.

If the student is not satisfied after discussing the grade with the instructor, he/she has the option to submit to the registrar's office an Academic General Petition (https://www.apu.edu/student-services/registration/#gradproforms) form challenging the grade. This form must be returned to the Office of the Registrar (https://www.apu.edu/student-services/registration/).

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

To appeal a denial of a petition for a grade change, see the Grievance and Appeal Procedures (p. 1054) section of this catalog.

# Grading, Including Incompletes

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

| | |
|---|---|
| A | Exceptional |
| B | Superior |
| C | Average |
| D | Poor |
| F | Failure |
| I | Incomplete |
| W | Withdrawal |

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

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

| | |
|---|---|
| Grade A | 4.0 points |
| Grade A- | 3.7 points |
| Grade B+ | 3.3 points |
| Grade B | 3.0 points |
| Grade B- | 2.7 points |
| Grade C+ | 2.3 points |
| Grade C | 2.0 points |
| Grade C- | 1.7 points |
| Grade D+ | 1.3 points |
| Grade D | 1.0 point |
| Grade D- | 0.7 point |
| Grade F | 0 points |
| Grade FN | 0 points; Failure, Nonattending |
| Grade W[1] | 0 points, Withdrawal |
| Grade I[1] | Incomplete |
| Grade IN[1] | Incomplete—No Paperwork |
| Grade NC | 0 points, No Credit |
| Grade AU[1] | 0 points, Audit |
| Grade CR[1] | 0 points, Credit |
| Grade P[1] | 0 points, Pass |
| Grade IP[1] | 0 points, In Progress |
| Grade NG[1] | 0 points, No Grade |

[1] Does not affect grade-point average.

## Incomplete ( *I*) Grade

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

To obtain an Incomplete, the student must fill out the Incomplete Form (https://www.apu.edu/student-services/registration/#gradproforms) before the last day of the course. The form will be sent to the instructor, chair, and dean for review and decision. An extension may be granted for up to 12 weeks from the last day of the term. The amount of time and specific coursework required is determined by the faculty member of record, based upon the nature of the student's request and the remaining work that is to be completed for the course.

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

The grade *IN* (Incomplete—No Paperwork) is a temporary grade that may be recorded by an instructor while the Incomplete Form is in process. An *IN* entered by the instructor without the subsequent submission of the proper form will automatically become an *F*. Work corrected or completed after the close of the grading period, without an approved Incomplete Form, does not justify a grade change (see also Grade Change Process (p. 1049)).

A grade of *D-* or better is required in professional undergraduate courses taken at APU to satisfy General Education requirements or to receive a passing grade in major courses unless a higher grade is specified by your major/department. Students who want to transfer a course from another institution to satisfy General Education requirements or major requirements must earn a grade of *C-* or better. General Education courses that satisfy major requirements may require a higher grade than the minimums listed above.

All professional undergraduate students must earn a minimum cumulative grade-point average (GPA) of 2.0 in all university work attempted. Transfer students must also earn a minimum cumulative GPA of 2.0 in work completed at Azusa Pacific University. Some departments/schools also require a minimum cumulative GPA for major courses.

# Graduate and Professional Student Community Expectations

It is the intention of Azusa Pacific that the faith-living-learning environment be as healthy as possible and foster positive qualities of life, promoting sound academic and personal growth experiences. As university staff come alongside students during their time at APU, we strive to respect and care for each individual and their needs, while also considering the community's needs. Our goal is to keep accountability, integrity, and a call to God-honoring excellence at the center, as we encourage students to take responsibility for their actions and choices. All students are expected to abide by the Graduate and Professional Student Community Expectations (https://www.apu.edu/graduateprofessionalcenter/student-engagement/expectations/policy/).

# Graduation Requirements and Commencement

Graduation is not automatic upon completion of all coursework in a degree program. Students who intend to graduate must apply for graduation through home.apu.edu (https://home.apu.edu/) and pay the current graduation fee. Applying for graduation through home.apu.edu is mandatory, regardless of whether the student intends to participate in a commencement ceremony. The graduation application due dates and graduation dates are listed in the Academic Calendars (https://www.apu.edu/calendar/academic/).

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

# Additional Degree or Concurrent Program Requirements

Azusa Pacific University will award a maximum of two bachelor's degrees in any combination, such as two BAs or one BA and one BS, under the following conditions:

1. Candidates for additional degrees must meet the university's Residence Requirement (p. 1054) policy.
2. A minimum of 150 units is required for the two degrees.
3. Students must complete all of the required courses listed in the catalog for both degrees.
4. Not more than six upper-division courses may be common to both degrees (excluding General Education requirements).
5. Thirty units must be unique to the second degree, of which at least 18 units must be upper division.
6. General Education courses completed for one degree may be applied toward the second degree.

## Policy for Professional Minor Programs

Azusa Pacific University offers alcohol and drug counseling (p. 414), business administration (p. 831), criminal justice (p. 366), and psychology (p. 416) minors for professional students, each of which can be taken only in conjunction with one of APU's professional bachelor's completion programs (http://catalog.apu.edu/program-search/#filter=filter_3&filter_6). For more information, contact the sponsoring academic department for the particular minor.

# Additional Degree Requirements

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

# Application for Graduation

Graduation is not automatic upon completion of all coursework in a degree program. Students who intend to graduate must apply for graduation through home.apu.edu (https://home.apu.edu/) at least 120 days prior to degree posting, and pay the current graduation fee. Applying for graduation through home.apu.edu is mandatory, regardless of whether the student intends to participate in a commencement ceremony. The graduation application due dates and graduation dates are listed in the Academic Calendars (https://www.apu.edu/calendar/academic/).

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

# Commencement

C (http://www.apu.edu/graduation/)ommencement (https://www.apu.edu/commencement/) exercises are held at the end of the fall and spring semesters. The university president, by the authority of the trustees and on the recommendation of the faculty, awards the degrees.

- A student may participate in commencement exercises only if all degree work has been completed, or if no more than 3 units or one course will be taken in a term that begins after the commencement ceremony (the latter is called the "walk-short" policy). Eligibility to participate in commencement will be confirmed by the student's academic records specialist in the Office of the Registrar (https://www.apu.edu/student-services/registration/) in the Student Services Center.
- Details regarding the ceremonies are emailed approximately 4-6 weeks prior to commencement to the APU email address of all students who applied for graduation through home.apu.ed (https://home.apu.edu)u.
- To participate in commencement exercises, all university obligations must be resolved no later than three weeks prior to commencement, including the receipt of transcripts (if applicable) and financial clearance (must have a zero account balance).
- Students who disregard the Participation in Commencement Policy and participate in a commencement ceremony fraudulently will not be allowed to participate in future commencement ceremonies and could face sanctions including (but not limited to) suspension from the university, as such actions are considered an academic integrity violation and a student conduct violation.

# Course Replacement and Substitution

Changes to degree requirements for a particular student must be approved through the Transfer Credit and Course Substitution (https://www.apu.edu/student-services/registration/#gradproforms) process by the department chair and dean, or program director and dean, and may not exceed 20 percent of the total program units required for the degree. Such changes must be substantiated with academic reasons that become part of the student's academic record.

# Degree Posting

The university posts degrees to students' permanent records five times each year according to a predetermined schedule. All degree requirements, including milestones that vary based on program, must be met prior to the posting date. The posting dates for students are at the end of each 16-week session (fall, spring, and summer) and at the end of the 8-week 1 and 12-week summer sessions. The regular terms and sessions for students, with approximate posting dates shown in parentheses, are:

### Fall 2024

- 16-Week, 8-Week 1, and 8-Week 2 Sessions (December 14)

### Spring 2025

- 16-Week, 8-Week 1, and 8-Week 2 Sessions (May 3)

## Summer 2025

- 8-Week 1 Session (June 28)
- 12-Week Session (July 26)
- 16-Week and 8-Week 2 Sessions (August 23)

For degrees completed on dates other than these, the degree posting will occur on the next scheduled posting date. Completed degrees may be posted on the 1st or 15th of a month other than those listed above in this section.

Transcripts with the posted degree are available approximately four weeks after all grades have been entered and all degree requirements have been met. Degree posting begins on the Monday after the degree date and concludes when all degrees are posted.

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

# Determining Degree Requirements

A professional student remaining in attendance in regular session at Azusa Pacific University may, for the purpose of meeting graduation requirements, elect to meet the requirements in effect at Azusa Pacific University either at the time the student began such attendance or at graduation. Students are responsible to notify the registrar's office if they are electing to graduate under the current academic catalog. Substitutions for discontinued courses may be authorized or required by the program department or appropriate school.

Professional students are held to the General Education requirements of the catalog from the year they enter APU unless they elect to switch catalogs. Professional students electing to switch catalogs should be aware that adopting a new catalog will require completion of all of the new requirements in that catalog, including any possible changes in General Education, academic majors, minors, concentrations and emphases, and appropriate academic policies.

Absence due to an approved educational leave shall not be considered an interruption in attendance if such absence is for the duration of two years or less. Administrative withdrawal is not considered "an approved educational leave" (see also Leaves of Absence (p. 1062)). When a student changes programs, the academic requirements applied will be determined as of the date of declaration or subsequent change.

# Grade-Point Average Requirement

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

# Honors at Commencement

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

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

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

# Minimum Unit Requirement

For professional undergraduate students, the minimum unit requirement for the BA, BS, BBA, and BSN degrees is 120 (some majors require completion of more than the minimum number of units). Units for the following courses do not count toward the 120 units required for graduation:

| Code | Title | Units |
| --- | --- | --- |
| MATH 90 | Foundations of Mathematical Reasoning | 3 |
| MATH 95 | Intermediate Algebra | 3 |

# Normal Progress Toward a Degree and Time Limit for Degree

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

# Residence Requirement

Residence comprises all courses for academic credit offered by this university regardless of program modality or delivery model. Variances exist for specific programs; refer to program requirements for department policies.

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

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

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

# Grievance and Appeal Procedures

Azusa Pacific University provides a means by which professional students may file a grievance or an appeal for academic and student life issues, excluding violations of the Standards of Conduct. Examples include the appeal of an academic dismissal, academic integrity violation, or denial of a petition for a grade change (for challenging a grade after discussing the grade issue with the instructor, see the Grade Change Process (p. 1049)). Learn more about harassment (https://www.apu.edu/generalcounsel/policies/list/) and internet use (p. 1089).

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

If a school's student handbook has a separate grievance procedure, the procedures described in this catalog will take precedence unless otherwise authorized by the Office of the Provost (https://www.apu.edu/provost/).

## Initial Grievance and Appeal Procedures

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

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

## Guidelines for Filing a Grievance

In the event that the above procedures fail to resolve the problem, the student will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought. This letter, along with all supporting documents, should be submitted to the Office of the Provost designee. The supporting documents should include a written response from the dean or relevant university vice president. At that time, a Grievance Committee will be formed and proceed according to the guidelines stated below.

1. Filing a grievance shall be initiated only after other attempts to resolve the matter have been exhausted. The student has no more than 10 working days after meeting with the individual he/she believed to have given him/her cause for grievance (e.g., final meeting with the dean) in which to file

his/her written statement. The time limit may be extended by the Office of the Provost designee at his/her sole discretion upon presentation of good cause.

2. The grievance process is initiated by submission of a written statement to the Office of the Provost designee. The grievance document should be a complete set of materials that the student would like the Grievance Committee to review. Additional materials will be accepted later only in extenuating circumstances, at the discretion of the committee chair. The grievance statement must include:

    a. Names of the parties involved.

    b. A clear statement of the nature of the grievance.

    c. A narrative of the incident including

        i. What occurred

        ii. When it occurred

        iii. Where it occurred

        iv. Who was present

    d. Evidence on which the grievance is based including supporting documents.

    e. Why this constitutes capricious, prejudicial, or arbitrary action on behalf of a staff or faculty member.

    f. What has been done to resolve the grievance per the "Initial Grievance and Appeal Procedures" above.

    g. The desired outcome(s).

    h. Written permission from the student authorizing distribution to members of the Grievance Committee any relevant information from the student's education record.

3. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the faculty or staff members involved, the chair of the department involved, and the dean of the school or college involved.

4. A meeting of the Grievance Committee will be scheduled by the chair within 10 working days of the date on which the petition was filed.

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

6. The student shall not bring legal counsel nor have a student or faculty represent him/her as counsel. Likewise, the Grievance Committee shall not have legal counsel present.

7. If a committee member is approached prior to a meeting by anyone, including the student whose case is to be heard, the member shall refuse to discuss the issue and should disclose, at the time of the meeting, that he/she has been approached.

8. Any committee member who has a potential conflict of interest, or who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward the grieving student or the party alleged to have given cause for the grievance, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she must be excused from participation upon request by such member, or at the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances. The names of the Grievance Committee members will be reviewed in advance of the committee meeting with the student, who can confirm that he/she is not aware of any bias against him/her on the part of any of the committee members.

## The Grievance Committee

1. Membership:

    a. For academic grievances:

        i. The Office of the Provost designee will serve as chair (nonvoting except in case of tie due to absent members)

        ii. An academic dean (not from school or college involved)

        iii. Two faculty members not from the grieving student's department (or two staff members if the grievance is about staff)

        iv. Two graduate or professional students not from the grieving student's department

        v. For any grievance concerning alleged discrimination or harassment, the director of human resources shall serve on the Grievance Committee.

    b. For nonacademic grievances:

        i. Vice President for Student Life or designee will serve as chair (nonvoting except in case of tie due to absent members)

        ii. Two faculty members not from the grieving student's department (or two staff members if the grievance is about staff)

        iii. Two professional students not from the grieving student's department

        iv. Office of the Provost designee

        v. For any grievance concerning alleged discrimination or harassment, the director of human resources shall serve on the Grievance Committee.

2. Voting:

    a. All members (except the chair, who is nonvoting) have equal vote, and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.
3. Meeting Time:
    a. The meeting will be scheduled within 10 working days following the filing of a written statement. The chair is authorized to extend any time periods provided in the policy if he/she determines that good cause exists (e.g., delay in meeting due to unavailability of an essential party or committee member).

## Committee Process

1. The grievance procedure shall act as a vehicle for communication among the parties, and provide, through prescribed procedures, a process through which a student-initiated grievance can be resolved.
2. The grievance process is initiated by submission of a grievance statement in writing to the Office of the Provost designee or vice president for student life, as appropriate. The committee chair will submit a copy of the grievance to each member of the Grievance Committee prior to the hearing. Thereupon, the committee will be activated and a meeting will be held to consider the matter.
3. The involved student and university employee(s) may be present at the committee meetings, except during deliberation. The meetings shall be held at times when both parties can be present. Either party may seek a support person who must be a university employee or student in that school or college. The function of the support person shall not include that of advocacy nor shall the support person have a role in the committee's meetings.
4. Accurate minutes of the grievance procedure shall be kept in a confidential university file of the committee's proceedings. The hearing may also be audio recorded at the option of the chair of the Grievance Committee.
5. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance. The committee may choose to convene more than one time if necessary.
6. No printed materials or notes may be taken from the meeting (other than the official minutes).
7. The parties and committee members may not discuss the case outside the meeting.
8. The committee will decide on the matter by simple majority and confidential vote. Both parties will be notified, in writing, within one week of the decision. The committee's vote is confidential and the decision shall be final.

## Failure to File Grievance

Any student who has a grievance complaint against the university must follow this procedure or will waive any claim against the university. An individual may contact the Bureau for Private Postsecondary Education (https://www.bppe.ca.gov/) for review of a complaint. The bureau may be contacted at P.O. Box 980818 West Sacramento, CA 95798-0818; (888) 370-7589 (phone); and (916) 263-1897 (fax).

# Petition Process

A petition process exists for students who seek an exception to stated academic policies, procedures, and regulations. Academic General Petition (https://www.apu.edu/student-services/registration/#gradproforms) forms are available online. Approval for petitions will be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. It's important for the appeal to include all necessary information, as incomplete petitions will be denied. Students will be notified via email of the final decision. Any exception granted by petition does not establish guaranteed subsequent exceptions or appeals.

## Extenuating Circumstances

Extenuating circumstances—those beyond a student's control—could include, but are not limited to, those in the list below. Experiencing and documenting an extenuating circumstance is not an automatic cause for petition approval.

1. Documented death of a close family member or loved one
2. Documented major medical issue (physical or psychological) experienced by the student, living companion, or close family member or loved one
3. Documented domestic violence, sexual assault, and other forms of violence and abuse
4. Documented involuntary call to active military duty
5. Other documented extreme circumstances (case-by-case basis)

The following circumstances are **not** considered extenuating and beyond the student's control:

1. Not knowing the deadline, procedure, or policy
2. Work conflicts or nonemergency family commitments
3. Heavy work schedule or voluntary overtime
4. Not needing or wanting a class
5. Not doing well in a class
6. Not knowing you were enrolled in a class
7. Having too heavy a course load

8. Wanting to improve your GPA
9. Traveling a far distance to the school
10. Incarceration resulting from a guilty verdict

## Documentation

Your inability to provide supportive documentation may result in your appeal being denied. Submit date-specific supportive documentation, but do not submit original documents, as they will not be returned.

Documentation could include, but is not limited to:

1. Medical documentation, which could include a letter from a physician or counselor on letterhead indicating the dates you were under care.
2. Copy of a death certificate or obituary.
3. Accident reports, police records, and/or court records.
4. Statements from each individual instructor for every course change for which you are petitioning. Such statements should include confirmation of attendance, the start and/or end dates of your participation in the course, and any other information applicable to the situation for which you are petitioning. Statements are strongly recommended if you are requesting a course add, drop, or withdraw.
5. A graduation plan outlining how you plan to finish your degree requirements.
6. A statement from your academic advisor or campus authority involved in your situation.
7. Any other documentation that will support the reason for your request.

Petitions submitted without this documentation will likely be denied.

# Security Interests in Student Records

A student may not graduate or receive any diploma, certificate, grades, 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 Additional Information for Graduate and Professional Students (p. 994). Any diplomas, certificates, grades, or letters of degree verification shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to or subsequent to any default by the debtors shall not be considered a binding precedent or modification of this policy.

# Transfer Credit

Azusa Pacific University may accept transfer credit for equivalent courses from schools accredited by regional and national agencies recognized by the Council for Higher Education Accreditation (CHEA) and the United States Department of Education (USDE). To be awarded credit for transfer work, courses must be approved through a Transfer Credit and Course Substitution Form (https://www.apu.edu/student-services/registration/#gradproforms), which students may submit online, but they must receive approval prior to registration for the course(s). In addition, students must complete the transfer course (including correspondence courses) with a grade of *C-* or higher. APU credit is given on a 4.0 scale for transfer work. Quarter units will be converted into semester units.

Students who reenroll at APU after leaving and spending two or more consecutive semesters at another academic institution may apply those transferable units toward their General Education requirements. Only units transferred at reenrollment will be considered.

APU may also accept a maximum of 24 undergraduate units of non-General Education elective credit from institutions accredited by the following list of nationally accredited organizations:

- The Association for Biblical Higher Education
- The Association of Theological Schools
- Transnational Association of Christian Colleges and Schools
- Distance Education Accrediting Commission
- Accrediting Council for Independent Colleges and Schools
- Accrediting Commission of Career Schools and Colleges

***These units may apply only as elective units, and are not applicable toward General Education, major, or minor requirements.***

Courses eligible for transfer include any courses designated as baccalaureate level by the credit granting institution and intended for transfer. Remedial courses and vocational/technical courses are not accepted, except when approved through Prior Learning Assessment. Students must complete transfer work with a grade of *C-* or higher. APU credit is given on a 4.0 scale.

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

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

Coursework transferred from external institutions as part of the Integrative Enrollment Pathway programs is accepted in addition to the transfer unit limit amounts. Transfer units from the Integrative Enrollment Pathway cannot be used for any program or purpose other than the program from which they originated.

For information on transfer guidelines, see:

- Concurrent Enrollment Policy for Professional Students (p. 1058)
- Correspondence Course Credit for Professional Students (p. 1058)
- General Education Information for Professional Transfer Students (p. 1059)
- Military Credit Policy (p. 1062)

## Prior Learning Assessment

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

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

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

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

# Concurrent Enrollment Policy

Professional students wishing to take courses at another institution while enrolled at APU should obtain prior approval from the Office of the Registrar (https://www.apu.edu/student-services/registration/). All courses must be approved through the Transfer Credit and Course Substitution Form (https://www.apu.edu/student-services/registration/#gradproforms). Without prior written approval from the registrar's office, transfer credits may be denied.

# Correspondence Course Credit

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

- A maximum of 9 semester units of correspondence credit may be applied toward an Azusa Pacific University professional degree.
- Students must earn a grade of *C-* or higher in eligible courses and receive prior approval from the Office of the Registrar (https://www.apu.edu/student-services/registration/). Students must also obtain prior written consent from department faculty.
- Correspondence courses must be offered by a regionally accredited or Association for Biblical Higher Education-accredited college or university.
- No more than 6 units may be transferred to meet General Education core requirements (p. 915) in Biblical, Theological, and Philosophical Formation. Students transferring at the senior level may complete only 3 units by correspondence, none of which may apply to the core category of Biblical, Theological, and Philosophical Formation.
- All correspondence courses must be cleared through the normal graduation clearance process. Students should work with their Academic Records Specialist in the Office of the Registrar to address special circumstances.

# General Education Information for Transfer Students

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

## Traditional Undergraduate (Azusa) Students

For traditional undergraduate students, the evaluation of a student's transfer work is conducted by the Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/). All students are encouraged to work with the center and with their academic advisor to determine their General Education requirements. While this chart for traditional undergraduate students (p.       ) serves as a guide for the student, it is the responsibility of the student to ensure that all requirements are met. For the most current information, visit the Academic Success Center (https://www.apu.edu/academic-success/).

The Personal Wellness requirement is waived for traditional undergraduate students who transfer in 60+ units.

## Professional Undergraduate (Regional Locations, Online) Students

For professional undergraduate students, the evaluation of a student's transfer work is conducted by the Office of the Registrar (https://www.apu.edu/student-services/registration/). While this chart for professional undergraduate students (p. 1060) serves as a guide for the student, it is the responsibility of the student to ensure that all requirements are met.

All students who reenroll at APU after leaving APU and spending two or more consecutive semesters at another academic institution may have those transferable units applied toward their General Education Biblical, Theological, and Philosophical Formation (BTPF) requirements. Only units transferred at reenrollment will be considered.

For professional undergraduate students at regional locations or in distance education programs, the Personal Wellness requirement is waived regardless of units.

## Traditional Undergraduate Student BTPF Requirements

| Number of Units Transferred in | Biblical Theological & Philosophical Formation Requirements |
| --- | --- |
| 0-29 | 18 units: |
| | MIN 108 |
| | UBBL 100, UBBL 230 |
| | PHIL 100 or HUM 224 or HUM 324 |
| | 3 units of upper-division UBBL |
| | THEO 200, THEO 301, THEO 352, THEO 354, or HUM 325 |
| 30-59 (includes IGETC and CSU Breadth) | 12 units: |
| | UBBL 230[1] |
| | THEO 200, THEO 301, THEO 352, THEO 354, or HUM 325 |
| | Two of the following: |
| | MIN 108[2] |
| | PHIL 100 or HUM 224 or HUM 324 |
| | 3 units of upper-division UBBL |
| 60-89 (includes IGETC and CSU Breadth) | 9 units: |
| | UBBL 230[1] |
| | THEO 200, THEO 301, THEO 352, THEO 354, or HUM 325 |
| | One of the following: |
| | PHIL 100 or HUM 224 or HUM 324 |
| | MIN 108[2] |
| | 3 units of upper-division UBBL |
| 90+ | 6 units: |
| | UBBL 230[1] |
| | THEO 200, THEO 301, THEO 352, THEO 354, or HUM 325 |

**All requirements must be met by approved General Education courses.**

1    The prerequisite for UBBL 230 is waived for students transferring in 30 or more units. All other prerequisites apply.
2    MIN 108 is waived as a prerequisite for the General Education THEO courses for students transferring 45 or more units. All other prerequisites apply.

## Professional Undergraduate Student BTPF Requirements

| Number of Units Transferred in | Biblical Theological & Philosophical Formation Requirements |
|---|---|
| 15-29 | 18 units: |
| | PRMI 108 |
| | PRBL 100 |
| | PRBL 230 |
| | PRRS 200 |
| | PRPH 100 |
| | PRTH 200 |
| | Upper division Bible or Theology course |
| 30-59 (includes IGETC and CSU Breadth) | 12 units: |
| | PRBL 230 |
| | PRTH 200 |
| | Two of the following: |
| | PRMI 108 |
| | PRBL 100 |
| | PRRS 200 |
| | PRPH 100 |
| 60-89 (includes IGETC and CSU Breadth) | 9 units: |
| | PRBL 230 |
| | PRTH 200 |
| | One of the following: |
| | PRMI 108 |
| | PRBL 100 |
| | PRRS 200 |
| | PRPH 100 |
| 90+ | 6 units: |
| | PRBL 230 |
| | PRTH 200 |

## IGETC and CSU Breadth Transfer Policies

Full IGETC or CSU Breadth Certification waives the philosophy requirement and all Intellectual and Practical Skills, Knowledge of Human Cultures and the Physical and Natural World, and Personal and Social Responsibility General Education requirements except Writing 3. The Integrative and Applied Learning requirement is not waived. The Biblical, Theological, and Philosophical Formation requirements are not completely waived, but they are reduced based on the total number of units transferred before the first APU semester.

For traditional (Azusa) undergraduate students who transfer in 30+ units, GE 100 is waived. This course is not required for students in professional programs (regional locations or online). For traditional (Azusa) undergraduate students who transfer in 60+ units, the Personal Wellness requirement is also waived. Personal Wellness is not required for students in professional programs (regional locations or online).

The following table defines what General Education elements are still required for students who transfer to Azusa Pacific University, based on the number of units transferred in.

| Number of Units Transferred in | General Transfer | IGETC | CSU Breadth |
|---|---|---|---|
| 15-29 | Courses may transfer for General Education credit on an individual basis | N/A | N/A |

| | | | |
|---|---|---|---|
| 30-59 | Courses may transfer for General Education credit on an individual basis | After completed IGETC certification, the following General Education courses are required: | After completed CSU Breadth certification, the following General Education courses are required: |
| | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) |
| | 3 units of Integrative and Applied Learning | 3 units Integrative and Applied Learning | 3 units Integrative and Applied Learning |
| | Biblical, Theological, and Philosophical Formation Requirements reduced to 12 units[1] | Biblical, Theological, and Philosophical Formation Requirements reduced to 12 units[1] | Biblical, Theological, and Philosophical Formation Requirements reduced to 12 units[1] |
| 60+ | Courses may transfer for General Education credit on an individual basis | After completed IGETC certification, the following General Education courses are required: | After completed CSU Breadth certification, the following General Education courses are required: |
| | 3 units of Integrative and Applied Learning | 3 units of Integrative and Applied Learning | 3 units of Integrative and Applied Learning |
| | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) |
| | 9 units of Biblical, Theological, and Philosophical Formation Requirements[1] | 9 units of Biblical, Theological, and Philosophical Formation Requirements[1] | 9 units of Biblical, Theological, and Philosophical Formation Requirements[1] |
| 90+ | Courses may transfer for General Education credit on an individual basis | After completed IGETC certification, the following General Education courses are required: | After completed CSU Breadth certification, the following General Education courses are required: |
| | 3 units of Integrative and Applied Learning | 3 units of Integrative and Applied Learning | 3 units of Integrative and Applied Learning |
| | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major) |
| | 6 units of Biblical, Theological, and Philosophical Formation Requirements[1] | 6 units of Biblical, Theological, and Philosophical Formation Requirements[1] | 6 units of Biblical, Theological, and Philosophical Formation Requirements[1] |

[1]  See other page tabs above for Biblical, Theological, and Philosophical Formation requirements for transfer students.

For traditional (Azusa) undergraduate students, IGETC and CSU Breadth certification must be completed by January 31 for spring admits and September 30 for fall admits.

For professional undergraduate students (regional locations or online), IGETC and CSU Breadth certification deadlines are dependent upon the term in which students are admitted:

- September 30 for fall 8-week Session 1 admits
- November 30 for fall 8-week Session 2 admits
- January 31 for spring 8-week Session 1 admits
- March 31 for spring 8-week Session 2 admits
- May 31 for summer 8-week Session 1 admits
- July 31 for summer 8-week Session 2 admits

## ADN Transfer Requirement Policies

Proof of a posted Associate's Degree in Nursing (ADN) from a regionally accredited institution meets the majority of General Education requirements, including most of the Intellectual and Practical Skills, Knowledge of Human Cultures and the Physical and Natural World, and Personal and Social Responsibility requirements. The ADN does **not** meet the Writing 3 requirement, the Integrative and Applied Learning requirement, and the Upper-Division Bible requirement, but RN to BSN students can meet these requirements via program coursework (RNRS 458, RNRS 482P, and RNRS 396, respectively).

# Military Credit Policy

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

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

## Priority Registration for Veterans and Military Service Members

As a student using military education benefits, you are entitled to priority registration each semester. By having access to enrolling in courses early, you have more time to plan and arrange your schedule according to your program and personal needs. Using military-connected education benefits requires consideration of enrollment factors such as course modality, location, and term length in order to receive the maximum benefit due to you. Those classified as active duty, reserve, or veteran and using education benefits administered by the U.S. Department of Veterans Affairs (VA) or the U.S. Department of Justice are designated student groups entitled to this program. ROTC students are also eligible. To be added to the priority registration list, contact one of your VA certifying officials by emailing the Office of Military and Veteran Education Benefits at mveb@apu.edu.

## Why Priority Registration Is Important For Student Veterans

Students who are using military education benefits are bound by multiple factors of enrollment. Depending on the modality, location, and overall nature of a course (e.g., practicum courses), students using these benefits must plan in advance, since their entitlement is limited. Depending on what type of benefit is awarded, extra communication and engagement between the student, MVEB team, and counselors are typically required. There is no such thing as a "typical" military-connected student, as this student population is characterized by a multitude of diverse life experiences. From patterns we've recognized over the years, priority registration and other policies in place that may grant military-connected students more time are incredibly beneficial during their time at APU.

# Waivers

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

# Withdrawal

# Leaves of Absence

Enrolled professional students may apply for university approval for a leave of absence from their program for a minimum of two consecutive terms/semesters and a maximum of two years. Students may return prior to the end of their leave by contacting the Office of the Registrar. (https://www.apu.edu/student-services/registration/)

Leave of Absence forms (https://www.apu.edu/student-services/registration/#gradproforms) must be submitted prior to the student's absence from the university. Requests to extend a leave of absence require submission of a new Leave of Absence form prior to the extension.

The university will not consider a Leave of Absence form submitted after a student absence or accept a backdated submission of the form. Failure to complete the required forms will result in the student having to comply with updated requirements or changes in the current catalog, if applicable. Expired leaves of absence are not renewable. Contact the registrar's office to activate enrollment prior to the return date.

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

## Military Leaves of Absence

In the event of deployment and/or other circumstances related to military service that will disrupt a student's course of study, the student is required to submit the Leave of Absence form (https://www.apu.edu/student-services/registration/#gradproforms) to the Office of the Registrar (https://www.apu.edu/student-services/registration/). Attachment of student's military orders and/or any other supporting documentation connected to leave is required. The form is reviewed by the student's program director or department chair and the dean. The student may request any length for the leave, as long as it does not begin more than 30 days prior to the assignment date, and does not conclude more than 90 days after the end date stated on the assignment papers.

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

Students with this status need not reapply or pay readmission fees.

# Withdrawal from Courses

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

The last day to withdraw for every term is indicated in the Academic Calendars (https://www.apu.edu/calendar/academic/). Students must submit an Enrollment Activity Form (https://www.apu.edu/student-services/registration/#gradproforms) to the registrar in the Student Services Center (https://www.apu.edu/student-services/registration/). Students will receive a *W* (withdrawal) grade in the course from which they withdraw. Students who never attend or stop attending a course for which they are officially enrolled will receive an *F* in that course if accepted procedures for withdrawal are not followed. Approval for withdrawal after the deadline is granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Any approval of a late withdrawal requires the favorable endorsement and signatures of the professor, department chair, and registrar. No financial adjustments will be made (see Return of Aid (p. 997)).

[1] International students must obtain approval from International Student Compliance (issimmigrationsvcs@apu.edu) to withdraw from courses.

# Withdrawal from the University

A student who, for any reason, finds it necessary to withdraw from the university during the course of any term or session must do so through the registrar's office in the Student Services Center (https://www.apu.edu/student-services/registration/) by filling out the Leave of Absence or University Withdrawal Form (https://www.apu.edu/student-services/registration/#gradproforms). International students must obtain approval from International Student Compliance (https://www.apu.edu/international/compliance/) to withdraw from the university. Failure to comply will mean that failing grades will be entered on the student's record. A letter indicating the student's intention of leaving the university may be submitted as well. If the student intends to return after some time, a Leave of Absence Form should be submitted to extend the time limit (p. 1054) for completing the degree (see Leaves of Absence (p. 1062) and Return of Aid (p. 997)).

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

# Graduate Academic Policies and Procedures

# Academic Integrity

In addition to cultivating in each student the academic skills that are required for a university degree, Azusa Pacific's mission includes imparting to each student the characteristics of academic integrity that are integral to a Christian education. Therefore, a breach of academic integrity is not merely a private matter between the student and an instructor but an act that is fundamentally inconsistent with the purpose and mission of the entire university. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the education system. Engaging in any academic integrity violation is a serious offense for which a student may be disciplined or dismissed.  It is each student's responsibility to review the policy and follow APU's academic integrity standards.

# I. Introduction

This Graduate Academic Integrity Policy represents a valuable educational tool for guiding faculty, staff, and students in their efforts to create a sense of community and for expressing the values that are at the core of a Christian university. As members of an academic and spiritual community, we work together to answer difficult questions, often collaborating to answer these questions, to solve problems, and to communicate effectively the knowledge we acquire through inquiry. This document calls attention to the responsibilities we have to one another in being faithful in our attempts to represent others' views, and it helps us to understand the responsibilities we have toward one another, students and faculty alike, and toward academic scholarship, as we endeavor to uphold the moral standards of our community.

# II. Types of Academic Integrity Violations

The following are examples of academic integrity violations. They are not exhaustive, but represent major categories, all of which apply regardless of the modality of course delivery (face-to-face, hybrid, or online).

## A. Plagiarism - Representing the words, ideas, or work of another source as one's own - actively or by omission - in any academic work or exercise.

1. Guidelines:

a) Ensure academic work is appropriately cited and from reputable sources.

b) Follow all distance education policies to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit.

c) Any online materials students use for a paper are also governed by plagiarism rules. Students need to cite electronic sources as well as printed and other sources.

d) Students may not use artificial intelligence (AI) generated materials for work submitted for credit without permission.

## B. Collaboration Integrity Violations

In courses, collaborating with another student or external person or entity beyond the extent specifically approved by the instructor is considered a violation. In coursework, research, and/or publications, the failure to acknowledge or misrepresent the collaborative efforts of others is also a violation. Collaboration principles are also violated in cases where students share their work with other students or assist others in violating any academic integrity violations listed here.

1. Guidelines:

a) The accepted level of collaboration, as well as the specific requirements for documenting your collaborative efforts, varies greatly from class to class, even within the same department. If the expectations are not clearly described in the online course materials or in a class handout, ask your instructor. Make sure you know where to draw the line between collaboration and what could be considered a violation.

b) Acknowledge assistance from others, such as help with research, statistical analysis, computer programming, or field data collection, in a paper, examination or project/research report.

c) Adhere to discipline-specific author guidelines and principles (including issues of author order, acknowledgments, etc.) in published works.

d) Assist fellow students only in approved ways. Any assistance that allows others to violate academic integrity (including a failure to report knowledge of a violation to a professor, department chair, or dean in a timely manner) is prohibited.

## C. Cheating - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

1. Guidelines:

a) Anything submitted in any course should be the work of the student(s) registered for the course.

b) Students completing any examination should assume that external assistance (e.g., books, notes, calculators, online sources, conversations with others) is prohibited, unless specifically authorized by the instructor.

c) Acquiring, purchasing, distributing or utilizing an examination or papers from an unauthorized source is prohibited.

d) Students may not allow others to conduct research, prepare work, or take examinations for them without advance authorization from the instructor.

e) The same academic work may not be submitted for credit in more than one course without advance authorization from the instructor.

## D. Fabrication - Falsification or invention of any information or citation in an academic exercise (coursework, research, and/or publications) or lying in communications with administration, faculty, or staff.

1. Guidelines:

a) Ensure that all data represented in any paper, whether written for a course or intended for publication, is an accurate reflection of empirical data collected, and that the limitations of the data are acknowledged.

b) Ensure that all sources cited are correctly attributed, and that what is communicated regarding the source material is accurate.

c) Ensure that no sources are cited in any written work which are not utilized in the narrative.

d) Maintain honesty in all communications with faculty, administration, and staff.

## E. Unethical and Unlawful Conduct - Committing a violation of academic integrity that breaks the law or resembles criminal activity.

1. Guidelines:

a) Examples of unethical and unlawful conduct include:

- forging a grade form.

- taking credit for someone else's patent or research.

- stealing an examination from a professor or from a university office.

- buying a stolen examination.

- paying others to write papers, violating copyright laws.

- falsifying a transcript to gain access to the university or its resources or altering the record of work done at the university.

# III. Academic Integrity Responsibilities: Student

## A. Responsible Actions

Each student, as an integral member of the academic community, must make the ethical and moral commitment to not act dishonestly and to not tolerate academic dishonesty on the part of other students. It is the responsibility of each graduate student to be aware of and follow the parameters of this graduate academic integrity policy, as well as any additional details in the academic integrity policy for their program as given in their program's student handbook.

# IV. Academic Integrity Responsibilities: Faculty

## A. Knowledge and Education of Responsibilities

1. All members of the faculty are required to become aware of the policies and procedures as outlined in the Academic Integrity Policy.

2. Deans and department chairs are responsible for introducing new faculty to the policy. The orientation procedures should be done, when possible, prior to faculty activities in the classroom. The faculty member in charge of a particular course is responsible for educating and establishing guidelines for any graduate/teaching assistants in the course.

## B. Academic Behavior: Expectations from Graduate Program Faculty

1. Graduate academic program faculty are expected to make students aware of the academic integrity policy, including any unique application to that specific discipline.

2. Faculty are expected to include a written statement in their course syllabi stating the course expectations for academic behavior, and the consequences of violations of those standards. This statement may be a referral to this policy or may elaborate on additional guidelines and expectations of the faculty.

3. Faculty are expected to explain the conditions under which students are permitted to share their work, for example, outlines that can form the basis of an exam or paper, take-home exams, lab reports, and in-class examinations. Faculty should also offer guidelines when asking students

to work in teams or groups, for example, when inviting students to collaborate on problem sets, or to develop computer programs, either inside or outside of class.

4. Each faculty member will strive to establish an environment which supports the evaluation of students in a fair and reasonable manner. For example, faculty members or assigned proctors will be present in classrooms during examinations.

# V. Procedures for Handling Alleged Violations

## A. Procedure

1. If the faculty suspects an academic violation has occurred, the faculty member should gather information to support or refute their concerns. The faculty may also choose to consult department colleagues, including the program director and/or department chair, to review the evidence, provide additional interpretation of the evidence, and/or check coursework from other current or past courses for evidence of further academic violations.

   a) If it is determined that the infraction appears to only affect one course, the faculty should discuss the situation with the student(s) suspected of violating the policy. If this discussion and the evidence gathered result in the decision that the initial suspicion was unjustified, no additional action will be taken.

   b) If evidence of academic integrity violations across multiple courses is found, the program director may then choose to meet with the student, either along with or in lieu of the affected faculty member(s), at his/her discretion. If this discussion and the evidence gathered result in the decision that the initial suspicion was unjustified, no additional action will be taken.

2. If it is determined an academic integrity violation or violations occurred, the faculty member or program director shall assign a sanction as appropriate according to the syllabus for that class and the standards of the discipline and the department.

3. If the violation is singular, the faculty member will inform the program director, chair and dean of the violation. If multiple violations were found, the program director will inform the chair and dean of the violations.

4. The faculty member, or program director as applicable, will record the violation(s) with the Office of the Provost designee. Online reporting forms are available on the Provost's website at https://www.apu.edu/provost/. The Office of the Provost designee will keep a record of the violation(s) and send a letter to the student confirming their violation(s). Copies of the form and letter will be sent to the faculty member, the program director and the department chair.

5. Academic integrity violations not directly connected to one course (e.g., dissertation courses) may be handled by the program director, department chair, or dean, as appropriate.

## B. Guiding Principles for Assigning Sanctions

1. If a student is found to have violated the Academic Integrity Policy, the faculty must decide on the sanction based on the syllabus.

2. Faculty may impose sanctions on students in a particular course in documented cases of academic dishonesty, ranging from a zero on an assignment or exercise to a grade of F in the course, depending on the seriousness of the violation. The sanction may be specified in the course syllabus, or if the syllabus is not specific, the faculty member may use his or her discretion in assigning a sanction based upon the definition of academic dishonesty stated above.

   a) The faculty may take into consideration the syllabus of the course and the severity of the offense.

   b) The faculty, when assigning a sanction, may also consider as a mitigating factor the degree to which the student was honest and forthcoming regarding the violation, or any other evidence of sincere contrition.

   c) The faculty may take into account sanctions invoked in previous cases of a similar nature, and should consult the program director, department chair, dean or Office of the Provost for this information.

3. Additional sanctions may be applicable to students in disciplines where such action is specified in student program handbooks.

4. Discovery of an academic integrity violation provides the faculty member an opportunity to engage in discussions with the student about expectations of appropriate, ethical, professional behavior using a Christian worldview. Sanctions, although given as a disciplinary action, can also be used to ensure the student engages in activities to improve their practices and prevent subsequent recurrences. For example, sanctions may include having the student required to go to the Writing Center for consultation on all future course papers, or having the student rewrite the assignment (even though they will receive no grade for the work). Faculty need to clearly articulate to the student the consequences of any failure to complete the agreed upon sanctions.

5. Based upon the severity and frequency of the violation(s) suspension or dismissal from the university may be the assigned sanction.

   a) Academic integrity suspensions are a separation from the university for a specified time, with conditions that must be satisfied within that time in order to return as determined by the academic program.

b) Academic integrity dismissals are a separation from the university with no expectation to return While the student is eligible to apply for admission to another program within Azusa Pacific University after dismissal, admission after dismissal is up to the discretion of the academic program and is not automatic. Academic programs may choose not to admit a student with an Academic Integrity Dismissal on their transcripts, even if the dismissal occurred in another academic program.

c) In the case of suspension, a student's transcript will read Academic Integrity Suspension; and in the case of dismissal, it will read Academic Integrity Dismissal.

6. If it is found that academic integrity was violated in a master's level final product (e.g., capstone project or thesis), or a doctoral final product (e.g., capstone project or dissertation), a student's degree may be rescinded. Such a sanction may have additional consequences in terms of credentials or other outside certifications dependent upon that degree.

7. The University Registrar must be notified by the Office of the Provost designee and dean of an academic integrity suspension or dismissal to place proper holds on student accounts.

a) The University Registrar shall be copied in all letters to the student regarding suspension or dismissal.

b) The letters are archived in the student's permanent file.

## C. Student Appeals Procedure

1. If the student feels that the sanction is unwarranted or unjust due to new information, procedural error, or an excessive or unjust penalty, he or she must utilize a process of appeal as described in the academic catalog section: Graduate and Professional Student Grievance and Appeal Procedures. The appeal procedure begins with the student initiating a meeting with the professor of record, then meeting with the chair of the department in which the infraction occurred, and finally meeting with the dean of the school in which the infraction occurred, if warranted. For all steps in the grievance and appeal process, including the time frame for filing a grievance, refer to the academic catalog at catalog.apu.edu.

# VI. Records of Violations and Repeated Violations

## A. Records

1. The dean and the Office of the Provost designee will maintain records of all academic integrity violations. These records are used to keep account of repeated student offenses, provide aggregated data of academic integrity issues at the university, and provide data to departments on campus that need information about violations. The dean and the Office of the Provost designee will retain such records for seven (7) years after the student's graduation or separation from the university and will reveal their contents to others only with the written approval of the student or if required by law. A copy of the letter documenting a violation will also be kept in the student's student life file.

2. When the Office of the Provost designee receives a report that an academic integrity policy violation has been established, that office checks the files to determine if the student has a previous violation. If so, the Office of the Provost designee will forward the violation records to the dean of the school of the student's current program, who may assign a further sanction for the repeated offense. The standard sanction for a repeated offense is suspension or dismissal from the university.

3. It is the responsibility of the Office of the Provost designee to notify the student and the registrar of the suspension or dismissal of a student.

## B. Admission After Dismissal

1. In order to be admitted to the university after dismissal, a dismissed student must submit an application which must be approved by the dean of the school or college to which the student wishes to be admitted as well as other university offices as is otherwise required. Admission after dismissal is not guaranteed.

# VII. References

The policy was originally adapted with permission from the Notre Dame Honor Code (2007).

Cumberland University Academic Integrity Violations and Recommended Sanctions: http://cumberland.m.smartcatalogiq.com/en/2018-2019/University-Policy/Academics/Academic-Affairs/Academic-Integrity-Violations-and-Recommended-Sanctions (http://cumberland.m.smartcatalogiq.com/en/2018-2019/University-Policy/Academics/Academic-Affairs/Academic-Integrity-Violations-and-Recommended-Sanctions/) (accessed Spring 2017)

University of South Florida Academic Integrity Violations of Professional and Ethical Standards: https://www.usf.edu/undergrad/students/ethics-integrity.aspx (accessed Spring 2017)

# Academic Probation and Dismissal

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

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

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

A student may be disqualified from further graduate work at APU if a 3.0 GPA is not maintained. Dismissal actions are posted on a student's transcript.

School of Education students have additional requirements regarding academic probation and dismissal. Refer to the School of Education Academic Policies (p. 470) catalog page for more details. For questions connected to those policies, contact the School of Education dean's office.

# Change of Program

Admission to a graduate program at Azusa Pacific University is program specific. If a student changes plans and wants to enroll in a program other than that to which he or she was accepted, the student must submit a Change of Program Form (https://www.apu.edu/graduateprofessionalcenter/download/) with the Office of Graduate and Professional Admissions (https://www.apu.edu/graduateprofessional/apply/). International students must contact International Student Compliance (https://www.apu.edu/international/compliance/), located in the Student Services Center.

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

# English Proficiency in the Classroom

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

# Enrollment

Students will receive academic credit only for courses in which they are officially enrolled. Student-initiated enrollment is mandatory. Students are not permitted to attend courses in which they are not enrolled. Enrollment deadlines are published in the Academic Calendar (https://www.apu.edu/calendar/academic/). Students are expected to enroll online or submit an Enrollment Activity Form (https://www.apu.edu/student-services/registration/#gradproforms) by the returning students' registration due date.

Students seeking to enroll in graduate courses while enrolled as either an undergraduate or professional student should follow the Graduate Courses Taken by Undergraduate Students enrollment policy listed in the catalog's undergraduate (p. 1025) and professional (p. 1046) sections, respectively. Failure to follow these policies, and enrolling in graduate courses through any other method, will result in an administrative withdrawal of graduate courses.

Students admitted to the PhD in Higher Education program or the Doctoral-Level Certificate in Strengths-Oriented Higher Education program cannot be simultaneously enrolled in any other APU program, nor can they enroll in classes outside of their program.

- Adding and Dropping Classes (p. 1070)
- Administrative Withdrawal (p. 957)
- Auditing (p. 1070)
- Course Modalities and Instructional Activities (p. 1071)
- Course Tutorial (p. 1071)
- Graduate Courses Taken by Undergraduate Students (p. 1071)
- Independent Study (p. 1072)
- Late Enrollment (p. 1072)

# Adding and Dropping Classes

Students may add and drop classes without financial penalty until the Last Day to Register, Add/Drop Classes, or Submit Independent Study Proposals. Graduate students may do this online at home.apu.edu (https://home.apu.edu) or by submitting an Enrollment Activity Form (https://www.apu.edu/student-services/registration/#gradproforms).

It is the student's responsibility to officially drop a class and therefore the action must be student-initiated. The student must drop a class by the deadline to avoid financial obligation to the university or to avoid receiving an *F*, *FN*, or *W* grade. A student will owe tuition and fees for the class unless it is officially dropped by the Last Day to Add or Drop a Class (see the Academic Calendars (https://www.apu.edu/calendar/academic/) for deadlines).

Merely not attending a class does not automatically remove the class from a student's record. Students who do not initiate the drop, either through the Enrollment tab at home.apu.edu or through submission of an Enrollment Activity Form, by the drop deadline jeopardize their academic record with the possibility of incurring an *FN* grade in a course and will be expected to meet tuition and fee obligations for the class.

International students must obtain approval from International Student Compliance (https://www.apu.edu/international/compliance/), located in the Student Services Center, to add or drop a class.

Following the deadline to drop a class, a student must withdraw according to policies and procedures as stated in the Withdrawal (p. 1084) section of this catalog.

A drop will not be permitted after the deadline, except in cases of extenuating circumstances due to accident or major medical issues, serious personal or family problems, or military transfer. Valid documentation is required. An Enrollment Activity Form (https://www.apu.edu/student-services/registration/#gradproforms) with valid documentation may be submitted to the Office of the Registrar (https://www.apu.edu/student-services/registration/) in the Student Services Center for evaluation. The dates of the extenuating circumstances substantiated by documentation must have occurred during the course's session and will determine the authorized drop action date. Without valid documentation, any drop request received after the deadline published in the Academic Calendar will be processed as a withdrawal. It is the student's responsibility to check with Student Financial Services (https://apu.edu/graduateprofessionalcenter/sfs/) to determine how an approved late drop or withdrawal may affect his or her financial aid. Also, see the Withdrawal (p. 1084) section of this catalog.

## Administrative Class Drop

Successful completion of course prerequisites is essential for enrollment in subsequent courses that require prerequisites. Students who fail to pass a prerequisite course and are registered for the subsequent course should contact their academic advisor. A student-initiated drop of a course may be requested; if a student is advised to drop the course, and does not do so through the Enrollment tab at home.apu.edu or by submitting an Enrollment Activity Form (https://www.apu.edu/student-services/registration/#gradproforms), the Office of the Registrar may administratively drop the student from the course at the request of the academic department.

# Administrative Withdrawal

Nonenrollment for a period of three consecutive terms (e.g., fall, spring, and summer) will result in administrative withdrawal from the university. See the Academic Calendars (https://www.apu.edu/calendar/academic/) for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance; neither does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again. Students who are reaccepted will be held to the current catalog requirements, which may entail additional degree requirements. The initial enrollment in the degree program will determine the beginning of the time limit for completing the degree, where the length of the time limit (p. 1080) is determined by the current catalog. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating of courses that have expired.

# Auditing

A qualified student may apply for permission to audit a course. The student must meet the regular university entrance requirements and pay the audit per-unit tuition rate. Students may not change their audit classification to obtain credit after the Last Day to Add or Drop Classes, or change from credit to audit after the Last Day to Withdraw from Classes. See the Academic Calendars (https://www.apu.edu/calendar/academic/) for dates.

Students must submit an Enrollment Activity Form (https://www.apu.edu/student-services/registration/#forms) to the Office of the Registrar (https://www.apu.edu/student-services/registration/) in order to enroll in a course for audit. The word AUDIT must be clearly written in the middle of the chart section of the Enrollment Activity Form and approval from the department offering the course must be indicated.

# Course Modalities and Instructional Activities

Graduate programs are taught in a variety of formats, including:

- In-Person: In-person courses deliver their instruction in classrooms on APU campuses. Students and faculty engage during regularly scheduled times in a designated classroom at their campus location. In-person faculty use Canvas to support student learning.
- Online Asynchronous: Online asynchronous courses deliver their instruction in an entirely online format. Students are not required to attend class at scheduled times; rather, they engage in independent learning activities and assignments using Canvas, in accordance with course instructions. Some online asynchronous courses may offer occasional live videoconference meetings; these courses have specific technology requirements such as access to a computing device and internet connectivity.
- Online Synchronous: Online synchronous courses deliver their instruction in an entirely online format. Using videoconferencing technology (e.g., Zoom), synchronous courses require students to meet online in real time for live instruction, group interactions, and/or other learning activities. Synchronous online courses do not meet on campus; rather, students use their personal technology to access the online classroom from off-site locations. These courses have specific technology requirements such as access to a computing device and internet connectivity.
- Hybrid (Formerly "Blended"): At least one class session is held on campus in a physical classroom. Other class sessions are conducted entirely online with no students attending class on campus for those online sessions. The online class sessions may be synchronous or asynchronous. Students must have the technology and internet access required to participate in the online sessions.
- Hyflex (Formerly "Distance Learning"): Class sessions are held on campus in a physical classroom (originating classroom) that is equipped with specialized videoconferencing equipment. Classroom proceedings are transmitted to other campuses (satellite classrooms) that have specialized videoconferencing equipment, and/or to off-campus students who connect using their personal equipment and internet connections.

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

# Course Tutorial

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

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

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

An Independent Study/Course Tutorial Application (https://www.apu.edu/student-services/registration/#gradproforms) and proposal must be submitted to the Office of the Registrar (https://www.apu.edu/student-services/registration/) by the Last Day to Add or Drop Classes or Submit Independent Study Proposals. These deadlines are published in the Academic Calendars (https://www.apu.edu/calendar/academic/). A course tutorial fee will be assessed in addition to the regular tuition charge.

# Graduate Courses Taken by Undergraduate Students

An Azusa Pacific University traditional undergraduate or professional undergraduate student may enroll in a graduate course only if all of the following conditions are met:

- The student is a senior with a cumulative GPA of 3.0 or higher.
- The department chair of the student's major approves.
- The graduate department chair or graduate program director approves.
- There is space available in the course and the student has met all of the prerequisites.
- Traditional undergraduate student's request is submitted with the form provided by the Student Services Center (https://www.apu.edu/student-services/).

- Professional undergraduate student's request is submitted with the form provided by the Office of the Registrar (https://www.apu.edu/student-services/registration/).

Graduate courses taken by an undergraduate student may apply toward an APU graduate degree only if the grade received in the graduate course is 3.0 or higher and if the student is accepted into the appropriate graduate program following APU graduate admissions procedures. No more than 9 graduate units earned as an undergraduate student may be counted toward an APU graduate degree. Some departments may allow fewer units to be counted. A student who will be applying to an APU graduate program should obtain information from the appropriate department before taking graduate courses.

This policy does not apply to APU's Integrated Bachelor's/Credential Program (p. 546), which allows undergraduate students to complete 32-34 units of 500-level credential courses and apply those units to the 120+ units required for the bachelor's degree. Students in the Integrated Bachelor's/Credential Program who seek a master's degree need to apply separately to the appropriate graduate program in the School of Education (https://www.apu.edu/education/).

Individuals who complete the Integrated Bachelor's/Credential Program may use 500-level credential courses earned before the conferral of the bachelor's degree toward an APU Master of Arts in Education degree in Learning and Technology, Special Education, or Teaching. Up to 32 such units may count toward a 44-unit master's degree and up to 34 such units may count toward a 46-unit master's degree, provided that the graduate units were earned beyond the 120 units required for the undergraduate degree. All courses applied to the master's degree must be completed within five years of the first 500-level credential course enrollment that is related to this program.

The Graduate Courses Taken by Undergraduate Students policy does not apply to the Doctor of Physical Therapy program (p. 586), which offers an accelerated pathway that allows undergraduate students to complete up to 18 units of 700-level doctoral courses and apply those units to the 120+ units required for the bachelor's degree. For more information on how courses may be applied toward a graduate degree, refer to the Graduate Courses Taken by Undergraduate Students policy in the Graduate Academic Policies and Procedures section of the catalog. Students in undergraduate programs that have direct pathways into the Doctor of Physical Therapy program still need to apply separately to the APU Doctor of Physical Therapy program.

# Independent Study

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

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

An Independent Study/Course Tutorial Application (https://www.apu.edu/student-services/registration/#gradproforms) and proposal must be submitted to the Office of the Registrar (https://www.apu.edu/student-services/registration/) by the Last Day to Add or Drop Classes or Submit Independent Study Proposals. An independent study fee (https://www.apu.edu/graduateprofessional/sfs/costs/) will be assessed in addition to the regular tuition charge.

# Late Enrollment

Students who are unable to enroll before the registration due date may enroll up until the Last Day to Register, as published in the Academic Calendars (https://www.apu.edu/calendar/academic/). Late enrollment may be requested by submitting an Enrollment Activity Form (https://www.apu.edu/student-services/registration/#gradproforms). Professor, dean, and registrar approval for enrollment after the deadline may be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. A nonrefundable late-enrollment fee is charged.

# Repeated Courses

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

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

It is the responsibility of the student to notify the Office of the Registrar (https://www.apu.edu/student-services/registration/) at the time of enrollment when repeating a course. The current tuition rate is charged.

# State Authorization

The transferability of credits earned at Azusa Pacific University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Azusa Pacific will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Azusa Pacific to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation also does not guarantee that credentials or credits earned at Azusa Pacific will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

## Program Availability in Your State

As Azusa Pacific works to meet federal and state authorization requirements in states outside California, APU's home state, we want to bring to your attention that APU's programs are not available in all states.

For more information about state authorizations for online programs and distance learning, visit the provost website (https://www.apu.edu/provost/accreditation/state-authorizations/). Specific questions about APU's State Authorization of Distance Education can be directed to ssc@apu.edu.

## Disclosure for Students Residing in Washington

The Washington Student Achievement Council (WSAC) has the authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit the WSAC website (https://www.wsac.wa.gov/student-complaints/) for more information regarding the WSAC complaint process.

# General Enrollment Information

# Attendance Regulation

Class attendance is of paramount importance, and excessive absences will adversely affect a student's final grade. Individual instructors define grading and attendance policies in the course instruction plan for each course. Check with your department for specific requirements.

# Deferment Information

In general, to qualify for loan deferment, a student must be enrolled at least half time (see the Study Load policy (p. 1073) for enrollment definitions). Students should contact their lender with questions regarding the terms of loan deferment eligibility.

Students who depend on loan deferments while they are enrolled in school should enroll for all sessions within the term at the same time, so the deferment will become effective with timeliness and accuracy. Students are considered enrolled as of the first day of class in a session. Updated enrollment statuses for all enrolled and recently withdrawn students are submitted to the National Student Clearinghouse once per month but may take several weeks to be relayed to lenders. If a student needs verification in the interim, they can request that a deferment letter be sent to their lender.

Future enrollment periods may not be considered for deferment. Enrollment verification is applicable only for the current term.

# Final Examinations

Assessment of learning takes place in each course per the course syllabus. If a final examination is required, no final examination shall be given to individual students before the regularly scheduled time unless there is written approval from the instructor, department chair, and school dean.

# Study Load

Academic terms are broadly defined by these designations: fall, spring, and summer (sometimes titled Summer B). Sessions of varying numbers of weeks are offered within each term. The total number of units in which a student enrolls in any number of sessions within one term determines a

student's enrollment status for study load standards, financial aid eligibility, and prior student loan deferment purposes. For example, 3 units taken in 8-week session 1 and 6 units taken in 8-week session 2 combine for a total of 9 units for that term.

All units earned through Azusa Pacific University, regardless of the number of weeks in the session in which they are taken, are semester units. See the Academic Calendars (https://www.apu.edu/calendar/academic/) for specific term and session information.

**For the Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT) program and Substance Use Disorders certificate, as well as the Master of Science in Applied Statistics and Data Science program, enrollment status is calculated as follows:**

Fall or Spring

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

Summer

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

**For nursing master's degree and credential/certificate programs, the Master of Public Health (MPH) program, and the postbaccalaureate Artist Certificate Program, enrollment status is calculated as follows:**

Fall, Spring, or Summer

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

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

Fall or Spring

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

Summer

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

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

Fall, Spring, or Summer

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

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

Fall or Spring

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

Summer

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

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

Fall, Spring, or Summer

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

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

| Code | Title | Units |
| --- | --- | --- |
| EDL 770 | Dissertation Milestone: Proposal B | 2 |
| EDL 771 | Dissertation Milestone: Proposal C | 2 |
| EDL 772 | Dissertation Milestone: Finalizing the Proposal | 2 |
| EDL 773 | Dissertation Milestone: Data Collection | 2 |
| EDL 774 | Dissertation Milestone: Data Analysis | 2 |
| EDL 776 | Dissertation Milestone: Results, Discussion, and Conclusion | 2 |
| EDL 777 | Dissertation | 2 |
| GDMN 790 | Ministry Project | 4 |
| GDMN 792 | Ministry Project Continuation | 2 |
| GNRS 732 | DNP Clinical Residency | 0 |
| GNRS 733A | Residency IA | 1 |
| GNRS 733B | Residency IB | 1 |
| GNRS 733C | Residency IC | 1 |
| GNRS 734A | Residency IIA | 1 |
| GNRS 734B | Residency IIB | 1 |
| GNRS 734C | Residency IIC | 1 |
| GNRS 735 | DNP Scholarly Project Seminar | 3 |
| GNRS 736 | DNP Scholarly Project Seminar: Evaluation and Dissemination | 2 |
| GNRS 780 | Doctoral Seminar I: Elements of a Proposal and IRB Application | 3 |
| GNRS 781 | Doctoral Seminar II: Developing a Grant Proposal | 3 |
| GNRS 782 | Doctoral Seminar III: Writing for Publication | 3 |
| GNRS 783 | Doctoral Seminar IV: Developing Professional Presentations | 3 |
| GNRS 784 | Dissertation Seminar V | 2-4 |
| GNRS 798 | Continuous Doctoral Study | 0 |
| HED 791 | Dissertation Proposal I | 1 |
| HED 792 | Dissertation Proposal II | 1 |
| HED 794 | Dissertation Research I | 3 |
| HED 795 | Dissertation Research II | 3 |
| HED 796 | Dissertation Proposal Seminar | 3 |
| HED 797 | Dissertation Research | 3 |
| HEDL 785 | Dissertation Proposal | 1 |
| HEDL 787 | Dissertation Seminar | 2 |
| HEDL 789 | Dissertation Research | 3-4 |
| PPSY 720 | Clinical and Professional Consultation | 1 |
| PPSY 731 | Dissertation Development | 1 |
| PPSY 745 | Dissertation I | 1 |
| PPSY 746 | Dissertation II | 1 |
| PPSY 747 | Dissertation III | 1 |
| PPSY 748 | Dissertation IV | 1 |
| PPSY 750 | Predoctoral Internship | 1 |

| PPSY 752 | Predoctoral Internship | 0 |
| PPSY 755 | Dissertation V | 1 |
| PPSY 756 | Dissertation VI | 1 |
| PPSY 787 | Dissertation Continuation | 0 |
| PPSY 795 | Dissertation Continuation | 3 |
| RMS 720 | Dissertation I: Introduction and Literature Review | 3 |
| RMS 721 | Dissertation II: Methods and Research Proposal | 3 |
| RMS 722 | Dissertation III: Data Collection, Results, and Analysis | 3 |
| RMS 723 | Dissertation IV: Discussion and Research Defense | 3 |
| RMS 749 | Dissertation Continuation | 1 |
| RMS 798 | Doctoral Study Continuation | 1 |

# Good Academic Standing

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

Doctoral students must maintain a minimum cumulative GPA of 3.0 in 700-level courses and receive no grade below *B*- in 700-level courses.

All School of Education students have additional requirements related to good academic standing; refer to the School of Education Academic Policies (p. 470) catalog page for further details. If you have questions about School of Education (https://www.apu.edu/education/) policies, contact the appropriate program or department.

# Grade Change Process

A graduate student who believes his/her grade has been reported incorrectly or wishes to challenge his/her grade should contact the instructor immediately to discuss the discrepancy. If the instructor and student agree on a grade change, the instructor will complete a Grade Change Form. No grade changes can be made to the academic record after the degree has been posted or if the student has been dismissed from the program. Work completed or corrected after the close of the grading period without an approved Incomplete Form (https://www.apu.edu/student-services/registration/#gradproforms) does not justify a grade change.

If the student is not satisfied after discussing the grade with the instructor, he/she has the option to submit to the registrar's office an Academic General Petition (https://www.apu.edu/student-services/registration/#gradproforms) form challenging the grade. This form must be returned to the Office of the Registrar (https://www.apu.edu/student-services/registration/).

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

To appeal a denial of a petition for a grade change, see the Grievance and Appeal Procedures (p. 1081) section of this catalog.

# Grading, Including Incompletes

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

| A | Exceptional |
| B | Good |
| C | Below average |
| D | Unsatisfactory, no credit awarded |
| F | Failure |
| I | Incomplete |
| W | Withdrawal |

A grade of *C+* or below is not acceptable in a 700-level course for doctoral degree credit; the course may be repeated to replace the grade in computing the GPA. Individual doctoral programs may have different requirements. Refer to individual sections within the catalog for specific program information. Some departments and/or schools require a higher minimum grade for coursework to meet program requirements.

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

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

| Grade A | 4.0 points |
|---|---|
| Grade A- | 3.7 points |
| Grade B+ | 3.3 points |
| Grade B | 3.0 points |
| Grade B- | 2.7 points |
| Grade C+ | 2.3 points |
| Grade C | 2.0 points |
| Grade C- | 1.7 points |
| Grade D+ | 0 points |
| Grade D | 0 points |
| Grade D- | 0 points |
| Grade F | 0 points |
| Grade FN | 0 points; Failure, Nonattending |
| Grade W[1] | 0 points, Withdrawal |
| Grade I[1] | Incomplete |
| Grade IN[1] | Incomplete—No Paperwork |
| Grade NC | 0 points, No Credit |
| Grade AU[1] | 0 points, Audit |
| Grade CR[1] | 0 points, Credit |
| Grade P[1] | 0 points, Pass |
| Grade IP[1] | 0 points, In Progress |
| Grade NG[1] | 0 points, No Grade |

[1] Does not affect grade-point average

## Incomplete ( *I*) Grade

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

To obtain an Incomplete, the student must fill out the online Incomplete Form (https://www.apu.edu/student-services/registration/#gradproforms) before the last day of the course. The form will be sent to the instructor, chair, and dean for review and decision. An extension may be granted for up to 12 weeks from the last day of the term. The amount of time and specific coursework required is determined by the faculty member of record, based upon the nature of the student's request and the remaining work that is to be completed for the course.

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

The grade *IN* (Incomplete—No Paperwork) is a temporary grade that may be recorded by an instructor while the Incomplete Form is in process. An *IN* entered by the instructor without the subsequent submission of the proper form will automatically become an *F*. Work corrected or completed after the close of the grading period, without an approved Incomplete Form, does not justify a grade change (see also Grade Change Process (p. 1076)).

# Graduate and Professional Student Community Expectations

It is the intention of Azusa Pacific that the faith-living-learning environment be as healthy as possible and foster positive qualities of life, promoting sound academic and personal growth experiences. As university staff come alongside students during their time at APU, we strive to respect and care for each individual and their needs, while also considering the community's needs. Our goal is to keep accountability, integrity, and a call to God-honoring excellence at the center, as we encourage students to take responsibility for their actions and choices. All students are expected to abide by

the Graduate and Professional Student Community Expectations (https://www.apu.edu/graduateprofessionalcenter/student-engagement/expectations/policy/).

# Graduation Requirements and Commencement

Graduation is not automatic upon completion of all coursework in a degree program. Students who intend to graduate must apply for graduation through home.apu.edu (https://home.apu.edu/) and pay the current graduation fee. Applying for graduation through home.apu.edu is mandatory, regardless of whether the student intends to participate in a commencement ceremony. The graduation application due dates and graduation dates are listed in the Academic Calendars (https://www.apu.edu/calendar/academic/).

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

# Additional Degree Requirements

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

# Additional Master's Degree or Concurrent Program Requirements

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

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

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

Students seeking licensure or professional outcomes may be required to complete all coursework and degree units for an additional degree to qualify for licensure or professional outcomes. Students wishing to pursue licensure and/or professional outcomes should discuss requirements with their program advisor to ensure they complete all coursework and units necessary to meet the minimum qualifications as required by the licensing body.

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

# Application for Graduation

Graduation is not automatic upon completion of all coursework in a degree program. Students who intend to graduate must apply for graduation through home.apu.edu (https://home.apu.edu) at least 120 days prior to degree posting, and pay the current graduation fee. Applying for graduation through home.apu.edu is mandatory, regardless of whether the student intends to participate in a commencement ceremony. The graduation application due dates and graduation dates are listed in the Academic Calendars (https://www.apu.edu/calendar/academic/).

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

# Commencement

Commencement (http://www.apu.edu/commencement/) exercises are held at the end of the fall and spring semesters. The university president, by the authority of the trustees and on the recommendation of the faculty, awards the degrees.

- A student may participate in commencement exercises only if all degree work has been completed. Eligibility to participate in commencement will be confirmed by the student's academic records specialist in the Office of the Registrar (https://www.apu.edu/student-services/registration/) in the Student Services Center.
- Details regarding the ceremonies are emailed approximately 4-6 weeks prior to commencement to the APU email address of every student who applied for graduation through home.apu.edu (https://home.apu.edu/).
- To participate in commencement exercises, all university obligations must be resolved no later than three weeks prior to commencement, including financial clearance (must have a zero account balance).
- Students who disregard the Participation in Commencement Policy and participate in a commencement ceremony fraudulently will not be allowed to participate in future commencement ceremonies and could face sanctions including (but not limited to) suspension from the university, as such actions are considered an academic integrity violation and a student conduct violation.

# Course Replacement and Substitution

Changes to degree requirements for a particular student must be approved through the Transfer Credit and Course Substitution (https://www.apu.edu/student-services/registration/#gradproforms) process by the department chair and dean, or program director and dean, and may not exceed 20 percent of the total program units required for the degree. Such changes must be substantiated with academic reasons that become part of the student's academic record.

# Degree Posting

The university posts graduate degrees to students' permanent records five times each year according to a predetermined schedule. All degree requirements, including milestones dependent on the program, must be met prior to the posting date. The posting dates for graduate students are at the end of each 16-week session (fall, spring, and summer) and at the end of the 8-week 1 and 12-week summer sessions. The regular terms and sessions for graduate students, with approximate posting dates shown in parentheses, are:

## Fall 2024

- 16-Week, 8-Week 1, and 8-Week 2 Sessions (December 14)

## Spring 2025

- 16-Week, 8-Week 1, and 8-Week 2 Sessions (May 3)

## Summer 2025

- 8-Week 1 Session (June 28)
- 12-Week Session (July 26)
- 16-Week and 8-Week 2 Sessions (August 23)

Doctoral degrees will reflect a posting date of the 1st or 15th of a month pending completion of all degree requirements, such as dissertation defense, presentation, submission, publishing approval, conference attendance, internship completion, etc. Furthermore, for those master's students who either choose or are required to complete a thesis, all requirements connected to said thesis and its submission must be completed prior to degree posting.

For degrees completed on dates other than these, the degree posting will occur on the next scheduled posting date. Degrees are posted approximately 6-8 weeks after all degree requirements are met and all grades are entered. Diplomas arrive approximately 8-12 weeks from the date of degree posting for cleared students.

Transcripts with the posted degree are available approximately four weeks after all grades have been entered and all degree requirements have been met. Degree posting begins on the Monday after the degree date and concludes when all degrees are posted.

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

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

Absence due to an approved educational leave shall not be considered an interruption in attendance if such absence is for the duration of two years or less. Administrative withdrawal is not considered "an approved educational leave" (see also Leaves of Absence (p. 1085)). When a student changes programs, the academic requirements applied will be determined as of the date of declaration or subsequent change.

# Grade-Point Average Requirement

All graduate students must earn a minimum cumulative grade-point average (GPA) of 3.0 in all university work attempted. Some exceptions to this policy apply to students in programs at Azusa Pacific Seminary (https://www.apu.edu/seminary/). Refer to individual sections within the catalog for specific information. Some departments and/or schools also require a minimum cumulative GPA in certain courses.

# Normal Progress Toward a Degree and Time Limit for Degree

In most APU graduate programs, a student has a maximum of eight years to complete a master's or doctoral degree, beginning from the term of initial enrollment in the degree program (an academic year is composed of three terms: fall, spring, and summer). Students in the School of Business and Management, however, have a maximum of five years to complete a graduate degree, and School of Education students have a maximum of five years to complete all program requirements, with the exception of doctoral students, who have six years to complete all program requirements. Students seeking the Master of Divinity have a maximum of 10 years to complete the degree, beginning from the first date of enrollment for coursework in the degree program, as determined by ATS accreditation. Students seeking the Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT) must complete their degree in a minimum of two years and a maximum of six; an additional year may be granted under special circumstances.

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

# Thesis

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

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

# Grievance and Appeal Procedures

Azusa Pacific University provides a means by which graduate students may file a grievance or an appeal for academic and student life issues, excluding violations of the Standards of Conduct. Examples include the appeal of an academic dismissal, academic integrity violation, or denial of a petition for a grade change (for challenging a grade after discussing the grade issue with the instructor, see the Grade Change Process (p. 1076)). Learn more about harassment (https://www.apu.edu/generalcounsel/policies/list/) and internet use (p. 1089).

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

If a school's student handbook has a separate grievance procedure, the procedures described in this catalog will take precedence unless otherwise authorized by the Office of the Provost (https://www.apu.edu/provost/).

## Initial Grievance and Appeal Procedures

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

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

## Guidelines for Filing a Grievance

In the event that the above procedures fail to resolve the problem, the student will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought. This letter, along with all supporting documents, should be submitted to the Office of the Provost designee. The supporting documents should include a written response from the dean or relevant university vice president. At that time, a Grievance Committee will be formed and proceed according to the guidelines stated below.

1. Filing a grievance shall be initiated only after other attempts to resolve the matter have been exhausted. The student has no more than 10 working days after meeting with the individual he/she believed to have given him/her cause for grievance (e.g., final meeting with the dean) in which to file his/her written statement. The time limit may be extended by the Office of the Provost designee at his/her sole discretion upon presentation of good cause.
2. The grievance process is initiated by submission of a written statement to the Office of the Provost designee. The grievance document should be a complete set of materials that the student would like the Grievance Committee to review. Additional materials will be accepted later only in extenuating circumstances, at the discretion of the committee chair. The grievance statement must include:
   a. Names of the parties involved.
   b. A clear statement of the nature of the grievance.
   c. A narrative of the incident including
      i. What occurred
      ii. When it occurred
      iii. Where it occurred
      iv. Who was present
   d. Evidence on which the grievance is based including supporting documents.
   e. Why this constitutes capricious, prejudicial, or arbitrary action on behalf of a staff or faculty member.
   f. What has been done to resolve the grievance per the "Initial Grievance and Appeal Procedures" above.
   g. The desired outcome(s).
   h. Written permission from the student authorizing distribution to members of the Grievance Committee any relevant information from the student's education record.
3. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the faculty or staff members involved, the chair of the department involved, and the dean of the school or college involved.
4. A meeting of the Grievance Committee will be scheduled by the chair within 10 working days of the date on which the petition was filed.

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

6. The student shall not bring legal counsel nor have a student or faculty represent him/her as counsel. Likewise, the Grievance Committee shall not have legal counsel present.

7. If a committee member is approached prior to a meeting by anyone, including the student whose case is to be heard, the member shall refuse to discuss the issue and should disclose, at the time of the meeting, that he/she has been approached.

8. Any committee member who has a potential conflict of interest, or who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward the grieving student or the party alleged to have given cause for the grievance, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she must be excused from participation upon request by such member, or at the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances. The names of the Grievance Committee members will be reviewed in advance of the committee meeting with the student, who can confirm that he/she is not aware of any bias against him/her on the part of any of the committee members.

# The Grievance Committee

1. Membership:
   a. For academic grievances:
      i. The Office of the Provost designee will serve as chair (nonvoting except in case of tie due to absent members)
      ii. An academic dean (not from school or college involved)
      iii. Two faculty members not from the grieving student's department (or two staff members if the grievance is about staff)
      iv. Two graduate students not from the grieving student's department
      v. For any grievance concerning alleged discrimination or harassment, the director of human resources shall serve on the Grievance Committee.
   b. For nonacademic grievances:
      i. Vice President for Student Life or designee will serve as chair (nonvoting except in case of tie due to absent members)
      ii. Two faculty members not from the grieving student's department (or two staff members if the grievance is about staff)
      iii. Two graduate students not from the grieving student's department
      iv. Office of the Provost designee
      v. For any grievance concerning alleged discrimination or harassment, the director of human resources shall serve on the Grievance Committee.

2. Voting:
   a. All members (except the chair, who is nonvoting) have equal vote, and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.

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

# Committee Process

1. The grievance procedure shall act as a vehicle for communication among the parties, and provide, through prescribed procedures, a process through which a student-initiated grievance can be resolved.

2. The grievance process is initiated by submission of a grievance statement in writing to the Office of the Provost designee or vice president for student life, as appropriate. The committee chair will submit a copy of the grievance to each member of the Grievance Committee prior to the hearing. Thereupon, the committee will be activated and a meeting will be held to consider the matter.

3. The involved student and university employee(s) may be present at the committee meetings, except during deliberation. The meetings shall be held at times when both parties can be present. Either party may seek a support person who must be a university employee or student in that school or college. The function of the support person shall not include that of advocacy nor shall the support person have a role in the committee's meetings.

4. Accurate minutes of the grievance procedure shall be kept in a confidential university file of the committee's proceedings. The hearing may also be audio recorded at the option of the chair of the Grievance Committee.

5. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance. The committee may choose to convene more than one time if necessary.

6. No printed materials or notes may be taken from the meeting (other than the official minutes).

7. The parties and committee members may not discuss the case outside the meeting.

8. The committee will decide on the matter by simple majority and confidential vote. Both parties will be notified, in writing, within one week of the decision. The committee's vote is confidential and the decision shall be final.

## Failure to File Grievance

Any student who has a grievance complaint against the university must follow this procedure or will waive any claim against the university. An individual may contact the Bureau for Private Postsecondary Education (https://www.bppe.ca.gov/) for review of a complaint. The bureau may be contacted at P.O. Box 980818 West Sacramento, CA 95798-0818; (888) 370-7589 (phone); and (916) 263-1897 (fax).

# Petition Process

A petition process exists for students who seek an exception to stated academic policies, procedures, and regulations. Academic General Petition (https://www.apu.edu/student-services/registration/#gradproforms) forms are available online. Approval for petitions will be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. It's important for the appeal to include all necessary information, as incomplete petitions will be denied. Students will be notified via email of the final decision. Any exception granted by petition does not establish guaranteed subsequent exceptions or appeals.

## Extenuating Circumstances

Extenuating circumstances—those beyond a student's control—could include, but are not limited to, those in the list below. Experiencing and documenting an extenuating circumstance is not an automatic cause for petition approval.

1. Documented death of a close family member or loved one
2. Documented major medical issue (physical or psychological) experienced by the student, living companion, or close family member or loved one
3. Documented domestic violence, sexual assault, and other forms of violence and abuse
4. Documented involuntary call to active military duty
5. Other documented extreme circumstances (case-by-case basis)

The following circumstances are **not** considered extenuating and beyond the student's control:

1. Not knowing the deadline, procedure, or policy
2. Work conflicts or nonemergency family commitments
3. Heavy work schedule or voluntary overtime
4. Not needing or wanting a class
5. Not doing well in a class
6. Not knowing you were enrolled in a class
7. Having too heavy a course load
8. Wanting to improve your GPA
9. Traveling a far distance to the school
10. Incarceration resulting from a guilty verdict

## Documentation

Your inability to provide supportive documentation may result in your appeal being denied. Submit date-specific supportive documentation, but do not submit original documents, as they will not be returned.

Documentation could include, but is not limited to:

1. Medical documentation, which could include a letter from a physician or counselor on letterhead indicating the dates you were under care.
2. Copy of a death certificate or obituary.
3. Accident reports, police records, and/or court records.
4. Statements from each individual instructor for every course change for which you are petitioning. Such statements should include confirmation of attendance, the start and/or end dates of your participation in the course, and any other information applicable to the situation for which you are petitioning. Statements are strongly recommended if you are requesting a course add, drop, or withdraw.
5. A graduation plan outlining how you plan to finish your degree requirements.

6. A statement from your academic advisor or campus authority involved in your situation.
7. Any other documentation that will support the reason for your request.

Petitions submitted without this documentation will likely be denied.

# Security Interest in Student Records

A student may not graduate or receive any diploma, certificate, grades, 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 Additional Information for Graduate and Professional Students (p. 994). Any diplomas, certificates, grades, or letters of degree verification shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to or subsequent to any default by the debtors shall not be considered a binding precedent or modification of this policy.

# 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. Transfer units may not exceed 20%[1] of the units required for a master's degree. To be transferable, a course must meet the following requirements:

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

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

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

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

Courses for transfer must be approved by the student's department or school, as well as by the Office of the Registrar (https://www.apu.edu/student-services/registration/), following submission of the APU Transfer Credit and Course Substitution Form (https://www.apu.edu/student-services/registration/#gradproforms).

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

[1]     Some exceptions to the 20% limit apply in the School of Nursing (p. 598) and Azusa Pacific Seminary (p. 890); 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/college. Contact the appropriate department for details on specific waiver procedures. Unlike transfer credit, waivers fulfill course requirements only; no units are awarded. Students with waived courses must choose alternate elective courses to satisfy the unit requirements of their degree program.

# Withdrawal

- Leaves of Absence (p. 1085)
- Withdrawal from Courses (p. 1085)
- Withdrawal from the University (p. 1085)

# Leaves of Absence

Enrolled graduate students may apply for university approval for a leave of absence from their program for a minimum of two consecutive terms/semesters and a maximum of two years. Students may return prior to the end of their leave by contacting the Office of the Registrar (https://www.apu.edu/student-services/registration/).

Leave of Absence forms (https://www.apu.edu/student-services/registration/#gradproforms) must be submitted prior to the student's absence from the university. Requests to extend a leave of absence require submission of a new Leave of Absence request prior to the extension.

The university will not consider a Leave of Absence form submitted after a student's absence or accept a backdated submission of the form. Failure to complete the required forms will result in the student having to comply with updated requirements or changes in the current catalog, if applicable. Expired leaves of absence are not renewable. Contact the registrar's office to activate enrollment prior to the return date.

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

## Military Leaves of Absence

In the event of deployment and/or other circumstances related to military service that will disrupt a student's course of study, the student is required to submit the Leave of Absence form (https://www.apu.edu/student-services/registration/#gradproforms) to the Office of the Registrar (https://www.apu.edu/student-services/registration/). Attachment of student's military orders and/or any other supporting documentation connected to leave is required. The form is reviewed by the student's program director or department chair and the dean. The student may request any length for the leave, as long as it does not begin more than 30 days prior to the assignment date, and does not conclude more than 90 days after the end date stated on the assignment papers.

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

Students with this status need not reapply or pay readmission fees.

# Withdrawal from Courses

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

The last day to withdraw for every term is indicated in the Academic Calendars (https://www.apu.edu/calendar/academic/). Students must submit an Enrollment Activity Form (https://www.apu.edu/student-services/registration/#gradproforms) to the registrar in the Student Services Center. (https://www.apu.edu/student-services/registration/) Students will receive a *W* (withdrawal) grade in the course from which they withdraw. Students who never attend or stop attending a course for which they are officially enrolled will receive an *F* in that course if accepted procedures for withdrawal are not followed. Approval for withdrawal after the deadline is granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Any approval of a late withdrawal requires the favorable endorsement and signatures of the professor, department chair, and registrar. No financial adjustments will be made (see Return of Aid (p. 997)).

[1]    International students must obtain approval from International Student Compliance (issimmigrationsvcs@apu.edu) to withdraw from courses.

# Withdrawal from the University

A student who, for any reason, finds it necessary to withdraw from the university during the course of any term or session must do so through the registrar's office in the Student Services Center (https://www.apu.edu/student-services/registration/) by filling out the Leave of Absence or University Withdrawal Form (https://www.apu.edu/student-services/registration/#gradproforms). International students must obtain approval from International Student Compliance (https://www.apu.edu/international/compliance/) to withdraw from the university. Failure to comply will mean that failing grades will be entered on the student's record. A letter indicating the student's intention of leaving the university may be submitted as well. If the student intends to return after some time, a Leave of Absence Form should be submitted to extend the time limit (p. 1080) for completing the degree (see Leaves of Absence  (p. 1085)and Return of Aid (p. 997)).

Nonenrollment for a period of three consecutive terms (e.g., fall, spring, and summer) will result in administrative withdrawal from the university (see the Academic Calendars (https://www.apu.edu/calendar/academic/) for complete term and session information). An administrative withdrawal does not change a student's posted grades or account balance, nor does it generate a refund of any kind. Reapplication and department reacceptance are

required to enroll again. The initial enrollment in the degree program will determine the beginning of the time limit for completing the degree, where the length of the time limit is determined by the current catalog. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements.

# University-Wide Policies

- Academic Integrity (https://www.apu.edu/provost/integrity/)
- Statement of Academic Freedom (https://www.apu.edu/provost/policies/)

# Antidiscrimination Policy

Azusa Pacific University, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, sex, age, disability, medical status, or status as a veteran. The university also prohibits sexual harassment. This nondiscrimination policy covers admission, access, operation of university programs and activities, and employment. This policy is in accordance with the following laws, as amended, and their implementing regulations, to the extent and in the circumstances that they are applicable to the university: Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; the Americans with Disabilities Act of 1990; and Section 504 of the Rehabilitation Act of 1973.

The vice president for human resources (https://www.apu.edu/humanresources/) is the compliance officer, and inquiries concerning student issues related to discrimination should be made to the vice president for human resources at (626) 815-4526. Refer to APU's Title IX site (https://www.apu.edu/titleix/what-is-titleix/committee/) for a list of our current Title IX officers.

# Credit Hour Policy

A credit hour (https://www.apu.edu/provost/policies/#credithours) represents the amount of work governed by intended and clearly identified student learning outcomes and verified by evidence of student achievement that approximates one hour (or 50-55 minutes) of classroom or direct faculty instruction and a minimum of two hours (for undergraduate) or three hours (for graduate) of out-of-class student work each week for a 16-week term, or the equivalent amount of work over a term of a different length. Classroom or direct faculty instruction and out-of-class student work leading to the award of credit hours may vary for courses that require laboratory work, internships, practica, studio work, online work, research, guided study, study away, and other academic work to achieve the identified student learning outcomes. In addition, student workload may vary based upon program expectations established by national or regional accrediting bodies.

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

# Disability Grievance Policy for Students

1. **Policy Against Disability-Related Discrimination**

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

## 2. Administration of this Grievance Procedure; Compliance Officers

Graduate, professional, and undergraduate students have the right to use this grievance procedure to resolve claims that they have been subjected to unlawful harassment or discrimination on the basis of disability, or have been denied access to services or accommodations required by law. Students are encouraged to attempt informal resolution prior to utilizing this Grievance Procedure (see Part 3, below).

If any student has a claim of discrimination based on harassment related to a claimed disability, where the alleged harassment is committed by another APU student or other APU students, the aggrieved student should follow the Harassment Reporting Procedures outlined in section 3.0 of the Student Standards of Conduct. In all other cases, unless otherwise provided herein, this grievance procedure, rather than other general APU grievance procedures (including the Graduate and Professional Student Grievance and Appeal Procedures and the Undergraduate Grievance Policies) shall govern any disability-related grievances. Please use this grievance process if there are also non-disability-related issues, and the grievance officer will consider whether to address all matters together or whether a separate process will be required for the non-disability-related issues. Questions of which grievance procedure to apply will be decided by the Section 504 compliance officer.

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

Accessibility and Disability Resources is the office designated for the evaluation of disability documentation and academic accommodations for APU undergraduate and graduate students. Accessibility and Disability Resources is located at 901 E. Alosta Ave., Azusa, CA 91702 and can be reached by phone at (626) 815-2067 or (626) 815-3873 (TDD), by fax at (626) 815-3859, or by email at disabilityservices@apu.edu.

## 3. Informal Resolution

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

a. If the issue concerns a claim of discrimination based on the denial of a requested accommodation by Accessibility and Disability Resources (procedures for requesting an accommodation from Accessibility and Disability Resources are available in the academic catalog and on the Accessibility and Disability Resources webpage (https://www.apu.edu/student-affairs/accessibility/)), the student must promptly make an appointment to meet with the director of accessibility and disability resources. The accessibility and disability resources director will meet with the student, review the matter, and promptly issue a written decision and provide a copy of the written decision to the student. If the accessibility and disability resources director's decision is adverse to the student, the accessibility and disability resources director will inform the student of the student's right to file a formal complaint under this grievance process.

b. If the issue concerns other claims of disability-related discrimination (including, as examples, harassment, lack of accessibility, unequal treatment, or non-accessibility services denials of accommodations), where the claim is against an APU department, faculty, or staff member or a third party, the student must make best efforts to utilize the informal procedures provided in the Initial Grievance and Appeal Procedures section of the Graduate (p. 1081) and Professional (p. 1054) Student Grievance and Appeal Procedures (for graduate and professional students), and in the Undergraduate Grievance Policy (p. 1007) (for undergraduate students). In addition, the student is encouraged to raise the issue with Accessibility and Disability Resources, as the director of accessibility and disability resources is available to serve as a resource for informally resolving disability-related grievances. The student is encouraged also to report any claims of harassment by university employees to APU's Office of Human Resources (https://www.apu.edu/humanresources/) by calling (626) 815-4526.

## 4. Formal Grievance Process

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

a. Complaints must be filed as soon as possible, but in no event later than 10 calendar days after the end of the term in which the claimed discrimination occurred.

b. A complaint must be in writing and include the following:
    i. The student's name, address, email address, and phone number;
    ii. The names of any other persons involved, including, if known, those who committed the alleged discrimination;
    iii. A clear statement of the claimed discrimination based on a disability, including, at a minimum, what occurred, the date(s) it occurred, where it occurred, who was present;
    iv. A description of what efforts have been made to resolve the issue informally;
    v. A statement of the desired outcome; and
    vi. Any other information the student wishes to provide, including statements of any witnesses to the alleged discrimination and any other supporting documentation.

c. The complaint is to be filed by delivering it to the appropriate Section 504 compliance officer, as provided in Part 2 above. If the student alleges that the appropriate Section 504 compliance officer is the party that allegedly committed the claimed discrimination, the student shall file the complaint with the Office of the Provost designee.

d. Upon receipt of the complaint, the Section 504 compliance officer will review the complaint for timeliness and compliance with this grievance procedure, and provide the aggrieved student with written notice acknowledging its receipt.

e. After reviewing the complaint, the Section 504 compliance officer will promptly refer the complaint to an appropriate grievance officer or, in the Section 504 compliance officer's discretion, to a panel of three appropriate grievance officers, who will conduct the initial investigation. An "appropriate" grievance officer is any faculty or staff member who generally is knowledgeable about disability issues and the legal mandates of state and federal disability statutes, and who had no involvement in the discrimination alleged in the complaint at issue. The Section 504 compliance officer promptly will disclose the identity of the chosen grievance officer(s) to the student and the party against whom the complaint is directed. If any party believes any grievance officer is not suited to perform the investigation because of the party's prior interactions with the grievance officer, the party must notify the Section 504 compliance officer in writing within five calendar days of such disclosure.

f. In undertaking the investigation, the grievance officer or grievance panel may interview, consult with, and/or request a written response to the issues raised in the complaint from, any individual believed by the grievance officer or grievance panel to have relevant information, including faculty, staff, and students. Before the grievance officer or grievance panel concludes the investigation and makes a recommendation, the student shall have the opportunity, if he or she desires, to be heard orally and informally to present witnesses and other relevant information to the grievance officer or grievance panel. During any such hearing, any party against whom the complaint is directed shall have the right to be present, and also to present witnesses informally and any other relevant information. The hearing is not intended to mimic official court or other legal proceedings; the grievance officer has the authority to conduct the hearing in any organized and reasonable manner, and may question any party or witness and allow any party to question any other party or witness.

g. The student and the party against whom the complaint is directed each have the right to have a representative present at the hearing. The party shall indicate whether he or she is to be assisted by a representative and, if so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.

h. Upon completion of the investigation, the grievance officer or grievance panel will prepare and transmit to the referring Section 504 compliance officer, the student, and the party against whom the complaint is directed, an initial report and recommendation, which shall contain a summary of the investigation, written findings, any written materials submitted by the student or any other party, and a proposed disposition with proposed remedies (if appropriate). This transmission will be expected within 30 calendar days of the filing of the formal complaint.

i. Within 15 calendar days of receipt of the grievance officer's or grievance panel's initial report and recommendation, the Section 504 compliance officer will issue a final report adopting, rejecting, or adopting with modifications the grievance officer's or grievance panel's initial report and recommendation. No party may submit additional materials to the Section 504 compliance officer unless specifically requested by the Section 504 compliance officer. In issuing the final report, the Section 504 compliance officer shall take reasonable steps to ensure consistency with final reports previously issued under this policy.

j. The final report issued by the Section 504 compliance officer shall be distributed in writing to the student and to the party against whom the complaint is directed, and shall be put into effect promptly. The final report may also be provided, where appropriate, to any university officer whose authority will be needed to carry out the remedies or to determine whether any personnel action is appropriate.

k. The initial report and recommendation and the final report shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the issuer of the report.

l. The student or any party against whom the grievance or the proposed disposition is directed may appeal. The appeal to the provost (as set forth below) will not suspend the implementation of the final report, except in those circumstances where the provost decides that good cause exists, making the suspension of implementation appropriate.

## 5. Remedies

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

## 6. Appeal

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

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

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

a. Were the proper facts and criteria brought to bear on the decision? Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the appellant?

b. Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the appellant?

c. Given the proper facts, criteria, and procedures, was the decision reasonable?

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

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

7. ## Deadlines

a. Whenever the application of any of the time deadlines or procedures set forth in this grievance procedure creates a problem due to the nature of the complaint, the urgency of the matter, or the proximity of the upcoming event, the Section 504 compliance officer will, at the request of the student, determine whether an appropriate expedited procedure can be fashioned. Any deadline imposed in this policy may be extended by the Section 504 compliance officer for good cause, which may include breaks in the traditional academic calendar (summers and the year-end holidays).

# Internet Acceptable Use Policy

Azusa Pacific University's domain name (apu.edu (https://www.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 (https://www.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 (https://www.apu.edu) so as not to interfere with or disrupt network users, services, or equipment. Interference or disruption includes, but is not limited to, distribution of unsolicited advertising, propagation of computer viruses, and use of the network to make unauthorized entry into other computational, communication, or information devices or resources.

## Acceptable Uses

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

## Unacceptable Uses

1. Use of apu.edu (https://www.apu.edu) or any other university computing resources for illegal purposes
2. Use of apu.edu (https://www.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 reestablish 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.

# Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) (https://www.apu.edu/provost/ferpa/) affords students certain rights with respect to their education records. These rights include:

1. **The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.** Students should submit the Request to Inspect and Review Educational Records form (https://www.apu.edu/provost/ferpa/students/), identifying the records they wish to inspect, to the appropriate registrar. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. The university may not require students to sign a waiver of their right of access to their records, but students should be aware that recommendations and evaluations may not be very helpful or candid without a signed waiver.

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

3. **The right to provide written consent before the university discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests.

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

   A school official has a **"legitimate educational interest"** if the official needs to review an education record in order to fulfill his or her professional responsibility whenever he or she is
   a. performing a task that is specified in his or her job description or contract agreement;
   b. performing a task related to a student's education;
   c. performing a task related to the discipline of a student;
   d. providing a service or benefit relating to the student or student's family (such as health care, counseling, job placement, or financial aid); or
   e. disclosing information in response to a judicial order or legally issued subpoena.
   Another exception is that the university discloses education records without consent to officials of another school in which a student seeks enrollment or intends to enroll, upon request of officials of that other school.

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

   **Family Policy Compliance Office**
   **U.S. Department of Education**
   **400 Maryland Avenue, SW**
   **Washington, DC 20202-5920**

This notice is not intended to fully explain students' rights under FERPA. Questions about the student records privacy policy (for undergraduate, professional undergraduate, and graduate students) may be directed to the Student Services Center at (626) 815-2020 or ssc@apu.edu.

# Student Legal Rights

- APU Safe Reporting (https://www.apusafereporting.com)
- Harassment Policy (https://www.apu.edu/student-handbook/standards/expectations/#harassment)

- Student Legal Rights: Complaint Notice (https://www.apu.edu/generalcounsel/complaintnotice/)
- Student Legal Rights: Right-to-Know Notice (https://www.apu.edu/student-affairs/right-to-know/)

# Student Records Policy

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

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

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

# Directory Information

Azusa Pacific University has designated the following categories as directory information, which may, at the university's discretion, be released to the public without consent of the student: name of student, email address, telephone number (both local and permanent), photographs, dates of registered attendance, enrollment status (e.g., full-time or part-time), school or division of enrollment, major field of study, nature and dates of degrees and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams. The university will not, however, disclose or confirm directory information to the public without written consent of the student if a student's social security number or other nondirectory information is used alone or combined with other data elements to identify or help identify the student or the student's records.

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

# Disclosure of Student Records

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

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

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

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

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

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

# Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) (https://www.apu.edu/provost/ferpa/) affords students certain rights with respect to their education records. These rights include:

1. **The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.** Students should submit the Request to Inspect and Review Educational Records form (https://www.apu.edu/provost/ferpa/students/), identifying the records they wish to inspect, to the appropriate registrar. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. The university may not require students to sign a waiver of their right of access to their records, but students should be aware that recommendations and evaluations may not be very helpful or candid without a signed waiver.

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

3. **The right to provide written consent before the university discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests.

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

   A school official has a **"legitimate educational interest"** if the official needs to review an education record in order to fulfill his or her professional responsibility whenever he or she is
   a. performing a task that is specified in his or her job description or contract agreement;
   b. performing a task related to a student's education;
   c. performing a task related to the discipline of a student;
   d. providing a service or benefit relating to the student or student's family (such as health care, counseling, job placement, or financial aid); or
   e. disclosing information in response to a judicial order or legally issued subpoena.
      Another exception is that the university discloses education records without consent to officials of another school in which a student seeks enrollment or intends to enroll, upon request of officials of that other school.

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

   **Family Policy Compliance Office**
   **U.S. Department of Education**
   **400 Maryland Avenue, SW**
   **Washington, DC 20202-5920**

This notice is not intended to fully explain students' rights under FERPA. Questions about the student records privacy policy (for undergraduate, professional undergraduate, and graduate students) may be directed to the Student Services Center at (626) 815-2020 or ssc@apu.edu.

# Release of Transcripts

Transcripts of Azusa Pacific coursework are available approximately six weeks after the completion of courses. Requests must be made online through the National Student Clearinghouse (https://getmytranscript.com/) and should include the following information:

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

The fee is $5 per copy and there is a service fee of $2.90 per mailing address. An additional fee of $1 is charged for electronic delivery. Visit the National Student Clearinghouse website and type Azusa Pacific University when prompted to begin to place an order. Requests take approximately 7-10 working days to process. Rush transcripts are available (within two working days) for an additional charge. Fees are located on the transcript fees website (https://www.apu.edu/transcripts/#fees). Contact the Student Services Center (https://www.apu.edu/student-services/) with any questions. Diplomas and/or verifications of degrees will not be released until all of the student's financial obligations to the university are met.

# Right of Access

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

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

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

# Student Success Resources

# Graduate and Professional Student Success Resources

# Academic Resources

Each of these academic student support offices is committed to offering comprehensive academic services, programming, and resources that support the holistic student experience and academic success of all Azusa Pacific graduate and professional students:

- Academic Success Center (https://www.apu.edu/academic-success/)
- Accessibility and Disability Resources (p. 1094)
- Honor Societies (p. 1097)
- Office of Research and Grants (p. 1097)
- Testing and Proctoring Services (p. 1097)
- Tutoring Center (p. 1098)
- Writing Center (p. 1098)

# Accessibility and Disability Resources

The Accessibility and Disability Resources office (https://www.apu.edu/student-affairs/accessibility/) is open year-round and provides a wide range of academic support services for APU students seeking to enhance their learning. It is the designated office for:

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

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

In compliance with Section 504 of the Rehabilitation Act of 1973, APU permits service animals on campus. For more information on service animals as a disability accommodation (p. 1096), contact the director of accessibility and disability resources.

## Request for Disability Accommodations

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

1. Complete a Request for Accommodations Form (https://apu-accommodate.symplicity.com/public_accommodation/) available in the Accessibility and Disability Resources office or online.
2. Provide documentation of the disability (https://www.apu.edu/student-affairs/accessibility/). More information about the documentation requirements may be found online and in the Accessibility and Disability Resources office, including referrals for diagnostic testing.
3. Schedule a meeting to discuss needs with the director or coordinator of accessibility and disability resources, who will review and decide which accommodations, if any, are reasonable and appropriate. Note that students who reside at a distance may have this meeting by phone.

Students who believe that their requests have not been adequately addressed may follow the university's Disability Grievance Policy (https://www.apu.edu/student-affairs/accessibility/#disabilitygrievancepolicy) for students.

For more information about disability accommodations or to obtain guidelines for disability documentation, stop by the Accessibility and Disability Resources office, call (626) 815-2067, or send a note to disabilityservices@apu.edu.

# Personal Care Assistance or Equipment

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

# Mobility Impairment Parking Permits for Students

## Permanent Mobility Impairment

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

## Temporary Mobility Impairment

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

- Submit a completed Request for Accommodations Form (https://apu-accommodate.symplicity.com/public_accommodation/) available in the Accessibility and Disability Resources office and online.
- Provide documentation of the injury or illness from a qualified medical professional stating limitations and length of time expected for recovery.
- Meet with the director or coordinator of accessibility and disability resources to review the request.

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

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

For additional inquiries, contact Accessibility and Disability Resources at (626) 815-2067 or the Department of Campus Safety at (626) 815-5000.

# Study Away Disability Accommodations

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

Each student is different, and travel to other countries requires an honest evaluation of what is required to identify and manage individual disability needs and potential issues that could occur while away. A discussion with the student about program fit, course selection, and personal needs is a collaborative effort shared by the Study Away program (http://www.apu.edu/global-engagement/) and Accessibility and Disability Resources. Open communication ensures a positive transition for students.

Procedure for students pursuing disability accommodations away:

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

# Service Animals

## Notice of Service Animal as a Disability Accommodation Policy

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

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

A service animal is <u>not</u> a pet.

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

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

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

Questions about this policy may be directed to the director of Accessibility and Disability Resources (https://www.apu.edu/student-affairs/accessibility/), 901 E. Alosta Ave., Azusa, CA 91702, East Campus, at (626) 815-2067 or disabilityservices@apu.edu, and any complaints alleging a violation of the policy or noncompliance with its provisions will be governed by the university's Disability Grievance Policy for Students (p. 1086). Copies are available at the office of the director of Accessibility and Disability Resources, East Campus (near the intersection of East Alosta Avenue and North Citrus Avenue).

## Service Animal as a Disability Accommodation Policy

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

### I. Definition

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

### II. In General

Azusa Pacific University permits the use of a service animal by an individual with a disability. APU requests such an individual complete a Request for Accommodations Form (https://apu-accommodate.symplicity.com/public_accommodation/) and discuss his or her accommodation needs with an advisor in the ADR.

### III. Other Provisions

1. **Removal of Service Animal**. The university may ask an individual to remove a service animal from the premises if:
   a. The animal is out of control and the animal's handler does not take effective action to control it;
   b. The animal is not housebroken; or
   c. The animal poses a direct threat to the health and safety of others (allergies and a fear of animals by others, generally, are not valid reasons for denying a student the right to have a service animal on university premises).  A direct threat to the health and safety of others may be the basis for reasonable time, place, and manner restrictions.

2. **If an Animal is Properly Excluded**. If the university properly excludes a service animal under this policy, it shall give the individual with a disability the opportunity to obtain goods, services, and accommodations without having the service animal on the premises.

3. **Animal Under Handler's Control**. A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

4. **Care or Supervision**. The university is not responsible for the care or supervision of a service animal.

5. **Inquiries**. The university shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. The university may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The university shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, the university may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

6. **Access to Areas of the University**. An individual with a disability shall be permitted to be accompanied by his or her service animal in all areas of the university where members of the public, program participants, clients, customers, patrons, or invitees, as relevant, are allowed to go.

7. **Surcharges**. The university shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the university normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.

8. **Questions**. Questions about this policy may be submitted to the director of Accessibility and Disability Resources, 901 E. Alosta Ave., Azusa, CA 91702, at (626) 815-2067 or disabilityservices@apu.edu.

9. **Complaints/Grievance Policy**. Complaints alleging any violation of this policy or noncompliance with its provisions will be governed by the university's Disability Grievance Policy for Students (p. 1086). Copies are available at the office of the Director of Accessibility and Disability Resources.

# Honor Societies

Visit the APU website to learn more about APU Honor Societies (https://www.apu.edu/provost/apuhonorsocieties/).

# Office of Research and Grants

The Office of Research and Grants (https://www.apu.edu/researchandgrants/) (ORG) promotes, supports, and celebrates research and grant opportunities, which contributes to APU's identity as an institution of "high research activity." Research is celebrated through a variety of avenues, including hosting faculty sabbatical and Fulbright presentations, communicating frequent bulletins that highlight scholarly activities, publishing the *Faculty Scholarship Updates* regularly, and disseminating a quarterly *Cornerstone* newsletter featuring recent academic accomplishments and research-related activities by APU students, staff, and faculty. ORG promotes faculty research by hosting faculty writers' retreats each year and assisting faculty with identifying external funding sources, reviewing application drafts, processing grant proposals through APU's routing system, submitting completed grant applications to prospective funding sources, and assisting faculty in administering and managing sponsored grant awards. In addition, ORG promotes ethical practices in research through its oversight of the Institutional Review Board (IRB) (https://www.apu.edu/researchandgrants/ethics/#human-subject-irb) and the Institutional Animal Care and Use Committee (IACUC) (https://www.apu.edu/researchandgrants/ethics/#animal-subjects-iacuc), which review and approve all regulated research at APU involving human (IRB) and animal (IACUC) subjects. Accordingly, APU graduate students often interface with these bodies, especially the IRB, in their pursuit of research activities.

ORG provides graduate student travel awards, which are internal grants to support graduate students in presenting their research at professional conferences. Graduate student travel award applications (https://www.apu.edu/researchandgrants/internal/#graduate-student-travel) are available online, and can also be obtained by contacting the ORG office (https://www.apu.edu/researchandgrants/#contact).

Finally, ORG supports graduate student dissertation and thesis publication through the office of Graduate Student Publications (GSP) (https://www.apu.edu/researchandgrants/#graduate-student-publications) housed in ORG. The GSP office works with graduate programs to ensure appropriate style and formatting of all APU dissertations and theses, and assists students in preparing these documents for publication on the ProQuest portal as required for degree completion.

# Testing and Proctoring Services

The Academic Success Center (ASC) Testing Services office (https://www.apu.edu/academic-success/services/testing/) administers many testing and proctoring services as a support to the APU academic community and general public.

- Math Placement Assessment (p. 1098)

View our full list of services, including placement assessments, testing services, and proctoring services. (https://www.apu.edu/academic-success/services/testing/)

# Math Placement Assessment

Professional students who need to take PRMA 110, PRMA 130, or UNRS 299 and lack the course prerequisites (https://www.apu.edu/student-services/registration/#requirement) are required to use ALEKS in order to demonstrate preparedness to take these courses. ALEKS PPL (https://www.apu.edu/student-services/registration/#aleks) is a state-of-the-art placement system that enables students to take a placement assessment (https://www.apu.edu/student-services/registration/#start) up to five times and provides a personalized Prep and Learning Module (https://www.apu.edu/student-services/registration/#prep) to help students review in between assessments.

The required ALEKS scores are indicated in the table below.

| Course(s) | Prerequisite(s) |
| --- | --- |
| College Algebra (PRMA 110) | ALEKS score of 45-59 (a score of 60 or higher waives PRMA 110) |
| Statistics (PRMA 130) | ALEKS score of 30 or higher |
| Statistics for Nursing (UNRS 299) | ALEKS score of 45 or higher |

# Tutoring Center

Tutoring is available at no additional charge for numerous academic subjects. Specific subject areas change each semester based on student demand and the availability of qualified peer tutors.

The Tutoring Center offers drop-in availability for some subject areas during prescheduled times, and online and in-person appointments for one-on-one sessions as well as small-group tutoring.

Tutoring empowers students to become more confident, effective, and independent learners. To learn more, visit the Tutoring Center website (https://sites.google.com/apu.edu/tutoring/welcome/). You may also schedule a tutoring appointment online (https://sites.google.com/apu.edu/tutoring/appointment-help/how-to-schedule-appointments/) or contact us at tutoringcenter@apu.edu or (626) 815-6120.

# Writing Center

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

- **In-Person Appointments:** Students may meet with writing coaches at any stage of the writing process and receive individualized support to improve their writing projects and their long-term writing skills. Schedule an appointment (https://sites.google.com/apu.edu/tutoring/appointment-help/how-to-schedule-appointments/), or visit the APU Writing Center website (https://www.apu.edu/writingcenter/) to learn more about us and our services.
- **Online Appointments:** During online appointments, students and writing coaches use Zoom and a mutual whiteboard space or shared screen to work together in real time.
- **Drop-In Hours:** The center offers drop-in hours, where students meet with writing coaches individually or in groups. View the current drop-in hours and location. (https://sites.google.com/apu.edu/tutoring/drop-ins/)
- **Workshops:** The center offers in-class workshops by faculty request. Faculty may request classroom workshops by using our Writing Center Service Request Form (https://formstack.apu.edu/forms/writing_center_service_request_form/).
- **Resources:** Our Google site (https://sites.google.com/apu.edu/tutoring/writing-resources/) houses PDF resources on more than 35 writing challenges ranging from brainstorming to documentation.
- **Speaking Center Appointments:** Students may meet with speaking coaches and receive individualized support to improve their speaking projects and presentation assignments.

## Locations

APU's Writing Center is open year-round, excluding holidays and university closures, and has locations in Marshburn Library (East Campus), Segerstrom Science Center (West Campus), and online.

# Student Affairs

## About Student Affairs

### Thrive at APU!

At Azusa Pacific University, our Student Affairs team of Christ-centered educators believes in the holistic development of all students. Our hope is that learning extends beyond the classroom into all areas of students' lives as they strive to become the person God has called them to be. Through a variety of services and programs, we are dedicated to creating environments and experiences that encourage students throughout their journey to develop a commitment to lifelong learning in the areas of Christian spiritual formation, student engagement, and student wellness. Our desire is for each student to develop a deeper understanding of their identity, faith, academic goals, and vocational pursuits, and to become a difference maker who will impact their communities for Christ.

## Our Three Pillars of Student Development

### Spiritual Formation

We believe that the life-changing good news of Jesus Christ is both an eternal promise and an invitation to be part of God's work in the world now. In the classrooms and the residence halls, on the field and in chapel, around the world and across the street, we are engaging all students in the personal and collective process of being formed in the image of Christ for the sake of others.[1] We foster students' spiritual development by providing opportunities to participate in corporate worship, local and global service, Christian formation, and spiritual care.

[1]    Adapted from R. Mullholand, 2016.

### Student Engagement

We believe a student's sense of belonging contributes to their success both inside and outside of the classroom. Each student is a valuable member of our community and their contribution at APU makes a difference. Student Engagement provides a variety of opportunities for students to build meaningful connections with others and contribute to the needs and shared goals of the community.

### Student Wellness

We believe that students who invest in their holistic well-being are more likely to reach their academic and personal potential. We provide Christ-centered wellness services, programs and educational opportunities that empower students and the APU community to thrive physically, emotionally, socially and spiritually.

## Resources

- Campus Life (p. 1099)
- Commuter Life (p. 1100)
- Disability Grievance Policy for Students (p. 1086)
- Graduate and Professional Spiritual Life (p. 1103)
- Graduate and Professional Student Community Expectations (p. 1077)
- Graduate and Professional Student Engagement (p. 1103)
- Health Insurance (p. 1103)
- International Services (p. 1104)
- University Counseling Center (p. 1105)

# Campus Life

The Office of Campus Life (https://www.apu.edu/campus-life/) offers purposeful programming to help students develop a sense of belonging and personal growth throughout their APU experience.

## Office Values

- Intentional Connection: Belonging grounds your pursuit toward who you are becoming
- Self-Development: Unlock and embrace your full potential
- Diverse Opportunities: An invitation to explore and discover your interests

## Mission Statement

Create meaningful experiences.

## Fulfilling Our Mission

Campus Life fulfills its mission through the following:

- Campus Events: (https://www.apu.edu/campus-life/events/) Campus-wide engagement opportunities to foster a sense of community.
- Campus Recreation: (https://www.apu.edu/campus-life/recreation/) Coordinating physical and electronic sports throughout the academic year.
- Clubs and Organizations: (https://www.apu.edu/campus-life/clubs/) Supporting student-managed groups, including performing arts clubs, social clubs, service organizations, academic clubs, honors societies, and club sports. Azusa Pacific University does not allow or recognize national social clubs, fraternities, or sororities.

# Commuter Life

The Office of Commuter Life (https://www.apu.edu/commuter-life/) provides opportunities and services to all commuter students at Azusa Pacific University.

## Mission Statement

The Commuter Life office exists to provide opportunities and services to all commuter students at Azusa Pacific University in order to create a sense of belonging on campus that fosters personal development and academic success through cocurricular and extracurricular engagement.

## Location

The Student Union, also known as the Cougar Dome, houses the Commuter Life office. The Student Union is one of the primary on-campus socialization and information hubs for the student community.

## Fulfilling Our Mission

Commuter Life's student leaders, known as Commuter Life Assistants (CLAs), and professional staff fulfill their mission by offering a variety of services and programs for commuters, including but are not limited to free printing, lockers, and a variety of amenities. The office seeks to provide an environment where students feel equipped to navigate university resources and ultimately find a sense of belonging on campus. The office regularly hosts commuter meals and events to foster community engagement amongst commuter students.

Commuter Life takes a special interest in meeting the needs of the university's commuter student population by also partnering with offices such as Campus Life (https://www.apu.edu/campus-life/). Many of the programs coordinated by the Campus Life staff are geared toward enhancing the quality of the student experience for commuters, and special discounts and benefits are offered to the commuter student population to encourage their involvement and attendance at Campus Life-sponsored events.

# Disability Grievance Policy for Students

1. **Policy Against Disability-Related Discrimination**

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

2. **Administration of this Grievance Procedure; Compliance Officers**

   Graduate, professional, and undergraduate students have the right to use this grievance procedure to resolve claims that they have been subjected to unlawful harassment or discrimination on the basis of disability, or have been denied access to services or accommodations required by law. Students are encouraged to attempt informal resolution prior to utilizing this Grievance Procedure (see Part 3, below).

   If any student has a claim of discrimination based on harassment related to a claimed disability, where the alleged harassment is committed by another APU student or other APU students, the aggrieved student should follow the Harassment Reporting Procedures outlined in section 3.0 of

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

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

Accessibility and Disability Resources is the office designated for the evaluation of disability documentation and academic accommodations for APU undergraduate and graduate students. Accessibility and Disability Resources is located at 901 E. Alosta Ave., Azusa, CA 91702 and can be reached by phone at (626) 815-2067 or (626) 815-3873 (TDD), by fax at (626) 815-3859, or by email at disabilityservices@apu.edu.

3. ## Informal Resolution

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

a. If the issue concerns a claim of discrimination based on the denial of a requested accommodation by Accessibility and Disability Resources (procedures for requesting an accommodation from Accessibility and Disability Resources are available in the academic catalog and on the Accessibility and Disability Resources webpage (https://www.apu.edu/student-affairs/accessibility/)), the student must promptly make an appointment to meet with the director of accessibility and disability resources. The accessibility and disability resources director will meet with the student, review the matter, and promptly issue a written decision and provide a copy of the written decision to the student. If the accessibility and disability resources director's decision is adverse to the student, the accessibility and disability resources director will inform the student of the student's right to file a formal complaint under this grievance process.

b. If the issue concerns other claims of disability-related discrimination (including, as examples, harassment, lack of accessibility, unequal treatment, or non-accessibility services denials of accommodations), where the claim is against an APU department, faculty, or staff member or a third party, the student must make best efforts to utilize the informal procedures provided in the Initial Grievance and Appeal Procedures section of the Graduate (p. 1081) and Professional (p. 1054) Student Grievance and Appeal Procedures (for graduate and professional students), and in the Undergraduate Grievance Policy (p. 1007) (for undergraduate students). In addition, the student is encouraged to raise the issue with Accessibility and Disability Resources, as the director of accessibility and disability resources is available to serve as a resource for informally resolving disability-related grievances. The student is encouraged also to report any claims of harassment by university employees to APU's Office of Human Resources (https://www.apu.edu/humanresources/) by calling (626) 815-4526.

4. ## Formal Grievance Process

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

a. Complaints must be filed as soon as possible, but in no event later than 10 calendar days after the end of the term in which the claimed discrimination occurred.

b. A complaint must be in writing and include the following:
   i. The student's name, address, email address, and phone number;
   ii. The names of any other persons involved, including, if known, those who committed the alleged discrimination;
   iii. A clear statement of the claimed discrimination based on a disability, including, at a minimum, what occurred, the date(s) it occurred, where it occurred, who was present;
   iv. A description of what efforts have been made to resolve the issue informally;
   v. A statement of the desired outcome; and
   vi. Any other information the student wishes to provide, including statements of any witnesses to the alleged discrimination and any other supporting documentation.

c. The complaint is to be filed by delivering it to the appropriate Section 504 compliance officer, as provided in Part 2 above. If the student alleges that the appropriate Section 504 compliance officer is the party that allegedly committed the claimed discrimination, the student shall file the complaint with the Office of the Provost designee.

d. Upon receipt of the complaint, the Section 504 compliance officer will review the complaint for timeliness and compliance with this grievance procedure, and provide the aggrieved student with written notice acknowledging its receipt.

e. After reviewing the complaint, the Section 504 compliance officer will promptly refer the complaint to an appropriate grievance officer or, in the Section 504 compliance officer's discretion, to a panel of three appropriate grievance officers, who will conduct the initial investigation. An "appropriate" grievance officer is any faculty or staff member who generally is knowledgeable about disability issues and the legal mandates of state and federal disability statutes, and who had no involvement in the discrimination alleged in the complaint at issue. The Section 504 compliance officer promptly will disclose the identity of the chosen grievance officer(s) to the student and the party against whom the complaint

is directed. If any party believes any grievance officer is not suited to perform the investigation because of the party's prior interactions with the grievance officer, the party must notify the Section 504 compliance officer in writing within five calendar days of such disclosure.

f.  In undertaking the investigation, the grievance officer or grievance panel may interview, consult with, and/or request a written response to the issues raised in the complaint from, any individual believed by the grievance officer or grievance panel to have relevant information, including faculty, staff, and students. Before the grievance officer or grievance panel concludes the investigation and makes a recommendation, the student shall have the opportunity, if he or she desires, to be heard orally and informally to present witnesses and other relevant information to the grievance officer or grievance panel. During any such hearing, any party against whom the complaint is directed shall have the right to be present, and also to present witnesses informally and any other relevant information. The hearing is not intended to mimic official court or other legal proceedings; the grievance officer has the authority to conduct the hearing in any organized and reasonable manner, and may question any party or witness and allow any party to question any other party or witness.

g.  The student and the party against whom the complaint is directed each have the right to have a representative present at the hearing. The party shall indicate whether he or she is to be assisted by a representative and, if so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.

h.  Upon completion of the investigation, the grievance officer or grievance panel will prepare and transmit to the referring Section 504 compliance officer, the student, and the party against whom the complaint is directed, an initial report and recommendation, which shall contain a summary of the investigation, written findings, any written materials submitted by the student or any other party, and a proposed disposition with proposed remedies (if appropriate). This transmission will be expected within 30 calendar days of the filing of the formal complaint.

i.  Within 15 calendar days of receipt of the grievance officer's or grievance panel's initial report and recommendation, the Section 504 compliance officer will issue a final report adopting, rejecting, or adopting with modifications the grievance officer's or grievance panel's initial report and recommendation. No party may submit additional materials to the Section 504 compliance officer unless specifically requested by the Section 504 compliance officer. In issuing the final report, the Section 504 compliance officer shall take reasonable steps to ensure consistency with final reports previously issued under this policy.

j.  The final report issued by the Section 504 compliance officer shall be distributed in writing to the student and to the party against whom the complaint is directed, and shall be put into effect promptly. The final report may also be provided, where appropriate, to any university officer whose authority will be needed to carry out the remedies or to determine whether any personnel action is appropriate.

k.  The initial report and recommendation and the final report shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the issuer of the report.

l.  The student or any party against whom the grievance or the proposed disposition is directed may appeal. The appeal to the provost (as set forth below) will not suspend the implementation of the final report, except in those circumstances where the provost decides that good cause exists, making the suspension of implementation appropriate.

## 5. Remedies

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

## 6. Appeal

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

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

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

a.  Were the proper facts and criteria brought to bear on the decision? Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the appellant?

b.  Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the appellant?

c.  Given the proper facts, criteria, and procedures, was the decision reasonable?

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

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

7. **Deadlines**
   a. Whenever the application of any of the time deadlines or procedures set forth in this grievance procedure creates a problem due to the nature of the complaint, the urgency of the matter, or the proximity of the upcoming event, the Section 504 compliance officer will, at the request of the student, determine whether an appropriate expedited procedure can be fashioned. Any deadline imposed in this policy may be extended by the Section 504 compliance officer for good cause, which may include breaks in the traditional academic calendar (summers and the year-end holidays).

# Graduate and Professional Spiritual Life

Azusa Pacific University's graduate, professional undergraduate, and nontraditional undergraduate students are invited to a journey toward growth and wholeness in a way that integrates intellectual and spiritual dimensions in the transformation of the soul.

APU invites graduate, professional undergraduate, and nontraditional undergraduate students to a deeper knowledge of God through Jesus Christ with a commitment to:

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

Graduate, professional undergraduate, and nontraditional undergraduate students can participate through:

- Semimonthly email contact from a pastor
- The Prayer Partners Program (submitting prayer requests)
- Pastoral care

APU brings students to a deeper knowledge of God through Jesus Christ and therefore embraces the diversity of students and faiths in APU's constituency. While maintaining integrity with regard to the university's heritage and calling, campus pastors are equally available to respond to the needs of all students in a grace-filled manner.

# Graduate and Professional Student Community Expectations

It is the intention of Azusa Pacific that the faith-living-learning environment be as healthy as possible and foster positive qualities of life, promoting sound academic and personal growth experiences. As university staff come alongside students during their time at APU, we strive to respect and care for each individual and their needs, while also considering the community's needs. Our goal is to keep accountability, integrity, and a call to God-honoring excellence at the center, as we encourage students to take responsibility for their actions and choices. All students are expected to abide by the Graduate and Professional Student Community Expectations (https://www.apu.edu/graduateprofessionalcenter/student-engagement/expectations/policy/).

# Graduate and Professional Student Engagement

The Office of Student Affairs is committed to enhancing a sense of community and a positive student experience for all graduate and professional students. In addition to facilitating a number of programs for student engagement, the office also identifies and communicates support services and manages the Graduate and Professional Student Community Expectations Policy (p. 1077).

# Health Insurance

## Voluntary Health Insurance

Student health insurance is an optional benefit for domestic graduate and professional students and can be purchased through the Student Services Center (https://www.apu.edu/graduateprofessionalcenter/) during the open enrollment activity period at the current health insurance fee. It must be renewed in the fall and spring terms in order to provide continuous coverage. Graduate students receive services through a PPO physician in their area. Graduate students can also be seen in the Student Health Center for $20 per visit. If students are referred to specialists by the Student Health Center,

the deductible is waived by the insurance. Graduate students must be enrolled at least part time according to their program of admittance during the session for which they want insurance.

Learn more about coverage, usage, and how to sign up for the insurance or health center coverage. (https://www.apu.edu/graduateprofessionalcenter/resources/healthinsurance/) Information regarding health insurance can also be obtained by calling Gallagher Student Health at (800) 406-4517. For more information, contact the Student Services Center at (626) 815-2020.

## Mandatory Health Insurance

All international students holding an immigration document from Azusa Pacific University (I-20 or DS 2019) are required to purchase APU health insurance during their time of study.[1] APU health insurance meets the state department's requirement for health insurance for international students. The insurance must be purchased at the time of registration twice a year with a total of 12 months of coverage. Students are required to pay the Office Visit Fee of $20 per visit if they wish to access care at the Student Health Center. Insurance coverage terminates when a student completes or terminates his/her study.

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

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

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

# International Services

"Their Potential Is Our Priority"

(626) 812-3055
issimmigrationsvcs@apu.edu

International Services (https://www.apu.edu/international/) provides relevant resources and services to student-scholars from around the world. Services include a mandatory Global Student Orientation (https://www.apu.edu/scrd/international-student-engagement/#global-student-orientation), immigration services, and cross-cultural support services. Numerous activities are provided throughout the year to introduce students to Southern California.

In addition, International Services promotes international understanding through specialized training and international awareness festivities on campus—for example, International Services cosponsors annual events such as Global Expressions, World Night Market, and Welcome events.

## International Campus Fellowships

International students of APU form numerous Christian fellowship groups that meet regularly on campus to promote understanding of the Christian faith and provide opportunities for building friendships. Examples of these intercultural groups and ethnic organizations include Huaren Fellowship, Japanese Outreach, the Black Student Association, and the Middle Eastern Student Association. Learn more about APU's intercultural groups (https://www.apu.edu/scrd/international-student-engagement/#intercultural-groups) and ethnic organizations (https://www.apu.edu/scrd/#ethnicorganizations).

## Financial Aid

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

## Health Insurance

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

## U.S. Immigration

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

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

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

To maintain legal status, the international student[1] must:

1. **Be full time.** For most master's degree students in a 16-week term, 9 units is considered full time. For the 8-week term, 9 units over two 8-week terms is required. Doctoral degree students must carry a minimum of 6 units of weekly professor contact hours to maintain full-time status. Master's degree students may not take more than one online or independent study class for every 9 units of coursework. For any exceptions to this policy, make an appointment with an ISS immigration adviser for counsel.

2. **Work only on campus.** U.S. regulations allow F-1 and J-1 students to work on campus for 20 hours a week during the academic year or full time during vacation periods. (J-1 status students will need written verification by the Responsible Officer before starting employment on or off campus). Any off-campus employment must be officially authorized by the U.S. government. To obtain information about working off campus, students should make an appointment in the International Center for counsel. J-1 research scholars have different employment regulations; see immigration adviser for details.

3. **Report any change of name or address.** The U.S. government requires notification within 10 days of any name or address change. Students must report the location of their physical residence (not a post office box) to:
   - International Student Compliance at APU (issimmigrationsvcs@apu.edu)
   - The registrar (https://www.apu.edu/student-services/registration/)

4. **Obey all laws of the United States.** For details of other specific immigration laws that could affect F-1 or J-1 status, contact ISS.

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

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

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

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

If an individual is enrolled in an intensive study program (classes meeting on campus twice a year for sessions of two to three weeks, such as in the DMin or EdD programs), the student must leave the U.S. between terms or may remain and take one additional in-class course during the term separating the two intensives.

# University Counseling Center

The University Counseling Center (UCC) empowers Azusa Pacific University students to realize their personal and academic potential by promoting psychological, social, and spiritual wellness through Christian counseling and outreach services. UCC services include individual, couples, crisis, and group counseling, as well as educational workshops and training. All services provided by the UCC are confidential. For more information, visit the UCC website (https://www.apu.edu/counselingcenter/).

# Traditional Undergraduate Student Success Resources

- Academic Resources (p. 1105)
- Student Affairs (p. 1123)

# Academic Resources

Each of these academic student support offices is committed to offering comprehensive academic services, programming, and resources that support the holistic student experience and academic success of all Azusa Pacific undergraduate students.

- Academic Success Center

- Academic Success Center (https://www.apu.edu/academic-success/)
- Academic Advising (p. 1106)

# Academic Advising

Academic advising at Azusa Pacific University is an intentional, multidimensional, student-centered partnership where students, faculty, and staff collaborate to support holistic student development. This process enables students to identify and work toward educational, career, and personal goals. Successful advising is achieved through well-trained advisors facilitating student growth, accountability, and self-directed learning, enabling students to take ownership of the academic process. This empowers students to utilize institutional resources to optimally plan course progression, evaluate academic performance and strengths, enhance preparation through community engagement, and discover vocational calling while progressing toward a degree.

Traditional undergraduate programs utilize a shared advising model. New students and first- and second-year students are supported through the Academic Success Center (https://www.apu.edu/academic-success/) with advising staff and receive faculty mentorship through their major departments. Professional staff advisors create individualized academic plans to assist students in meeting degree requirements and provide strengths-based advising to empower students with the resources needed to achieve their goals and thrive academically. Focused faculty advising occurs during junior and senior years to ensure successful degree completion and that graduation preparation is well supported. Faculty advisors also provide mentorship around vocation, graduate school, and career pathways, equipping students to be difference makers now and upon graduation.

Academic advising is provided by each academic department for students enrolled in any of that department's majors, and also by the Academic Success Center to assist students in the advising and registration process. The center's Office of Academic Advising (https://www.apu.edu/academic-success/advising/#traditionalundergraduatestudentadvising) provides academic coaching and support that enables students to achieve their scholastic goals and thrive academically. The office's staff support student academic success by using a holistic approach and providing the following:

- Individualized academic advising and success coaching
- Connecting students to on-campus resources and strategies to foster academic success
- Assisting with questions regarding progress toward graduation
- Partnering with faculty to support students who are identified in our Early Alert program (also known as APU CARES (https://www.apu.edu/apucares/))
- Developing strategies to help increase undergraduate student retention, persistence, and graduation rates
- Providing student-athletes and transfer students with support for their unique needs in scheduling and navigating degree progress

# Academic Success Launch Program

The Academic Success Launch Program provides holistic academic support to students whom the Office of Undergraduate and International Admissions (https://www.apu.edu/undergraduate-admissions/) determines are in need of more personalized academic support based on the current Admissions Grid for acceptance. Applicants admitted into the Academic Success Launch Program are provided one-on-one support from the Academic Success Center (https://www.apu.edu/academic-success/) and benefit from personalized one-on-one coaching, workshops, and connections to on-campus resources. Additionally, these students must take GE 101 Academic Success Lab (1 unit), which equips students for success at APU. The number of students admitted to the Academic Success Launch Program each year is limited.

The comprehensive academic services, programming, and resources of the Academic Success Launch Program support students in thinking critically, planning accordingly, and thriving academically as they become graduates and difference makers at APU. Students will have an awareness of on-campus resources, create personal and academic goals, and be able to implement strategies to maintain good academic standing at APU (achieve a minimum cumulative GPA of 2.0 and pass 67% of courses attempted).

## Program Learning Outcomes

### Student Learning Outcomes for GE 101  (Academic Success Lab)

Upon successful completion of the lab, students will be able to:

1. Identify barriers to their academic and personal success
2. Utilize their strengths to overcome these barriers
3. Articulate personal and/or academic goals for the semester
4. Create an action plan in order to achieve their goal(s)
5. Utilize appropriate campus resources for academic success and personal wellness

# Air Force Reserve Officer Training Corps (AFROTC)

Air Force Reserve Officer Training Corps (AFROTC) is offered through an agreement with the University of Southern California (USC). The program is open to most undergraduate students with at least two and a half years of school remaining. Competitive scholarships valued at up to 100 percent of tuition and fees are available to qualified applicants. See the Financial Aid (p. 966) section of this catalog for more information.

Classes are offered on the USC campus on Fridays and include one hour of academics for freshmen and sophomores and three hours of academics for juniors and seniors. Students also participate in two hours of leadership laboratory, physical training, and practical leadership training and development as Air Force officer candidates. Students are required to attend a two-week intensive summer field training at Maxwell Air Force Base in Montgomery, Alabama, between their second and third years in the program.

Classes are also offered at California State University, San Bernardino (CSUSB), which APU students may enroll in using our cross-town agreement. View AFROTC course descriptions (https://bulletin.csusb.edu/coursesaz/as/) or learn more about the AFROTC program (https://csbs.csusb.edu/afrotc/) at CSUSB.

Participation in the General Military Course (freshman/sophomore years) carries no military obligation except for scholarship students. Scholarship recipients and students in their final two years receive a monthly stipend. The service obligation upon graduation is four years of active duty.

Students who successfully complete the program commission as an officer into the United States Air Force upon graduation. Once commissioned, students attend specialized training in the career fields in which they are qualified and selected. Example programs include pilot, combat systems officer, air battle manager, medical, legal, nursing, logistics, intelligence, cyber operations, personnel, and finance. For more information, contact the USC Department of Aerospace Studies at (213) 740-2670 or visit the department website (https://priceschool.usc.edu/rotc-programs/afrotc/).

The following aerospace studies courses are offered through Azusa Pacific University and conducted on the USC campus. Although the courses are tailored to those students interested in pursuing a commission in the Air Force, courses are open to all Azusa Pacific University students and may be considered as electives in some cases.

## AEST 300A Aerospace Studies III: Air Force Management and Leadership (3 units)

This course is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and the communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory

conducted at the University of Southern California complements this course by providing advanced leadership experiences and giving students the opportunity to apply the leadership and management principles of this course. Prerequisites: AEST 100A/B and AEST 200A/B (USC only)

### AEST 300B Aerospace Studies III: Air Force Management and Leadership (3 units)

This course builds upon the topics discussed in AEST 300A. Case studies are again used, and a mandatory Leadership Laboratory complements the course. Prerequisite: AEST 300A

### AEST 400A Aerospace Studies IV: National Security Forces in Contemporary American Society (3 units)

This course examines the need for national security; analyzes the evolution and foundation of American defense policy, strategy, and joint doctrine; investigates the methods for managing conflict; overviews regional security, arms control, and terrorism; and prepares cadets for active duty. Special topics of interest focus on the military as a profession, officership, the military justice system, and current issues affecting the military. Within this structure, continued emphasis is given to the refinement of communication skills essential for military officers. A mandatory Leadership Laboratory complements this course by providing advanced officer training experiences and giving students the opportunity to apply the leadership lessons learned. Prerequisite: AEST 300B

### AEST 400B Aerospace Studies IV: National Security Forces in Contemporary American Society (3 units)

This course builds upon the topics discussed in AEST 400A. Continued emphasis is given to the refinement of communication skills. A mandatory Leadership Laboratory complements the course. Prerequisite: AEST 400A

# Army Reserve Officer Training Corps (ROTC)

The Reserve Officer Training Corps (ROTC) is an on-campus commissioning program open to all students who are U.S. citizens and interested in service as an active-duty Army officer or Reserve officer in the National Guard or U.S. Army Reserve. APU's ROTC program (https://www.apu.edu/rotc/) is an extension of the Claremont McKenna College (CMC) Army ROTC program. Most activities are conducted on campus at APU. Students may compete for full-tuition scholarships, fees for books, and a monthly stipend. See the Financial Aid (p. 966) section of this catalog for more information.

Army ROTC challenges students to develop leadership traits critical to any career but designed for the military environment. Classroom instruction and leadership laboratories give students an active role in learning and reinforcing course concepts. Additional events each semester include training exercises in leadership development, orienteering, rappelling, rifle marksmanship, and small-unit tactics.

Students also may participate in active Army training schools during the summer. The Cadet Professional Development Programs are designed to immerse cadets in various domains while allowing a unique training experience and opportunity that cannot be replicated in a university setting.

The Cultural Understanding and Language Proficiency (CULP) program and Cultural Awareness Training deployments produce a cadet who is culturally astute, and familiar with the methodology to analyze operational environment and cultures, then apply this information to plans and behavior. Culturally astute leaders recognize personal and organizational biases and are aware of the strategic impact of their actions. CULP cadets collaborate with diverse actors in a joint, interorganizational, and multinational setting, including host nation military and civilians, U.S. government agencies, and nongovernmental organizations.

The Cadet Troop Leader Training (CTLT) internship training program provides cadets the opportunity to experience leadership in Army Tables of Organization and Equipment (TO&E) units in a CONUS or OCONUS unit. Cadets serve in lieutenant-level platoon leadership positions in active-duty units. Cadets get opportunities to apply leadership skills, interact with company commanders, other junior offices, skilled senior noncommissioned officers (NCOs), and junior NCOs in an operational environment. CTLT is exclusively designed for MSIII cadets who have graduated from the Advance Camp. CTLT Cadets receive a formal evaluation/OER from their active-duty command at the completion of the course.

The Drill Cadet Leader Training (DCLT) internship program provides cadets the opportunity to serve in platoon leader or executive officer positions in Initial Military Training (IMT) companies and work closely with drill sergeants and cadre. Cadets experience leadership training with IMT companies, and get opportunities to apply leadership skills and interact with company commanders and other junior officers, skilled senior noncommissioned officers, and drill sergeants to improve common task skill proficiency in an Army training environment. DCLT is designed exclusively for MSLIII cadets who have graduated from CST Advanced Course. DCLT cadets receive a formal evaluation/OER from their active-duty chain of command at the completion of the course.

The cadet internship track provides cadets myriad opportunities to seek additional training in specialized areas such as scientific application, engineering, nursing, medicine, intelligence, and cultural awareness. The internship types, locations, and allocations change from year to year. There

are typically 15 internships excluding CTLT and DCLT that range in length from two to four weeks. Priority is typically given to MSLIII cadets. Each internship has uniquely different requirements. Some are paid, some are not paid.

- Airborne Training, a three-week course at Fort Benning, Georgia, teaches military parachuting techniques and awards airborne wings to participants upon completion of their fifth jump.
- Air Assault Training, a two-week course at Fort Campbell, Kentucky, teaches insertion, evacuation, and Pathfinder missions that call for the use of multipurpose transportation and assault helicopters.
- Mountain Warfare is a two-week course taught in Jericho, Vermont. Students learn fundamental light infantry tactics, techniques, and skills necessary for survival in mountainous terrain.
- Northern Warfare is a three-week course held in Fort Greely, Alaska, and is designed to teach skills necessary to survive in arctic/winter environments.

Students meet basic requirements through class attendance in their freshman and sophomore years, or through attendance at a five-week intensive summer leadership training course at Fort Knox, Kentucky. Students with two full years of college remaining after completion of this training course may enroll in the advanced program. Advanced program students attend the Cadet Leadership Course (CLC; formerly the Leader Development and Assessment Course, LDAC) at Fort Knox between their junior and senior years of college. This camp, the capstone event of each student's ROTC career, offers an opportunity to demonstrate leadership skills while working alongside fellow students from across the nation.

Qualified students can enroll in Army ROTC if they have at least two full years of full-time academic coursework remaining. Participation in the basic course (freshman/sophomore years) carries no military obligation, except for scholarship students. The service obligation is four years of active duty or eight years of Reserve duty. Students may apply for a guaranteed Reserve force duty. Graduate students may also participate in ROTC as long as they remain on full-time status and have two years remaining at their graduate institution. Education delays are available to complete advanced schooling, usually medical, dental, or law school.

Students with prior service time, prior ROTC training, or Reserve training may qualify for immediate advanced program placement. Selected students also may participate in a Reserve or National Guard unit while in ROTC, drawing pay from both.

For more information, visit the CMC ROTC website (https://www.cmc.edu/military-science/) or contact the CMC Military Science Department at (909) 621-8102.

The following Military Science and Leadership (MSL) courses are offered through Claremont McKenna College and are open to all Azusa Pacific University students, especially those with an interest in physical and mental challenges, organizational leadership, management, history, and the military as a profession. Many of these courses are held on the APU campus.

# MSL 99 Army Physical Training Program (1 unit)

This course aligns with the Army's current physical fitness training philosophy of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition training. It includes a wide variety of events: unit distance runs and ability groups, circuit training, upper- and lower-body strength drills, swimming, and road marching. The course helps instill the fundamentals of conditioning and exposes students to a variety of conditioning drills that can be incorporated into an individual fitness program for life. Additionally, the course teaches team building and *esprit de corps* utilizing standard Army training doctrine. *This course fulfills APU's General Education Fitness for Life requirement.*

# MSL 101 Introduction to the Army (1 unit)

This course focuses on the introduction to the Army and critical thinking. It introduces cadets to the Army and the profession of arms. Students examine the Army profession and what it means to be a professional in the Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness support their development as an Army leader. Includes a weekly lab facilitated by MSL III cadets and supervised by Cadre.

# MSL 102 Foundations of Agile and Adaptive Leadership (1 unit)

This course introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn about the personal development of life skills such as critical thinking, time management, goal setting, and communication, and learn the basics of the communications process and the importance of leaders developing the essential skills to effectively communicate in the Army. Cadets begin learning the basics of squad-level tactics, which are reinforced during a weekly lab facilitated by MSL III cadets and supervised by Cadre. *Prerequisite: MSL 101 or permission of instructor.*

# MSL 201 Leadership and Decision Making (2 units)

This course focuses on leadership and decision making. Outcomes are demonstrated through critical and creative thinking and the ability to apply troop leading procedures (TLP) innovative solutions to problems. The Army profession is also taught through leadership forums and a leadership self-assessment. Students are then required to apply their knowledge outside the classroom in a hands-on, performance-oriented environment during a weekly lab facilitated by MSL III cadets and supervised by Cadre. *Prerequisite: MSL 102 or permission of instructor.*

## MSL 202 Army Doctrine and Team Development (2 units)

This course focuses on Army doctrine and team development. Cadets begin the journey to understanding and demonstrating competencies as they relate to Army doctrine; Army values, teamwork, the warrior ethos, and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through team-building exercises at the squad level. Students are then required to apply their knowledge outside the classroom in a hands-on, performance-oriented environment during a weekly lab facilitated by MSL III cadets and supervised by Cadre. *Prerequisite: MSL 201 or permission of instructor.*

## MSL 301 Training Management and the Warfighting Functions (4 units)

This course focuses on training management and warfighting functions. It is an academically challenging course in which students study, practice, and apply the fundamentals of training management and how the Army operates through the warfighting functions. At the conclusion of this course, students are capable of planning, preparing, and executing training for a squad conducting small-unit tactics. Includes a weekly lab using peer facilitation overseen by MSL IVs and supervised by ROTC Cadre. *Prerequisite: MSL 202 or permission of instructor.*

## MSL 302 Applied Leadership in Small-Unit Operations (4 units)

This course focuses on applied leadership in small-unit operations. It is an academically challenging course in which students study, practice, and apply the fundamentals of direct level leadership and small-unit tactics at the platoon level. At the conclusion of this course, students are capable of planning, coordinating, navigating, motivating, and leading a platoon in the execution of a mission. Includes a weekly lab using peer facilitation overseen by MSL IVs and supervised by ROTC Cadre. Successful completion of this course prepare students for the Cadet Summer Training Advance Camp, which they attend in the summer at Fort Knox, Kentucky. *Prerequisite: MSL 301 or permission of instructor.*

## MSL 401 The Army Officer (4 units)

This course focuses on the development of the Army officer. It is an academically challenging course in which students develop the knowledge, skills, and abilities to plan, resource, and assess training at the small-unit level. Students also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, students are familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. Includes a weekly lab overseeing MSL III lesson facilitation, supervised by ROTC Cadre. *Prerequisite: MSL 302 or permission of instructor.*

## MSL 402 Company Grade Leadership (4 units)

This is an academically challenging course in which students develop the knowledge, skills, and abilities required of junior officers pertaining to the Army in unified land operations and company grade officer roles and responsibilities. This course includes reading assignments, homework assignments, small-group assignments, briefings, case studies, practical exercises, a midterm exam, and an oral practicum as the final exam. The oral practicum explores students' knowledge of how to prepare for the 20 Army warfighting challenges covered throughout the ROTC advanced course. Successful completion of this course will assist in preparing students for the BOLC B course and is a requirement for commissioning. Includes a weekly lab overseeing MSL III lesson facilitation, supervised by ROTC Cadre. *Prerequisite: MSL 401 or permission of instructor.*

# Exploring Program

The Exploring Program provides support for first- and second-year students who have not committed to a major, creating an environment that supports their search for a vocation and helping them choose a major that aligns with their skills, interests, sense of person, and calling. A common major for entering freshmen is "undeclared"—in other words, many students have not yet selected a major. At Azusa Pacific, these Exploring majors have time during their first four semesters to explore different courses, converse with faculty, and then select a major.

## Program Services

- First-Year Seminar Course
- Academic Success Coaching
- Major and Career Exploration
- Strengths Coaching
- Community Engagement Events

Students must declare their major by their fifth semester of full-time academic work (see Major and Minor Policies (p. 1028)).

# First-Year Seminar

First-Year Seminar (GE 100) is a 3-unit course designed to introduce students to academic success strategies and foster a sense of belonging at the university through engagement in the curricular and cocurricular life on campus. The curriculum is discipline-specific, meaning students from the same

major take the same GE 100 section(s) together and become better acquainted with their major department and resources. The curriculum is composed of six main components: University 101, Strengths, Diversity, Health and Wellness, Academic Advising, and Critical Thinking.

*Required for students transferring 29 or fewer units. Waived for students transferring 30+ units, unless units are from credit by exam.*

## University 101

This unit helps our students become more attuned to an understanding of college values, rigor, and skill sets. First-Year Seminar also partners with Alpha Leaders (or peer leaders). Each class section consists of 2-3 Alpha groups, each of which includes 8-12 students. Alpha groups meet outside of class time each week to continue University 101 conversations, and to support the sense of community and belonging on our campus.

## Strengths

Students take the StrengthsFinder assessment during their first semester, as APU encourages students to focus on their strengths and use them as a guide to academic and vocational choices. We invite Strengths-certified faculty and staff to teach our students how to utilize their unique strengths to advance in their academic and career pursuits.

## Diversity

Students explore why diversity matters as Christians. All GE 100 sections facilitate diversity units during weeks 4-5 of the semester, focusing on biblical and theological perspectives on diversity.

## Health and Wellness

We believe that, in order for students to take care of their grades, studies, relationships, etc., they must first take care of themselves. As students transition to college life in their first semester at APU, First-Year Seminar meets them there with informative lessons on health and wellness topics such as spirituality, relationships, finances, stress, anxiety, sleep, and more.

## Academic Advising

We require all students to seek out academic advising in order to prepare for the following semester, as well as remain on track for the rest of their academic career.

## Critical Thinking

Researching, reading, and writing through a college-level critical lens is of paramount importance for success in academia and careers that follow. The First-Year Seminar curriculum explores a problem-based pedagogy, meaning students study a problem from many perspectives and approaches, then assess the best way to solve the problem based on the evidence and arguments they have collected and evaluated over the semester. This unit reviews discipline-specific topics and research, meaning the "problem" under study is a key topic that is rooted within a student's chosen field of study.

All new students are required to enroll in First-Year Seminar in their first semester, except for those in Honors College, who have their own seminars. The course fulfills General Education requirements and has no prerequisites, and reflects APU's Four Cornerstones (https://www.apu.edu/believe/#cornerstones)—Christ, Scholarship, Community, and Service.

# Honor Societies

Visit the APU website to learn more about APU honor societies (https://www.apu.edu/provost/apuhonorsocieties/).

# Living-Learning Communities (LLC) and Learning Communities (LC)

APU offers Living-Learning Communities (LLCs) and Learning Communities (LCs). In both types of communities, a cohort of students takes two or more courses together in a given academic year, and for LLCs the students are also assigned living arrangements in the same hall or floor of an on-campus dormitory.

Here is the community being offered:

- Humanities Learning Community

# Office of Research and Grants

The Office of Research and Grants (https://www.apu.edu/researchandgrants/) (ORG) promotes, supports, and celebrates research and grant opportunities, which contributes to APU's identity as an institution of "high research activity." While a main focus of ORG is assisting faculty in identifying, acquiring, and managing external grant resources, ORG also supervises the Undergraduate Research Program (https://www.apu.edu/undergraduate-research/), which includes opportunities for undergraduate students engaged in research with faculty to apply for funds to present findings at professional conferences. The Undergraduate Research Program also promotes undergraduate research partnerships with faculty through annual awards provided by the Scholarly Undergraduate Research Experience (SURE) (https://www.apu.edu/undergraduate-research/#sure-award) initiative. In addition, ORG advances ethical practices in research through its oversight of the Institutional Review Board (IRB) (https://www.apu.edu/researchandgrants/ethics/#human-subject-irb) and the Institutional Animal Care and Use Committee (IACUC) (https://www.apu.edu/researchandgrants/ethics/#animal-subjects-iacuc), which review and approve all regulated research at Azusa Pacific University involving human (IRB) and animal (IACUC) subjects.

# Testing Center

The Academic Success Center (ASC) Testing Services office (https://www.apu.edu/academic-success/services/testing/) administers many testing and proctoring services as a support to the APU academic community and general public.

# Placement Assessment

### Freshmen and First-Year Transfers

The Academic Success Center's Testing Services office (https://www.apu.edu/academic-success/services/testing/) offers proctored placement assessments when needed in the areas of math, writing, and foreign language for incoming (freshmen and transfer) students. Testing is available in the Testing Services office by appointment only, and remotely for out-of-area students. Note that all of these assessments are also offered online.

In order for students to register for the correct math, writing, and foreign language courses, a placement assessment in each area must be completed by the last day to drop classes for the first term of enrollment, and students are encouraged to complete their placement assessments as early as possible. Students who do not complete their placement assessments will not be able to register for math, writing, or foreign language courses.

Proficiency test results in math, writing, and foreign language from other academic institutions may be acceptable, provided the test is a nationally normed exam and the institution does not incorporate additional data into the score. Course recommendations based on test results may or may not correspond to APU course requirements. For evaluation, fax a printout of the exam results, along with a contact name and number from that institution's assessment center, to the ASC Testing Services office at (626) 815-3859.

# Foreign Language Placement and Proficiency Assessments

The foreign language placement assessment process assists students in selecting course placement or test options to fulfill their foreign language proficiency requirement at APU. Students are encouraged to take a foreign language self-assessment, WebCAPE, at home to gauge their level of foreign language experience prior to taking a proficiency exam. For students who demonstrate a level of proficiency in a foreign language, there are three test options to consider for fulfillment of the APU foreign language proficiency requirement: CLEP, FLATS, and OPIc. Learn more about the foreign language placement and proficiency assessment processes. (https://www.apu.edu/academic-success/services/testing/foreign/)

# International Student Placement Assessment

International undergraduate students who have been admitted under conditional, probationary, or developmental status may be required to take a placement assessment in math, writing, or foreign language. Because accurate and appropriate course placement is critical for academic success at APU, all incoming undergraduate international students who have been admitted under conditional status because of their English proficiency are required to take an English proficiency exam. For more information about the criteria for taking placement assessments in math, writing, and foreign language, and about taking an English proficiency exam, visit the International Admissions website (https://www.apu.edu/international/enrollment/). International Admissions staff advise all international students on which placement assessments to take and provide information about scheduling their exam(s).

# Math Placement Assessment

APU uses the ALEKS PPL (https://www.apu.edu/academic-success/services/testing/math/#about-aleks) system to determine the best initial math placement for most students. Students who need to use ALEKS (https://www.apu.edu/academic-success/testing/math/#using-aleks) are encouraged to take an initial diagnostic assessment (https://www.apu.edu/academic-success/testing/math/#start-aleks) at home, and then work in their personalized Prep and Learning Module (https://www.apu.edu/academic-success/testing/math/prep-learning-module/) to review. They will then be able to retake the assessment up to four times in order to achieve their best possible score.

## Math Course Prerequisites

Prerequisites for common math courses are as follows:

| Course(s) | Prerequisite(s) |
| --- | --- |
| MATH 90: Foundations of Mathematical Reasoning | ALEKS 15-29 |
| MATH 95: Intermediate Algebra | ALEKS 30-44 or MATH 90 |
| MATH 99: Self-Paced Mathematics Lab | ALEKS 0-29 |
| MATH 115: Mathematics in Society<br>MATH 130: Introduction to Statistics | ALEKS 30-100 or MATH 90 |
| MATH 110: College Algebra<br>UNRS 299: Statistics and Data Management for Nursing and Health Care | ALEKS 45-100 or MATH 95 |
| MATH 149: Fundamentals of Precalculus<br>MATH 150: Precalculus | ALEKS 60-100 or MATH 110 |
| MATH 151: Applied Calculus I | ALEKS 65-100 or B- or better in MATH 110 |
| MATH 165: Calculus I | ALEKS 75-100 or MATH 149 (which may be taken concurrently) or MATH 150 |

## Math Test Score Equivalents

The table below shows how various test scores translate into APU math placement and/or course credit:

| Scores | Results |
| --- | --- |
| <ul><li>SAT Math (640 or higher on NEW version)</li><li>SAT Math (620 or higher on OLD version)</li><li>ACT Math (27 or higher)</li><li>High School Calculus (at least one semester with a grade of B or higher)</li><li>High School Precalculus (at least one semester with a grade of A- or higher)</li></ul> | Treated as if you have passed MATH 110 College Algebra at the level of a B- or higher |
| <ul><li>CLEP College Algebra, Precalculus, or Calculus (50)</li><li>IB Mathematics (5, 6, or 7)</li><li>AP Calculus AB or BC (3, 4, or 5)</li></ul> | Treated as if you have passed MATH 110 College Algebra at the level of a B- or higher; credit granted |
| <ul><li>AP Statistics (3, 4, or 5)</li></ul> | Credit granted for MATH 130 Introduction to Statistics |

| | |
|---|---|
| • ALEKS (65-100) | Treated as if you have passed MATH 110 College Algebra at the level of a B- or higher |
| • ALEKS (60-64) | Treated as if you have passed MATH 110 College Algebra at the level of C or higher (fails to meet the grade minimum of B- required as a prerequisite for CHEM 151 or to apply to any of the majors in the School of Business and Management other than the BA in Business Management) |

# Writing Placement Assessment

The Writing Class Placement Questionnaire (https://docs.google.com/forms/d/e/1FAIpQLSeI052TH4HvFpicnDJuxAwaJvN-PLDIqgnx9WarQz8A8BC0iQ/viewform/?usp=sf_link), a self-directed assessment survey, is used to help incoming students determine the most appropriate first writing course at APU. The Writing Class Placement Questionnaire offers each student the opportunity to respond to important questions about experiences with reading and writing, to share evidence of past performance through the submission of high school GPA and standardized placement scores, and to receive information about the most beneficial initial writing course and support options at APU for him/her. Students who have questions about the course suggestion they receive should speak with an academic success coach in the Academic Success Center (https://www.apu.edu/academic-success/). All incoming students (freshmen and transfer) must complete The Writing Class Placement Questionnaire prior to registering for a writing course at APU. Students can complete the questionnaire at home using a personal computer.

# Proctoring Services

## Examination Proctoring

The Academic Success Center (ASC) Testing Services office (https://www.apu.edu/academic-success/services/testing/) is a test-proctoring center for students enrolled in correspondence, continuing education, or online courses at other institutions. To request an ASC Testing Services-proctored exam:

- Contact the home institution for approval to have ASC Testing Services designated as the proctor center.
- We request that exams be sent 3 days in advance to ASC Testing Services via email at testingcenter@apu.edu.
- Instructors sending exams to ASC Testing Services should include specific exam instructions for ASC Testing Services proctors.
- Call ASC Testing Services at (626) 815-3849 to notify the center of the exam's pending arrival.
- Schedule an appointment to take the exam at ASC Testing Services using our online scheduling system (https://aputesting.youcanbook.me).

On the day of the exam, students must:

- Bring an identification card that includes the student's legal name, birth date, signature, and photo.
- Pay a $30 nonrefundable fee for each proctored exam (also available online).

Failure to appear for a scheduled exam will result in the exam being returned to the institution of origin.

# Testing Services

APU's Testing Services (https://www.apu.edu/academic-success/services/testing/) office administers several programs through which students may receive course credit by examination.

- College Level Examination Program (CLEP) (p. 1114)
- DANTES Subject Standardized Tests (DSST) (p. 1117)
- Foreign Language Achievement Testing Service (FLATS) (p. 1118)

# College Level Examination Program (CLEP)

CLEP is a national program that allows students to obtain course credit by examination. CLEP examinations cover material taught in courses that most students take as requirements in the first two years of college. Most exams are 90 minutes long and primarily composed of multiple-choice questions, though some exams have fill-ins.

Note that examinations in composition and literature have additional 90-minute handwritten-essay sections, except for the College Composition Modular, which provides a 70-minute computerized-essay section. These essays are required for APU students. Handwritten essays are evaluated by faculty from the APU Department of English after a passing score on the multiple-choice section of the CLEP is achieved; these faculty evaluations are final and may not be appealed.

The CLEP program's policy limits test retakes to every 90 days, which allows students to spend additional time preparing for the exam or the option of taking a classroom course. APU students may request tutoring to prepare for the CLEP exam by contacting the Academic Success Center (ASC) Testing Services.

CLEP study guides are available from the CLEP website (https://clep.collegeboard.org/), the Campus Store (https://www.bookstore.apu.edu/), or any local bookstore. Visit the CLEP website for useful tips on assessing and preparing for any of the CLEP exams.

To take a CLEP exam, students must:

- Purchase the CLEP exam through the CLEP website. The cost for the exam is $89 and must be paid on the CLEP website by credit or debit card.
- Schedule an appointment to take the exam at ASC Testing Services using our online scheduling system (https://aputesting.youcanbook.me/).
- Pay the $30 nonrefundable proctoring fee no later than 3 calendar days prior to your appointment.
- The fee for any written CLEP essay exams is $10 per exam, payable on the day of your appointment.

On the day of the exam, students must:

- Provide a paper copy of the CLEP Exam Registration Ticket to the ASC Testing Services proctor. The Exam Registration Ticket is issued by CLEP at the time the exam is purchased.
- Bring one form of government-issued identification that shows the student's legal name, birth date, photo, and signature.

## Military CLEP Candidates

CLEP exams are free for eligible military personnel as noted in the chart below. The nonrefundable proctoring fees listed above are required before a test can be administered. All eligible military candidates MUST present a current military identification card and a second form of government-issued photo ID with signature at the time of the exam.

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

[1]   Tests are funded by DANTES. Questions regarding eligibility for DANTES-funded CLEP exams should be directed to DANTES at (877) 471-9860.
[2]   Veterans are eligible for reimbursement of the CLEP fee under provisions of the Veterans Benefits Improvement Act of 2004.

## Credit for CLEP Scores

| Subject | Score | Units | Course Equivalent |
|---|---|---|---|
| **Business** | | | |
| Financial Accounting | 50 | 4 | ACCT 120 |
| Business Law, Introductory | 50 | 3 | Not acceptable for BUSI 296, Elective, Non-General-Education |

| | | | |
|---|---|---|---|
| Information Systems and Computer Applications | 50 | 3 | BUSI 240 or CS 205 |
| Management, Principles of | 50 | 3 | MGMT 210 |
| Marketing, Principles of | 50 | 3 | MKTG 260 |
| Macroeconomics, Principles of | 50 | 3 | ECON 250 |
| Microeconomics, Principles of | 50 | 3 | ECON 251 |
| **Composition and Literature** | | | |
| American Literature[1] | 50 | 3 | Not acceptable for ENGL 244, ENGL 254, Elective, Non-General-Education |
| Analyzing and Interpreting Literature[1] | 50 | 3 | ENGL 111[1] |
| College Composition | 50 | | No course equivalency at APU |
| English Literature[1] | 50 | 3 | Not acceptable for ENGL 222, ENGL 232, Elective, Non-General-Education |
| College Composition Modular[1] | 50 | | No course equivalency at APU |
| **Modern languages** | | | |
| French Language | 50 | 3 | FREN 101, FREN 102 |
| German Language | 50 | 3 | GERM 101, GERM 102 |
| Spanish Language | 50 | 3 | SPAN 101, SPAN 102 |
| Spanish Language | 63 | 3 | SPAN 201 |
| Spanish Language | 74 | 3 | SPAN 202 |
| **History and Social Sciences** | | | |
| American Government | 50 | 3 | POLI 150 |
| Educational Psychology, Introduction to | 50 | 3 | Elective, Non-General-Education |
| History of U.S. I: Early Colonization to 1877 | 50 | 3 | HIST 151 |
| History of U.S. II: 1865 to the Present | 50 | 3 | HIST 152 |
| Human Growth and Development [2] | 50 | 3 | PSYC 290 [2] |
| Humanities | 50 | 3 | Elective, Non-General-Education |
| Psychology, Introductory | 50 | 3 | PSYC 110 |
| Social Sciences and History | 50 | 3 | APS, Elective credit only, Non-General-Education |
| Sociology, Introductory | 50 | 3 | SOC 120 |
| Western Civilization I: Ancient Near East to 1648 | 50 | 3 | HIST 120 |
| Western Civilization II: 1648 to Present | 50 | 3 | HIST 121 |
| **Science and Mathematics** | | | |
| Calculus | 50 | 5 | MATH 165 |
| College Algebra | 50 | 3 | MATH 110 |
| College Mathematics | 50 | 3 | MATH 90 [3] |
| General Biology | 50 | 8 | BIOL 151, BIOL 152 |
| | 57 | 8 | Required for all students in the Department of Biology and Chemistry majors and minors |
| General Chemistry | 50 | 8 | CHEM 151, CHEM 152 |
| | 52 | 8 | Required for all students in the Department of Biology and Chemistry majors and minors |
| Natural Sciences | 50 | 3 | APS, Elective credit only, Non-General-Education |
| Precalculus | 50 | 3 | MATH 150 |

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

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

[3]    MATH 90 does not meet the General Education Quantitative Literacy requirement and does not count toward total units needed for graduation.

# DANTES Subject Standardized Tests (DSST)

DSST exams are recommended for credit by the American Council on Education (ACE) (https://www.acenet.edu/Pages/default.aspx). APU has an extensive list of subject-level exams (see below) that are offered in diverse disciplines and cover upper- and lower-level baccalaureate credit courses. These exams help students save time and money while accelerating graduation completion. To schedule an appointment to take a DSST exam through the Academic Success Center's Testing Services (https://www.apu.edu/academic-success/services/testing/), use our online scheduling system (https://aputesting.youcanbook.me/).

On the day of the exam, students must:

- Provide one form of government-issued identification that clearly shows the student's legal name, birth date, photo, and signature.
- Pay a $100 fee per exam to DSST. This fee is payable on the day of the exam by credit card only.
- Pay a $30 nonrefundable proctoring fee per exam to APU. This fee is payable online after booking an online appointment.

## APU Credit for DANTES Subject Standardized Tests

| Subject | Score | Units | Course Equivalent |
|---|---|---|---|
| **Applied Technology** | | | |
| Technical Writing | 400 | 3 | Elective, not GE |
| **Business** | | | |
| Business Ethics and Society | 400 | 3 | Elective, not GE |
| Business Mathematics | 400 | 3 | Elective, not GE |
| Human Resource Management | 400 | 3 | Elective, not GE |
| Introduction to Business | 400 | 3 | Elective, not GE |
| Management Information Systems | 400 | 3 | BUSI 240 Introduction to Information Systems and Business Applications |
| Money and Banking | 400 | 3 | Elective, not GE |
| Organizational Behavior | 400 | 3 | Elective, not GE |
| Personal Finance | 400 | 3 | Elective, not GE or Business Major |
| Principles of Finance | 400 | 3 | Elective, not GE |
| Principles of Supervision | 400 | 3 | Elective, not GE |
| **Humanities** | | | |
| Ethics in America | 400 | 3 | Elective, not GE or Philosophy Major |
| Introduction to World Religions | 400 | 3 | Elective, not GE or Philosophy Major |
| **Mathematics** | | | |
| Fundamentals of College Algebra[1] | 400 | ---[1] | MATH 95 Intermediate Algebra[1] |
| Principles of Statistics | 400 | 3 | MATH 130 Introduction to Statistics |
| **Physical Science** | | | |
| Astronomy | 400 | 3 | Elective, not GE |
| Health and Human Development | 400 | 2 | PE 240 Health Education |
| **Social Science** | | | |
| Art of the Western World | 400 | 3 | ART 150 Introduction to Art |
| Civil War and Reconstruction | 400 | 3 | HIST 380 Civil War and Reconstruction |
| Criminal Justice | 400 | 3 | CJ 110: Introduction to Criminal Justice |
| Foundations of Education | 400 | 3 | Elective, not GE |

| Fundamentals of Counseling | 400 | 3 | Elective, not GE |
| General Anthropology | 400 | 3 | GLBL 201 Anthropology for Everyday Life |
| History of the Soviet Union | 400 | 3 | HIST 484 Historical Themes: Soviet Union |
| A History of the Vietnam War | 400 | 3 | HIST 484 Historical Themes: Vietnam War |
| Human/Cultural Geography | 400 | 3 | Elective, not GE |
| Introduction to Law Enforcement | 400 | 3 | CJ 220: Police and Society |
| Lifespan Developmental Psychology | 400 | 3 | PSYC 290 Human Growth and Development |
| Substance Abuse | 400 | 3 | Elective, not GE |

[1]    This test is acceptable as a remedial-level course, applicable as a prerequisite, and it does not count toward total units needed for the bachelor's degree. The units will not appear on the student transcript.

NOTE: Students may **NOT** receive dual credit for DSST exams and courses that are the same subject.

*The DSST program is owned by Prometric, the global leader in testing and assessment, and has been placing students on the fast track to college degrees since 1986. For more information, visit the* DSST website *(*https://www.getcollegecredit.com*).*

# Foreign Language Achievement Testing Service (FLATS)

To meet APU's foreign language proficiency requirement, students have the option of using the Foreign Language Achievement Testing Service (FLATS) at Brigham Young University. Using the FLATS exam to demonstrate foreign language proficiency may be a viable option for students who have mastered a certain level of proficiency in a foreign language. FLATS offers more than 50 languages for students to choose from, and language options can be found on the FLATS website (https://flats.byu.edu/flatsinfo.php).

The exams cover listening, reading, and grammar, are in multiple-choice format, and allow students two and a half hours to complete. Students who pass this assessment through the 102 course level will receive 3 elective units. New and transfer students can go to the Academic Success Center (ASC) Testing Services website (https://www.apu.edu/academic-success/services/testing/foreign/) to learn more about the foreign language proficiency options.

To take a FLATS exam, students must:

- Register on the FLATS website. There is a $50 exam fee payable by credit or debit card only.
- Schedule an appointment (https://aputesting.youcanbook.me/) to take the exam through APU's Testing Center.
- Pay a $30 nonrefundable proctoring fee online after booking an appointment no later than 3 calendar days before your appointment.

On the day of the exam, students must:

- Present one form of government-issued identification, clearly showing the student's legal name, birth date, photo, and signature.

# TRIO Student Support Services and Upward Bound

## TRIO Student Support Services

TRIO Student Support Services (https://www.apu.edu/academic-success/trio/) provides opportunities for academic development to motivate students who demonstrate academic need toward successful completion of postsecondary education. Services are available for first-generation students, those from low-income families, and those with disabilities requiring learning accommodations. Through the following services, the program aims to increase the college retention and graduation rates of its participants:

- Provides individualized academic coaching and priority registration
- Facilitates connections with peer mentors
- Aids in professional development and leadership opportunities

- Offers grant aid to eligible participants
- Exposes students to cultural events and specialized academic programs
- Offers career counseling, career exploration workshops, and assessments
- Provides academic tutoring and supplemental instruction
- Identifies and shares resources to promote financial literacy and minimize student debt

## TRIO Upward Bound

TRIO Upward Bound (https://www.apu.edu/academic-success/upward-bound/) (UB) offers holistic programming to potential first-generation students from Azusa High School with the purpose of motivating and equipping participants with the skills to graduate high school and complete a program of postsecondary education. To achieve its mission, UB offers the following services:

- Academic tutoring services to support participant completion of A-G coursework
- Individual academic coaching centered on conversations regarding course selection, college admission requirements, financial aid options, and personal, educational, and career goals
- Preparation for college entrance exams and state assessments
- Student development workshops relating to financial aid, financial literacy, career exploration, college applications, study skills, time management, and self-advocacy
- Exposure to college campuses and cultural events throughout the year
- Informational meetings for participant guardians on postsecondary education options, college admission requirements, financial aid, and the first-generation experience
- Six-week summer academic enrichment courses in English, math, science, and a foreign language, as well as recreational and personal development activities, to prepare them for the rigors of college

# Tutoring Center

Tutoring is available at no additional charge for numerous academic subjects. Specific subject areas change each semester based on student demand and the availability of qualified peer tutors.

The Tutoring Center schedules online and in-person appointments for one-on-one sessions as well as small-group tutoring. The Tutoring Center also offers drop-in tutoring for specific subjects.

Tutoring empowers students to become more confident, effective, and independent learners. To learn more, visit the Tutoring Center website (https://sites.google.com/apu.edu/tutoring/welcome/). You may also schedule a tutoring appointment online (https://sites.google.com/apu.edu/tutoring/appointment-help/how-to-schedule-appointments/) or contact us at tutoringcenter@apu.edu or (626) 815-6120.

# Writing Center

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

- **In-Person Appointments:** Students may meet with writing coaches at any stage of the writing process and receive individualized support to improve their writing projects and their long-term writing skills. Schedule an appointment (https://sites.google.com/apu.edu/tutoring/appointment-help/how-to-schedule-appointments/), or visit the APU Writing Center website (https://www.apu.edu/writingcenter/) to learn more about us and our services.
- **Online Appointments:** During online appointments, students and writing coaches use Zoom and a mutual whiteboard space or shared screen to work together in real time.
- **Drop-In Hours:** The center offers drop-in hours, where students meet with writing coaches individually or in groups. View the current drop-in hours and location. (https://sites.google.com/apu.edu/tutoring/drop-ins/)
- **Workshops:** The center offers in-class workshops by faculty request. Faculty may request classroom workshops by using our Writing Center Service Request Form (https://formstack.apu.edu/forms/writing_center_service_request_form/).
- **Resources:** Our Google site (https://sites.google.com/apu.edu/tutoring/writing-resources/) houses PDF resources on more than 35 writing challenges ranging from brainstorming to documentation.
- **Speaking Center Appointments:** Students may meet with speaking coaches and receive individualized support to improve their speaking projects and presentation assignments.

## Locations

APU's Writing Center is open year-round, excluding holidays and university closures, and has locations in Marshburn Library (East Campus), Segerstrom Science Center (West Campus), and online.

# Writing Program

APU's Writing Program includes lower- and upper-division courses to help students become more competent and confident writers. The goal of these courses is for students to develop as critical thinkers, researchers, and writers who can creatively address a variety of rhetorical contexts.

The General Education (https://www.apu.edu/provost/generaleducation/) (GE) Writing Program (https://www.apu.edu/writing-program/) guides students through the process of gaining cross-disciplinary writing skills. The program consists of three 3-unit GE courses (Writing 1, 2, and 3), as well as an optional 1-unit Writing 1 Lab. In these courses, students cultivate a lifelong habit of learning to write and writing to learn, develop their individual writing processes, learn about genres and rhetorical situations, and write within a community of peers.

Because Writing 1 is a first-year writing course, students should plan to take WRIT 110 The Art and Craft of Writing during their first semester at APU. Students should plan to take the Writing 2 course that is recommended by their majors as sophomores, followed by the appropriate Writing 3 course as juniors or seniors.

## Writing Pathways

All APU students must take Writing 1 unless they have a qualifying AP score (p. 942) or transfer credit (https://www.apu.edu/undergraduate-admissions/transfer/articulation/). Students enrolled in the Honors College take HON 101 Leadership in place of Writing 1. All APU students must take Writing 2 and Writing 3 unless they have appropriate transfer credit.

## Writing 1

In Writing 1, students are introduced to college-level writing expectations. They write and learn in a community of peers, giving and receiving feedback in small groups. In a designated week during the semester, students conference one-on-one with the professor to receive individualized feedback on the development of their writing. They build rhetorical awareness and personal writing processes that they use throughout their time at APU and beyond.

## Writing 1 Lab

Alongside Writing 1, some students may choose to take the Writing 1 Lab. Writing labs offer a small-group format, supporting students as they move beyond high school writing toward college-level writing expectations. Our faculty assume that students who take the lab in addition to Writing 1 are capable, college-level or nearly college-level writers who will benefit from extra support and feedback, whether that support is focused on thesis development, organization, time management, confidence, grammar instruction, or some other aspect of writing.

## Writing 2

In Writing 2, students assess the writing styles, questions, and arguments of broader fields (e.g., humanities, nursing, or science). It is strongly recommended that students enroll in Writing 2 as sophomores. Some majors require a specific Writing 2 course. It is most beneficial and strongly recommended to enroll in the Writing 2 course that pertains to the student's field of study, but students may enroll in the Writing 2 course of their choice if their major does not require a particular course. Students must earn a grade of *C-* or higher in Writing 1 to enroll in Writing 2. Some Writing 2 courses have other prerequisites in addition to Writing 1.

## Writing 3

In Writing 3, juniors or seniors learn how to craft polished drafts of professional quality in their major and practice the types of writing they might encounter in their future professions. Most majors require a particular course. It is most beneficial and strongly recommended to enroll in the Writing 3 course that pertains to the student's field of study, but students may enroll in the Writing 3 course of their choice if their major does not require a particular course. Many Writing 3 courses have prerequisites in addition to Writing 2.

## Helpful Resources

The Writing Program Lexicon (https://drive.google.com/file/d/14j8T-H4yaeajWL0681W0gAME4RNJowwe/view/) establishes a consistent vocabulary for APU faculty and students, facilitating smooth transitions between courses and encouraging student learning. The Writing Program also coordinates its efforts with the Writing Center (https://www.apu.edu/writingcenter/), which offers one-on-one appointments to help students become better writers.

## Overenrollment Policy

The Writing Program does not permit students to add Writing 1, 2, or 3 courses that are full, because smaller class sizes are essential for thorough faculty feedback and writing support. If you have extenuating circumstances that make it necessary for you to take a Writing 1, 2, or 3 course that is full, contact the Writing Program; the director of the Writing Program and the instructor of the course must approve your request. If your request is approved, the Writing Program will issue you a permission code to register for the section.

## Mission Statement

Azusa Pacific University's Writing Program fosters a culture of writing among students and faculty from all disciplines. Drawing on scholarship in rhetoric and composition, the Writing Program collaborates with faculty to use best practices in writing courses across the curriculum to help students learn to write ethically, clearly, creatively, and effectively as academics, professionals, and Christ-following citizens in diverse communities.

## Contact Information

- Email: writingprogram@apu.edu

## Courses

### WRIT 101, Writing Lab, 1 Unit

WRIT 101 is a one-unit course designed to support students currently enrolled in any course at APU where assistance is needed to meet college-level writing expectations. The Lab will provide a space for students to engage with the foundational concepts introduced in APU's writing program, such as developing a writing process, understanding rhetorical situations, and crafting sound arguments. Within a casual, interactive workshop format that is practical and tailored to the unique needs of the group members, students meet four times weekly to further develop their writing skills and their individual writing processes. Students should expect to bring assignments or projects from their class to each Lab meeting.
**Prerequisite:** Students must be enrolled at APU.

### WRIT 110, Writing 1: The Art and Craft of Writing, 3 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from theoretical, historical, pedagogical, and practical perspectives. Students engage with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. Students also craft arguments of their own based on their research on the art and craft of writing. *Students must earn a C- or higher in Writing 1 in order to register for Writing 2. *Meets the General Education Requirement: Writing 1: The Art Craft of Writing.*

### WRIT 120, Writing 1 Lab, 1 Unit

For students who have chosen through advising and self-placement to receive the extra support that will encourage success in their Writing 1 course, the Writing 1 Lab provides weekly tutorials on Writing 1 assignments and brief assignments that provide enrichment in reading/writing/rhetoric/grammar in ways that support their work as writers in Writing 1. During weekly one hour sessions, students will work with a writing coach to further develop their writing processes, their handling of language conventions at the sentence and paragraph level, and deepen their reading and writing through peer editing sessions with a writing coach. Work will include tutoring on Writing 1 assignments, including rough drafts for Writing 1, and additional small assignments designed for the lab to link reading, writing, logic, and grammar. Students should expect to work two additional hours outside of the session. 1 unit course.
**Prerequisite:** Co-requisite: WRIT 110

### WRIT 200, Writing 2: Writing for Christian Practice, 3 Units

In this course, students will critically assess the writing styles, questions, and arguments of one or more disciplines in order to better understand what is considered persuasive and effective writing in those fields. Students will respond to and evaluate writing, methodologies, ideas, and arguments and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, MIN 108; HON 101 or C- or Better in WRIT 110

### WRIT 201, Writing 2: Philosophy of Math, Logic, and Language, 3 Units

Why is mathematics so effective in describing the physical universe? What happens when ordinary reasoning and languages are translated into more abstract mathematical and logical symbolism? Is anything lost in translation? This course introduces students to these and other questions on the nature of mathematics, logic, and language. Students evaluate the arguments, writing styles, rhetorical strategies, and types of evidence employed by the mathematicians, scientists, and philosophers addressing these questions. By critically thinking about formal logical and mathematical discourse, students become better writers in and about that discourse. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110; PHIL 310 or MATH 280 or instructor's consent.

### WRIT 202, Writing 2: Philosophical Writing in C. S. Lewis, 3 Units

C. S. Lewis was one of the most influential public Christian intellectuals of the 20th century. One of the reasons for this is that he wrote clearly and persuasively about the perennial questions of philosophy but for the common person. In this course, we will study and practice the art of writing well on philosophical matters for a broad audience. Students will critically assess the writing styles, questions, and arguments of philosophical writing for a general audience and will contrast what it takes to do such writing well with related forms of writing such as philosophical writing for a specialist audience and philosophical writing in fictional form. We will do so by analyzing, emulating, and critiquing the work of C. S. Lewis from the standpoint of philosophy. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 203, Writing 2: Writing in Religion, Cinema, and Popular Culture, 3 Units

In this course, students critically assess the writing styles, questions, and arguments in the discipline of religious studies, with special focus on the study of religion and visual studies in order to better understand what is considered persuasive and effective writing in religious studies. Students respond to and evaluate writing, methodologies, ideas, arguments, and genres, and practice rhetorical strategies employed in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110.

## WRIT 204, Writing 2: Writing for the Humanities in Spanish, 3 Units

Students in this course critically assess writing styles, questions, and arguments important to the humanities through a study of great works and life's enduring questions. In order to understand better what is considered persuasive and effective writing in the humanities, students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies employed in the liberal arts. The entire course, including all assignments, is in Spanish. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110, and SPAN 202

## WRIT 210, Writing 2: Writing in the Humanities, 3 Units

In this course, students will critically assess writing styles, questions, and arguments important to the humanities through a study of great works and life's enduring questions. In order to understand better what is considered persuasive and effective writing in the humanities, students will respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in the liberal arts. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 220, Writing 2: Film Analysis and Criticism, 3 Units

This course is an introduction to film as a narrative and visual medium, emphasizing the terms, methods, and techniques of film analysis. Students view and discuss films in terms of formal elements - plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110, and department consent.

## WRIT 221, Writing 2: Writing for Visual Thinkers, 3 Units

In this course, students examine writing styles as expressed in the studio arts and design, whether as criticism, analysis, personal expression, persuasion, or artist and designer statements. Students will learn how to translate their visual world into words, and to evaluate visual ideas, both their own and others; as those gifted for visual expression are able. In order to understand how to write persuasively and effectively, students will examine theoretical approaches that are employed as conceptual frameworks in making art and design. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 222, Writing 2: Writing about Music, 3 Units

In this course, students examine methods and tools of research and writing in music. They assess and practice various writing styles, as well as questions and arguments associated with (1) the historical fields of research (e.g., musicology, ethnomusicology, music education, music criticism, music analysis, program notes) and (2) music entrepreneurship (e.g., music business, production, marketing, artist management). Students also become familiar with online and hard copy music resources available in Marshburn Memorial Library. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 240, Writing 2: Scientific Writing, 3 Units

In this course, students critically assess genres of scientific writing, including scientific journal articles, grant proposals, and writing for popular audiences, examining writing styles and forms of argument that are considered persuasive in the sciences. Students also evaluate writing samples, methodologies, ideas, and arguments, and practice writing in scientific genres. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110; and BIOL 152, BIOL 250, CHEM 152, PHYC 156, or PHYC 166.

## WRIT 241, Writing 2: Physical Activity and Health Promotion, 3 Units

Students in this course have multiple opportunities to share knowledge through written assignments and brief verbal responses. The course activities challenge the student to consider the audience and platform for communication, develop a concise argument, persuade readers, and critically evaluate research articles. Students also enhance their skills in literature searches using library databases, and gain proficiency in citing using APA formatting. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100; HON 101 or C- or better in WRIT 110; C- or higher in BIOL 230 or BIOL 250; students must be kinesiology majors, other majors may enroll by instructor consent.

### WRIT 242, Writing 2: Entrepreneurial Tech Start-ups, 3 Units

In this course, students critically assess the writing styles, questions, and arguments of business, computer science, and technology in order to better understand what is considered persuasive and effective writing in these fields. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field while analyzing and contributing to current trends in the field through the creation of relevant business-tech documents. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110

### WRIT 243, Writing 2: Mathematical Careers and Callings, 3 Units

In this course, students explore a variety of mathematical careers, assess writings from subdisciplines of mathematics, evaluate arguments regarding the purpose or value of mathematics, and explore the value of mathematical work in their individual contexts. Students critically assess the writing styles, questions, and arguments of mathematicians in a variety of careers in order to better understand what is considered persuasive and effective writing in those fields, and also practice rhetorical strategies. Course material includes Christian perspectives on the value of work and culture in general and the value and purpose of mathematical work in particular. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** HON 101 or WRIT 110 with C- or better

### WRIT 260, Writing 2: Psychology Subdisciplines and Career Trajectories, 3 Units

This course provides a foundation for students to think, write, and communicate as psychological scientists. The specific style of writing is based on the American Psychological Association (APA) format, which reflects the precepts of the discipline. The course focuses on the general writing process as well as the particular writing conventions in the social sciences to build critical skills in communication. As students learn to write thoughtfully and persuasively, they also engage in a comprehensive overview of the major subfields in the discipline of psychology and the variety of career trajectories that students may consider in behavioral settings. In the process of career exploration as it relates to central concerns, themes, and professional trajectories, students critically assess the writing style, questions, and arguments from multiple subdisciplines. Students also develop skill in formatting written work utilizing APA style, in order to develop skills in effective writing, researching, and identifying credible sources in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110.

### WRIT 261, Writing 2: Writing in Business, 3 Units

In this course, students critically assess the writing styles, questions, and arguments found in the organizational environment in order to better understand what is considered persuasive and effective writing in business and management. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

### WRIT 262, Writing 2: Criminal Justice Research Methods, 3 Units

This course introduces students to research writing in the social and behavioral sciences, including the basic methods of research design, measurement, and data collection in criminology and criminal justice. Students compare research writing to other genres of writing, taking into account audience and rhetorical situation (as learned in Writing 1). Students also learn the techniques used to define research problems, select and appropriately measure variables, state hypotheses, and select experimental methods, culminating in each student completing a research proposal on a topic of their own choosing. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110; MATH 115 or MATH 130; and CJ 110

### WRIT 263, Writing 2: Writing Ethnography in the Social Sciences, 3 Units

Ethnography is a research methodology used in business, education, health care, and ministry. In this course, students critically assess genres of ethnographic writing in the social sciences, including analytical journals, journal articles, and writing for popular audiences. Students examine writing styles and forms of argument that are considered persuasive in the social sciences. Students evaluate writing samples, methodologies, ideas, and arguments, and practice writing in social scientific genres. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

# Student Affairs

## About Student Affairs

### Thrive at APU!

At Azusa Pacific University, our Student Affairs team of Christ-centered educators believes in the holistic development of all students. Our hope is that learning extends beyond the classroom into all areas of students' lives as they strive to become the person God has called them to be. Through a variety of services and programs, we are dedicated to creating environments and experiences that encourage students throughout their journey to develop a commitment to lifelong learning in the areas of Christian spiritual formation, student engagement, and student wellness. Our desire is for each student to develop a deeper understanding of their identity, faith, academic goals, and vocational pursuits, and to become a difference maker who will impact their communities for Christ.

## Our Three Pillars of Student Development

### Spiritual Formation

We believe that the life-changing good news of Jesus Christ is both an eternal promise and an invitation to be part of God's work in the world now. In the classrooms and the residence halls, on the field and in chapel, around the world and across the street, we are engaging all students in the personal and collective process of being formed in the image of Christ for the sake of others.[1] We foster students' spiritual development by providing opportunities to participate in corporate worship, local and global service, Christian formation, and spiritual care.

[1]   Adapted from R. Mullholand, 2016.

### Student Engagement

We believe a student's sense of belonging contributes to their success both inside and outside of the classroom. Each student is a valuable member of our community and their contribution at APU makes a difference. Student Engagement provides a variety of opportunities for students to build meaningful connections with others and contribute to the needs and shared goals of the community.

### Student Wellness

We believe that students who invest in their holistic well-being are more likely to reach their academic and personal potential. We provide Christ-centered wellness services, programs and educational opportunities that empower students and the APU community to thrive physically, emotionally, socially and spiritually.

### Resources

- Accessibility and Disability Resources (p. 1094)
- Campus Life (p. 1127)
- Chapel and Pastoral Care (p. 1128)
- Commuter Life (p. 1128)
- Disability Grievance Policy for Students (p. 1086)
- Health Services (p. 1131)
- Intercollegiate Athletics (p. 1132)
- International Admissions (p. 1132)
- International Services (p. 1132)
- Residence Life (p. 1133)
- Service and Discipleship (p. 1133)
- Student Government Association (p. 1134)
- Undergraduate Community Expectations (p. 1135)
- University Counseling Center (p. 1105)

# Accessibility and Disability Resources

The Accessibility and Disability Resources office (https://www.apu.edu/student-affairs/accessibility/) is open year-round and provides a wide range of academic support services for APU students seeking to enhance their learning. It is the designated office for:

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

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

In compliance with Section 504 of the Rehabilitation Act of 1973, APU permits service animals on campus. For more information on service animals as a disability accommodation (p. 1096), contact the director of accessibility and disability resources.

# Request for Disability Accommodations

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

1. Complete a Request for Accommodations Form (https://apu-accommodate.symplicity.com/public_accommodation/) available in the Accessibility and Disability Resources office or online.
2. Provide documentation of the disability (https://www.apu.edu/student-affairs/accessibility/). More information about the documentation requirements may be found online and in the Accessibility and Disability Resources office, including referrals for diagnostic testing.
3. Schedule a meeting to discuss needs with the director or coordinator of accessibility and disability resources, who will review and decide which accommodations, if any, are reasonable and appropriate. Note that students who reside at a distance may have this meeting by phone.

Students who believe that their requests have not been adequately addressed may follow the university's Disability Grievance Policy (https://www.apu.edu/student-affairs/accessibility/#disabilitygrievancepolicy) for students.

For more information about disability accommodations or to obtain guidelines for disability documentation, stop by the Accessibility and Disability Resources office, call (626) 815-2067, or send a note to disabilityservices@apu.edu.

# Personal Care Assistance or Equipment

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

# Mobility Impairment Parking Permits for Students

## Permanent Mobility Impairment

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

## Temporary Mobility Impairment

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

- Submit a completed Request for Accommodations Form (https://apu-accommodate.symplicity.com/public_accommodation/) available in the Accessibility and Disability Resources office and online.
- Provide documentation of the injury or illness from a qualified medical professional stating limitations and length of time expected for recovery.
- Meet with the director or coordinator of accessibility and disability resources to review the request.

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

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

For additional inquiries, contact Accessibility and Disability Resources at (626) 815-2067 or the Department of Campus Safety at (626) 815-5000.

# Study Away Disability Accommodations

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

Each student is different, and travel to other countries requires an honest evaluation of what is required to identify and manage individual disability needs and potential issues that could occur while away. A discussion with the student about program fit, course selection, and personal needs is a collaborative effort shared by the Study Away program (http://www.apu.edu/global-engagement/) and Accessibility and Disability Resources. Open communication ensures a positive transition for students.

Procedure for students pursuing disability accommodations away:

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

# Service Animals

## Notice of Service Animal as a Disability Accommodation Policy

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

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

A service animal is not a pet.

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

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

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

Questions about this policy may be directed to the director of Accessibility and Disability Resources (https://www.apu.edu/student-affairs/accessibility/), 901 E. Alosta Ave., Azusa, CA 91702, East Campus, at (626) 815-2067 or disabilityservices@apu.edu, and any complaints alleging a violation of the policy or noncompliance with its provisions will be governed by the university's Disability Grievance Policy for Students (p. 1086). Copies are available at the office of the director of Accessibility and Disability Resources, East Campus (near the intersection of East Alosta Avenue and North Citrus Avenue).

## Service Animal as a Disability Accommodation Policy

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

## I. Definition

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

## II. In General

Azusa Pacific University permits the use of a service animal by an individual with a disability. APU requests such an individual complete a Request for Accommodations Form (https://apu-accommodate.symplicity.com/public_accommodation/) and discuss his or her accommodation needs with an advisor in the ADR.

## III. Other Provisions

1. **Removal of Service Animal**. The university may ask an individual to remove a service animal from the premises if:
   a. The animal is out of control and the animal's handler does not take effective action to control it;
   b. The animal is not housebroken; or
   c. The animal poses a direct threat to the health and safety of others (allergies and a fear of animals by others, generally, are not valid reasons for denying a student the right to have a service animal on university premises). A direct threat to the health and safety of others may be the basis for reasonable time, place, and manner restrictions.

2. **If an Animal is Properly Excluded**. If the university properly excludes a service animal under this policy, it shall give the individual with a disability the opportunity to obtain goods, services, and accommodations without having the service animal on the premises.

3. **Animal Under Handler's Control**. A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

4. **Care or Supervision**. The university is not responsible for the care or supervision of a service animal.

5. **Inquiries**. The university shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. The university may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The university shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, the university may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

6. **Access to Areas of the University**. An individual with a disability shall be permitted to be accompanied by his or her service animal in all areas of the university where members of the public, program participants, clients, customers, patrons, or invitees, as relevant, are allowed to go.

7. **Surcharges**. The university shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the university normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.

8. **Questions**. Questions about this policy may be submitted to the director of Accessibility and Disability Resources, 901 E. Alosta Ave., Azusa, CA 91702, at (626) 815-2067 or disabilityservices@apu.edu.

9. **Complaints/Grievance Policy**. Complaints alleging any violation of this policy or noncompliance with its provisions will be governed by the university's Disability Grievance Policy for Students (p. 1086). Copies are available at the office of the Director of Accessibility and Disability Resources.

# Campus Life

The Office of Campus Life (https://www.apu.edu/campus-life/) offers purposeful programming to help students develop a sense of belonging and personal growth throughout their APU experience.

## Office Values

- Intentional Connection: Belonging grounds your pursuit toward who you are becoming
- Self-Development: Unlock and embrace your full potential
- Diverse Opportunities: An invitation to explore and discover your interests

## Mission Statement

Create meaningful experiences.

## Fulfilling Our Mission

Campus Life fulfills its mission through the following:

- Alpha Program: (https://www.apu.edu/campus-life/alpha-program/) Supporting students' sense of belonging in their first year at APU through the Alpha Program orientation groups for first-year and transfer students.
- Campus Events: (https://www.apu.edu/campus-life/events/) Campus-wide engagement opportunities to foster a sense of community.
- Campus Recreation: (https://www.apu.edu/campus-life/recreation/) Coordinating physical and electronic sports throughout the academic year.
- Clubs and Organizations: (https://www.apu.edu/campus-life/clubs/) Supporting student-managed groups, including performing arts clubs, social clubs, service organizations, academic clubs, honors societies, and club sports. Azusa Pacific University does not allow or recognize national social clubs, fraternities, or sororities.

## Welcome Weekend

The Office of Campus Life hosts Welcome Weekend (https://www.apu.edu/welcome-weekend/) at the beginning of each fall and spring semester to welcome new APU students into the community. Welcome Weekend provides an experience that fosters a sense of belonging for new students, families, and guests through intentional programming centered on preparing each student for their time at Azusa Pacific University.

# Chapel and Pastoral Care

Part of the Spiritual Life team, the Office of Chapel and Pastoral Care (https://www.apu.edu/spiritual-life/chapel-pastoral-care/) cultivates spaces for undergraduate students to encounter the life-changing grace of Christ in the large-scale venue of chapel and the small-scale setting of pastoral care and counseling.

## Chapel

The office stewards APU's foundational commitment to incorporate consistent rhythms of community worship in the spiritual development of undergraduate students through the advancement of a biblically grounded, diverse, pastoral, and challenging chapel curriculum that cultivates personal spiritual transformation and invites students to participate in God's work in the world. Because chapel is so important to the undergraduate program, attendance three times per week is required of every full-time undergraduate student, with 10 allowable absences each semester.

## Pastoral Care

The office also contributes to the care and spiritual development of undergraduate students by providing confidential pastoral counseling from APU campus pastors, characterized by theologically informed guidance, counsel, and prayer that equips students to more deeply engage their journey toward maturity in Christ.

Visit the Office of Chapel and Pastoral Care website (https://www.apu.edu/spiritual-life/chapel-pastoral-care/) for more information.

# Commuter Life

The Office of Commuter Life (https://www.apu.edu/commuter-life/) provides opportunities and services to undergraduate commuter students at Azusa Pacific University.

## Mission Statement

The Commuter Life office exists to provide opportunities and services to undergraduate commuter students at Azusa Pacific University in order to create a sense of belonging on campus that fosters personal development and academic success through cocurricular and extracurricular engagement.

## Location

The Student Union, also known as the Cougar Dome, houses the Commuter Life office. The Student Union is one of the primary on-campus socialization and information hubs for the student community.

## Fulfilling Our Mission

Commuter Life's student leaders, known as Commuter Life Assistants (CLAs), and professional staff fulfill their mission by offering a variety of services and programs for commuters, including but not limited to free printing, lockers, and a variety of amenities. The office provides an environment in which students feel equipped to navigate university resources and ultimately find a sense of belonging on campus. The office regularly hosts commuter meals and other events to foster community engagement among commuter students.

Commuter Life also collaborates with other offices across campus to meet the needs of the university's commuter student population. Many campus programs are geared toward enhancing the quality of the commuter student experience, offering special discounts and benefits to encourage commuter student involvement and attendance at campus events.

# Disability Grievance Policy for Students

1. **Policy Against Disability-Related Discrimination**

   In compliance with applicable state and federal laws and regulations, including Section 504 of the Rehabilitation Act of 1973 ("Section 504") and implementing regulations, Azusa Pacific University ("APU" or the "university") does not discriminate on the basis of disability and is committed to providing equal educational opportunities for qualified disabled students. The university prohibits conduct that denigrates or shows hostility or aversion toward an individual based upon his or her disability or perceived disability, including conduct that is verbal, physical, written, graphic, or visual. Such conduct includes but is not limited to objectionable epithets, demeaning depictions or treatment, and threatened or actual abuse or harm related to an individual's disability. This nondiscrimination policy covers all qualified students with respect to admission, access, operation of

university programs and activities, and employment. APU will take all reasonable steps necessary to prevent the occurrence and reoccurrence of discrimination on the basis of disability and to correct any discriminatory effects on students and others, if appropriate. No student shall be retaliated against for using this or any other grievance procedure to address any disability-related grievances.

## 2. Administration of this Grievance Procedure; Compliance Officers

Graduate, professional, and undergraduate students have the right to use this grievance procedure to resolve claims that they have been subjected to unlawful harassment or discrimination on the basis of disability, or have been denied access to services or accommodations required by law. Students are encouraged to attempt informal resolution prior to utilizing this Grievance Procedure (see Part 3, below).

If any student has a claim of discrimination based on harassment related to a claimed disability, where the alleged harassment is committed by another APU student or other APU students, the aggrieved student should follow the Harassment Reporting Procedures outlined in section 3.0 of the Student Standards of Conduct. In all other cases, unless otherwise provided herein, this grievance procedure, rather than other general APU grievance procedures (including the Graduate and Professional Student Grievance and Appeal Procedures and the Undergraduate Grievance Policies) shall govern any disability-related grievances. Please use this grievance process if there are also non-disability-related issues, and the grievance officer will consider whether to address all matters together or whether a separate process will be required for the non-disability-related issues. Questions of which grievance procedure to apply will be decided by the Section 504 compliance officer.

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

Accessibility and Disability Resources is the office designated for the evaluation of disability documentation and academic accommodations for APU undergraduate and graduate students. Accessibility and Disability Resources is located at 901 E. Alosta Ave., Azusa, CA 91702 and can be reached by phone at (626) 815-2067 or (626) 815-3873 (TDD), by fax at (626) 815-3859, or by email at disabilityservices@apu.edu.

## 3. Informal Resolution

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

a. If the issue concerns a claim of discrimination based on the denial of a requested accommodation by Accessibility and Disability Resources (procedures for requesting an accommodation from Accessibility and Disability Resources are available in the academic catalog and on the Accessibility and Disability Resources webpage (https://www.apu.edu/student-affairs/accessibility/)), the student must promptly make an appointment to meet with the director of accessibility and disability resources. The accessibility and disability resources director will meet with the student, review the matter, and promptly issue a written decision and provide a copy of the written decision to the student. If the accessibility and disability resources director's decision is adverse to the student, the accessibility and disability resources director will inform the student of the student's right to file a formal complaint under this grievance process.

b. If the issue concerns other claims of disability-related discrimination (including, as examples, harassment, lack of accessibility, unequal treatment, or non-accessibility services denials of accommodations), where the claim is against an APU department, faculty, or staff member or a third party, the student must make best efforts to utilize the informal procedures provided in the Initial Grievance and Appeal Procedures section of the Graduate (p. 1081) and Professional (p. 1054) Student Grievance and Appeal Procedures (for graduate and professional students), and in the Undergraduate Grievance Policy (p. 1007) (for undergraduate students). In addition, the student is encouraged to raise the issue with Accessibility and Disability Resources, as the director of accessibility and disability resources is available to serve as a resource for informally resolving disability-related grievances. The student is encouraged also to report any claims of harassment by university employees to APU's Office of Human Resources (https://www.apu.edu/humanresources/) by calling (626) 815-4526.

## 4. Formal Grievance Process

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

a. Complaints must be filed as soon as possible, but in no event later than 10 calendar days after the end of the term in which the claimed discrimination occurred.

b. A complaint must be in writing and include the following:
   i. The student's name, address, email address, and phone number;
   ii. The names of any other persons involved, including, if known, those who committed the alleged discrimination;
   iii. A clear statement of the claimed discrimination based on a disability, including, at a minimum, what occurred, the date(s) it occurred, where it occurred, who was present;
   iv. A description of what efforts have been made to resolve the issue informally;
   v. A statement of the desired outcome; and

vi.  Any other information the student wishes to provide, including statements of any witnesses to the alleged discrimination and any other supporting documentation.

c. The complaint is to be filed by delivering it to the appropriate Section 504 compliance officer, as provided in Part 2 above. If the student alleges that the appropriate Section 504 compliance officer is the party that allegedly committed the claimed discrimination, the student shall file the complaint with the Office of the Provost designee.

d. Upon receipt of the complaint, the Section 504 compliance officer will review the complaint for timeliness and compliance with this grievance procedure, and provide the aggrieved student with written notice acknowledging its receipt.

e. After reviewing the complaint, the Section 504 compliance officer will promptly refer the complaint to an appropriate grievance officer or, in the Section 504 compliance officer's discretion, to a panel of three appropriate grievance officers, who will conduct the initial investigation. An "appropriate" grievance officer is any faculty or staff member who generally is knowledgeable about disability issues and the legal mandates of state and federal disability statutes, and who had no involvement in the discrimination alleged in the complaint at issue. The Section 504 compliance officer promptly will disclose the identity of the chosen grievance officer(s) to the student and the party against whom the complaint is directed. If any party believes any grievance officer is not suited to perform the investigation because of the party's prior interactions with the grievance officer, the party must notify the Section 504 compliance officer in writing within five calendar days of such disclosure.

f. In undertaking the investigation, the grievance officer or grievance panel may interview, consult with, and/or request a written response to the issues raised in the complaint from, any individual believed by the grievance officer or grievance panel to have relevant information, including faculty, staff, and students. Before the grievance officer or grievance panel concludes the investigation and makes a recommendation, the student shall have the opportunity, if he or she desires, to be heard orally and informally to present witnesses and other relevant information to the grievance officer or grievance panel. During any such hearing, any party against whom the complaint is directed shall have the right to be present, and also to present witnesses informally and any other relevant information. The hearing is not intended to mimic official court or other legal proceedings; the grievance officer has the authority to conduct the hearing in any organized and reasonable manner, and may question any party or witness and allow any party to question any other party or witness.

g. The student and the party against whom the complaint is directed each have the right to have a representative present at the hearing. The party shall indicate whether he or she is to be assisted by a representative and, if so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.

h. Upon completion of the investigation, the grievance officer or grievance panel will prepare and transmit to the referring Section 504 compliance officer, the student, and the party against whom the complaint is directed, an initial report and recommendation, which shall contain a summary of the investigation, written findings, any written materials submitted by the student or any other party, and a proposed disposition with proposed remedies (if appropriate). This transmission will be expected within 30 calendar days of the filing of the formal complaint.

i. Within 15 calendar days of receipt of the grievance officer's or grievance panel's initial report and recommendation, the Section 504 compliance officer will issue a final report adopting, rejecting, or adopting with modifications the grievance officer's or grievance panel's initial report and recommendation. No party may submit additional materials to the Section 504 compliance officer unless specifically requested by the Section 504 compliance officer. In issuing the final report, the Section 504 compliance officer shall take reasonable steps to ensure consistency with final reports previously issued under this policy.

j. The final report issued by the Section 504 compliance officer shall be distributed in writing to the student and to the party against whom the complaint is directed, and shall be put into effect promptly. The final report may also be provided, where appropriate, to any university officer whose authority will be needed to carry out the remedies or to determine whether any personnel action is appropriate.

k. The initial report and recommendation and the final report shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the issuer of the report.

l. The student or any party against whom the grievance or the proposed disposition is directed may appeal. The appeal to the provost (as set forth below) will not suspend the implementation of the final report, except in those circumstances where the provost decides that good cause exists, making the suspension of implementation appropriate.

5. ## Remedies

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

6. ## Appeal

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

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

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

a. Were the proper facts and criteria brought to bear on the decision? Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the appellant?

b. Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the appellant?

c. Given the proper facts, criteria, and procedures, was the decision reasonable?

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

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

7. **Deadlines**

a. Whenever the application of any of the time deadlines or procedures set forth in this grievance procedure creates a problem due to the nature of the complaint, the urgency of the matter, or the proximity of the upcoming event, the Section 504 compliance officer will, at the request of the student, determine whether an appropriate expedited procedure can be fashioned. Any deadline imposed in this policy may be extended by the Section 504 compliance officer for good cause, which may include breaks in the traditional academic calendar (summers and the year-end holidays).

# Health Services

## Student Health Center

The Student Health Center (https://www.apu.edu/healthcenter/) supports the university by evaluating, treating, and maintaining and promoting the optimal physical, mental, and spiritual well-being of the APU student body, and by empowering students to make healthy lifestyle choices. The center offers services for preventative medicine as well as treatment of illness and minor emergencies, first aid, wart and mole removal, Pap smears, STD testing, and anxiety, depression, and disease management. Visits to the Student Health Center are by appointment only. Hours vary and are posted on the Student Health Center website as well as at the center.

## Services Offered

Office visits are free to all undergraduate students. Medications, injections, immunizations, procedures, and blood draws are provided by the attending physician, nurse practitioners, physician assistant, and registered nurse for a nominal fee. If students 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.

## Admission Requirements

There is a prematriculation requirement for admission to the university: All students must have documentation of two MMR vaccines. Students can go to the MyCougar Health (https://www.apu.edu/healthcenter/#mycougar) patient portal to complete and upload the required documents, and can also access MyCougar Health through home.apu.edu (https://home.apu.edu/). Failure to provide proof of immunizations to the Student Health Center results in a hold on all academic courses.

## Health Insurance

For students with 3 or more units, or who live on campus, proof of health insurance is mandated. All students will automatically be enrolled for coverage under an APU policy providing coverage from 8/15/24 through 8/14/25. If students wish to opt out of this coverage, they may do so by completing the hard waiver process. International students are not eligible to waive the insurance. To submit a request for waiver, students must provide proof of comparable insurance online by September 13, 2024. (https://jcbins.com/)

All full-time international students holding an immigration document from Azusa Pacific University (I-20 or DS 2019) are required to purchase APU student health insurance. This insurance meets the U.S. government requirement for health insurance for international students, and must be purchased during registration (twice a year) for a total of 12 months of coverage. If the student withdraws from or leaves APU prematurely, health insurance coverage will be automatically terminated.

For more information regarding the waiver process, call insurance customer service at (800) 406-4517 or visit the APU Student Health Center website (https://www.apu.edu/healthcenter/insurance/).

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

# Intercollegiate Athletics

Intercollegiate athletics is an integral part of student life at Azusa Pacific. The university views athletics, a "lab of life," as an opportunity to develop and display unique physical abilities while glorifying God in teamwork and competition. Intercollegiate athletics also brings together the university in a distinctive manner that serves as a venue to reach into local communities and forge new and lasting relationships.

Most Cougar teams are part of the uniquely diverse and scenic Pacific West (PacWest) Conference, a 14-member association of schools from Hawaii, southern and central California, and the San Francisco Bay Area. Azusa Pacific is an affiliate member for women's water polo in the Golden Coast Conference, and women's swimming and diving in the Pacific Collegiate Swim and Dive Conference. APU's acrobatics and tumbling team competes in the National Collegiate Acrobatics and Tumbling Association.

In the summer of 2014, the university completed a three-year process earning the 18-sport Cougar athletics program (https://athletics.apu.edu) membership in Division II of the National Collegiate Athletic Association (NCAA). In the university's first decade of active Division II membership, Azusa Pacific has won two NCAA national championships (women's outdoor track and field in 2021 and 2023) and hosted NCAA regional playoffs in men's and women's soccer, men's and women's basketball, baseball, softball, and men's and women's tennis. In addition, the Cougars have advanced to basketball's Elite Eight as the West Region champion in men's and women's basketball. Azusa Pacific has won the Pacific West Conference Bob Hogue Commissioner's Cup as the top athletics program in the conference for the past four years. Overall, Azusa Pacific has claimed 49 conference titles since transitioning to NCAA Division II.

Azusa Pacific has also reinvigorated its longstanding rivalry with Biola University with the creation of the Cornerstone Cup, highlighting all competitions between the two storied institutions. Azusa Pacific has won the Cornerstone Cup all six years it has been contested.

Men's intercollegiate competition is offered in the following sports: baseball, basketball, cross country, soccer, tennis, and track and field (indoor and outdoor). Women's intercollegiate competition is available in acrobatics and tumbling, basketball, cross country, soccer, softball, swimming and diving, tennis, track and field (indoor and outdoor), volleyball, and water polo.

Students who participate in Azusa Pacific's intercollegiate athletics program must meet NCAA and conference academic eligibility requirements. Registration with the NCAA Eligibility Center and completion of academic and amateurism requirements also impact a student's eligibility to compete in intercollegiate athletics. Scholarships are awarded for special athletic skills, and financial aid is also awarded on the basis of financial need and/or superior academic achievement. The university is fully committed to the academic success of each student-athlete, to his or her physical welfare, to the principles of fair play, and to compliance with all NCAA rules and regulations.

Prior to joining NCAA Division II, the Cougar athletics program was governed by the National Association of Intercollegiate Athletics (NAIA). Azusa Pacific captured 37 NAIA national championships, the third-most in association history, and won an unprecedented eight consecutive Directors' Cups, which recognized Azusa Pacific as the NAIA's best overall athletics program from 2005-12. Including 14 national championships awarded by other associations, Azusa Pacific teams have claimed a total of 52 national championships.

# International Admissions

Each year, Azusa Pacific University welcomes international students from all over the world, knowing that their contributions enhance our global perspective of life and learning. International Admissions (https://www.apu.edu/international/enrollment/) recruits, admits, and enrolls international students in undergraduate and graduate programs. International Admissions accomplishes this through a global network of partnerships with schools, churches, businesses, APU alumni, and government agencies, and staff members meet with students and their families to offer helpful consultation regarding their professional and educational goals while studying in the U.S. Whether answering questions about the university or helping students choose their first semester's courses, International Admissions enables international students to make successful transitions as freshmen, transfer, or graduate students into APU's academic programs.

# International Services

### "Their Potential Is Our Priority"

(626) 812-3055
issimmigrationsvcs@apu.edu

International Services (https://www.apu.edu/international/) provides immigration resources and services to student-scholars from around the world. Services include a mandatory Global Student Orientation (https://www.apu.edu/scrd/international-student-engagement/global-student-orientation/), and immigration services.

### International Campus Fellowships

International students of APU form numerous Christian fellowship groups that meet regularly on campus to promote understanding of the Christian faith and provide opportunities for building friendships. Examples of these intercultural groups and ethnic organizations include Huaren Fellowship,

Japanese Outreach, the Black Student Association, and the Middle Eastern Student Association. Learn more about APU's intercultural groups (https://www.apu.edu/scrd/international-student-engagement/#intercultural-groups) and ethnic organizations (https://www.apu.edu/scrd/#ethnicorganizations).

# Residence Life

## Life Together at APU

The Office of Residence Life (https://www.apu.edu/housing/) creates spaces and learning opportunities for residential students to experience life together. Our team strives to ensure that students are provided with engaging campus housing options, ongoing logistical assistance, and challenge and support throughout their residential experience at APU.

The Residence Life team holds the following "Life Together" values as core to the residential experience:

- **CARE**: Develop living and learning environments that promote student well-being, and encourage students to be respectful, cooperative, supportive, and inclusive of one another.
- **CHALLENGE**: Create opportunities that encourage students to explore their values and beliefs, leadership abilities, and personal faith development.
- **CONNECTION**: Provide spaces for residential students to build relationships and partnerships with each other while living and learning together in community.

Living in residence at Azusa Pacific University carries with it distinct privileges and responsibilities. Students who reside in campus housing benefit from living in a community with peers, and as a result they take responsibility for caring for one another in a cooperative and communicative fashion. Through enriching experiences and opportunities, students make significant connections and learn to navigate healthy interpersonal relationships.

Residence Life activities address the physical, emotional, social, spiritual, intellectual, and vocational needs of residents while supporting their academic experience at APU. For this reason, new full-time students are expected to live in an APU residence unless they request an exemption. Students who live in the residence halls are required to choose from a variety of dining plans.

## Support on Campus

- Different types of living environments are available for students, including traditional residence halls and self-contained apartments. Several on-campus living communities are accessible to students with disabilities.
- The Residence Halls and the Shire Modulars are managed by a combination of a residence director (RD) and an assistant residence director (ARD). These professionals serve as liaisons between residents and the university community. RDs and ARDs are trained to assist students in making choices that support their success in their college experiences.
- University Village is supported by a combination of an area directors (AD) and graduate resident coordinators (GRCs). Under the supervision of the AD, each GRC is trained to support the residents in their span of care.
- Each subcommunity in residence halls and apartments is supported by a residence advisor (RA), who is a student leader who serves as a peer counselor and resource to their residents. RAs also assist in orienting students to the living areas and the campus, and help plan and promote events and programs that foster a sense of community.
- Campus partners outside of Residence Life include the University Counseling Center (https://www.apu.edu/counselingcenter/), the Student Health Center (https://www.apu.edu/healthcenter/), Campus Safety (https://www.apu.edu/campussafety/), Facilities Management (https://www.apu.edu/facilities/), and APU CARES (https://www.apu.edu/apucares/).

# Service and Discipleship

The Azusa Pacific community believes that the good news of Jesus' love transforms every people, culture, and condition, that all people are created in the image of God, and that every person matters. This simple but critical belief inspires healthy and God-honoring steps to advance the work of God in the world. The Office of Service and Discipleship (https://www.apu.edu/spiritual-life/service-discipleship/) equips and empowers APU students to faithfully pursue God and to participate in God's transformative work in the world through intentional service and discipleship opportunities including, but not limited to, Local Engagement, Global Engagement teams, Discipleship Groups, and G.A.P. Years.

## University Service Requirement

Service, one of Azusa Pacific's Four Cornerstones (https://www.apu.edu/about/cornerstones/#cornerstones), stands at the heart of the university's local and international outreach, short-term service trips, and service-learning endeavors. The university desires to see the service experience connect to a deeper relationship with Christ, develop in students a greater sense of community, and model scholarship put into practice. To this end, the university desires that every student have an intercultural experience during his or her time at APU.

A student's service may correlate with his or her academic coursework or it may be an opportunity to branch out of the classroom experience. There are a variety of ways for students to engage in service outside of the classroom through the Office of Service and Discipleship. Visit our website to learn

more about the Service Requirement (https://www.apu.edu/spiritual-life/requirements/#service) and the programs that fall within the requirement, or visit the Office of Service and Discipleship (https://www.apu.edu/spiritual-life/service-discipleship/) on East Campus.

## Service Opportunities

In addition to the diverse service opportunities offered through Academic Service-Learning (https://www.apu.edu/service-learning/) and Study Away (https://www.apu.edu/global-engagement/), the Office of Service and Discipleship provides opportunities each year for students to serve in Azusa and greater Los Angeles, throughout the United States, and internationally.

## Local Engagement Opportunities

Local service opportunities (https://www.apu.edu/spiritual-life/service-discipleship/#local-engagement) encourage students to invest time and energy with neighbors across the street in Azusa and throughout greater Los Angeles. Focused on collaborative relationships with organizations and churches, these service programs give students the chance to invest in the lives of local families and neighborhoods. This past year, opportunities included retirement center ministries, high school youth outreach, local food banks, sports ministries, community development opportunities, children's ministries, and educational immersion trips engaging the city of Los Angeles.

## Global Engagement Teams

Each year, the Office of Service and Discipleship mobilizes more than 15 student teams to serve in a short-term capacity in more than 30 countries (https://www.apu.edu/spiritual-life/service-discipleship/#global-engagement) around the world, including several teams dedicated to serving within the United States. Depending on the need and partnership with local hosts, the type of ministry during the spring midsemester break and summer months requires all majors and a diversity of strengths and skills among the various teams. Previous partnerships have included a STEM team, youth and community development, evangelistic outreach, children's ministries, economic development, sports ministry, and church partnerships, all designed to advance the work of God in the world.

## G.A.P. Years

At Azusa Pacific, service doesn't end at graduation—it should be a part of every student's lifestyle as she or he goes on to make a difference in the world. G.A.P. Years (Go And Prepare) (https://www.apu.edu/spiritual-life/service-discipleship/#gap-years) supports students passionate about serving among the world's least-reached people groups. This two-year sending program equips volunteer alumni and connects them with service opportunities overseas through Christ-based community development and mission organizations. During the students' two-year service, APU helps pay their student loans.

## Other Opportunities

In addition to the service opportunities through the Office of Service and Discipleship, several other opportunities are available to help students learn and grow, including:

### Azusa Scholars

Qualified students from the city of Azusa who have demonstrated a commitment to faith, education, service, and community are eligible to receive one of two scholarships and participate in a leadership development program for the duration of their tenure at APU. The Azusa Scholars Program (https://www.apu.edu/spiritual-life/service-discipleship/#azusa-scholars) is open to incoming freshmen and transfer students.

### Educational Programming

Educational programming opportunities for students take place throughout the year, centered around the Student Affairs values (e.g., Local and Global Engagement) and partnerships across campus, to raise awareness about local and global issues connected to faith development.

### Discipleship Groups (D-Groups)

This ministry provides the opportunity for groups of 5-10 students to meet for spiritual growth. Each Discipleship Group (D-Group) (https://www.apu.edu/spiritual-life/service-discipleship/#dgroups) incorporates prayer, Bible study, accountability, and fellowship in meetings.

# Student Government Association

Azusa Pacific University's Student Government Association (SGA) (https://apusga.squarespace.com) is a proactive student government comprising student representatives committed to the purpose of upholding the university's Four Cornerstones (https://www.apu.edu/believe/#cornerstones), bridging the gap between students and the administration, and improving the spiritual, academic, and social well-being of the student body through God-centered leadership and service.

SGA is composed of 6 executive board members (president, vice president, controller, speaker of the house, director of communication, and director of internal affairs), 8 senators, 2 strategists, and 5 representatives. Under the direction of the SGA president, the executive board oversees the daily operation of the association and mobilizes the student body to engage with the campus community.

To contact SGA, email sga@apu.edu.

# Undergraduate Community Expectations

It is the intention of Azusa Pacific that the faith-living-learning environment is as healthy as possible and fosters positive qualities of life, promoting sound academic and personal growth experiences. As university staff come alongside students during their time at APU, we strive to respect and care for each individual and their needs, while also considering the community's needs. Our goal is to keep accountability, integrity, and a call to God-honoring excellence at the center, as we encourage students to take responsibility for their actions and choices. All undergraduate students are expected to abide by the undergraduate community expectations listed in the APU Undergraduate Student Handbook (https://www.apu.edu/student-handbook/).

# University Counseling Center

The University Counseling Center (UCC) empowers Azusa Pacific University students to realize their personal and academic potential by promoting psychological, social, and spiritual wellness through Christian counseling and outreach services. UCC services include individual, couples, crisis, and group counseling, as well as educational workshops and training. All services provided by the UCC are confidential. For more information, visit the UCC website (https://www.apu.edu/counselingcenter/).

# University-Wide Student Success Resources

# Center for Career and Community-Engaged Learning

## Vision

Cultivate Christ-centered, transformative experiential learning opportunities that empower the community and enhance professional development for lifelong learning.

## Mission

The Center for Career and Community-Engaged Learning (CCEL) (https://www.apu.edu/ccel/) integrates faith-based, academic experiential learning into the education journey of graduate and undergraduate students. Through our comprehensive student services, including career development, community advancement programs, academic service-learning, and study away, we strive to create a dynamic environment of collaboration. By fostering meaningful partnerships with faculty, staff, alumni, and community stakeholders, we seek to establish mutually beneficial relationships that align with the core values of APU. Our commitment to innovation and inclusivity ensures transformative experiential learning opportunities that empower students and enrich our community.

- Academic Service-Learning
- Career Development
- Community Advancement Programs
- Study Away

## Connect

Contact ccel@apu.edu for more information. The Center for Career and Community-Engaged Learning is located in Building 22 on East Campus.

# Academic Service-Learning

Academic Service-Learning (https://www.apu.edu/service-learning/) is housed within APU's Center for Career and Community-Engaged Learning (CCEL) (https://www.apu.edu/ccel/), which cultivates academically integrated learning experiences for community impact, professional development, and lifelong learning.

Academic service-learning is a teaching and learning method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to the academic content, with a focus on (a) connecting theory to practice, (b) critical reflective thinking, (c) personal and civic responsibility, (d) faith integration, and (e) relationship to students' planned vocation. The three distinctives that characterize service-learning at APU are that it is:

1. Academic: intentional and clear connection to learning outcomes and purposeful critical reflection throughout.
2. Reciprocal: active partnerships between faculty, community partners, and students as mutual beneficiaries and coeducators.
3. Making a Difference: outcomes of the project are evidenced through impact on the community as well as on student learning, civic understanding, goals, and faith development and application.

Service-learning staff work with faculty and community partners to intentionally integrate academic coursework with relevant community service that enhances student, faculty, and community scholarship. Courses designated "Service-Learning Course" in course registration materials meet the criteria for excellence in academic service-learning, and the designation is reflected on official school records and transcripts. Upon faculty verification, traditional undergraduate students who successfully meet a course's service-learning requirements earn university service credits (https://www.apu.edu/spiritual-life/requirements/service/) needed to meet graduation requirements.

## Academic Service-Learning Student Outcomes

### Connecting Theory to Practice

- Demonstrate competence in academic content and theory through practical application
- Gain increased understanding of how academic content relates to "the real world"

### Critical Reflective Thinking

- Articulate connections between academic content and service-learning experiences
- Identify how service-learning affected sense of personal efficacy, personal identity, spiritual development, understanding of diversity, and moral development

### Personal and Civic Responsibility

- Develop personal desire to contribute to local, national, and/or global community
- Evaluate how cultural competence and understanding of diversity are developed through informed and reciprocal interactions with others
- Strengthen democratic values and civic responsibility

### Faith Integration

- Explain the relevance of Christian faith through the application of learning
- Articulate an integrated understanding of faith and learning in action

### Relationship to Planned Vocation

- Prepare for employment by gaining practical experience and networking opportunities
- Demonstrate skills that employers seek (e.g., communication skills, leadership, problem solving, etc.)

## Connect

Contact servicelearning@apu.edu for more information. The Center for Career and Community-Engaged Learning is located in Building 22 on East Campus.

# Career Development

Career Development (https://www.apu.edu/career/) is housed within APU's Center for Career and Community-Engaged Learning (CCEL) (https://www.apu.edu/ccel/), which cultivates academically integrated learning experiences for community impact, professional development, and lifelong learning.

Career Development services and resources are accessible to students in preparation for the next step in their vocational journey. Through APU's career platform, Handshake (https://apu.joinhandshake.com/edu/), students and alumni can book appointments to meet with a career consultant in person or virtually; access career and professional resources; and receive customized internship and job notifications from thousands of companies and organizations around the globe. APU's Career Development programs and resources are designed to assist in specific areas such as résumés, CVs, cover letters, LinkedIn, employer connections, job and internship search, and more.

Students can also visit the APU Career Development Portal (https://sites.google.com/apu.edu/apu-career-center/home/?authuser=0) for additional career exploration and development resources and information.

## Career Readiness Competencies

The National Association of Colleges and Employers (NACE) (https://www.naceweb.org/) has identified eight career readiness competencies, each of which can be demonstrated in a variety of ways. CCEL uses these competencies to inform programming and services to prepare students for success in workplace and career management:

1. Career and Self-Development: Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.

2. Communication: Clearly and effectively exchange information, ideas, facts, and perspectives with people inside and outside of an organization.

3. Critical Thinking: Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.

4. Equity and Inclusion: Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.

5. Leadership: Recognize and capitalize on personal and team strengths to achieve organizational goals.

6. Professionalism: Knowing that work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

7. Teamwork: Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

8. Technology: Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

## Connect

Contact career@apu.edu for more information. The Center for Career and Community-Engaged Learning is located in Building 22 on East Campus.

# Community Advancement Programs

Community Advancement Programs (CAP) is housed within APU's Center for Career and Community-Engaged Learning (CCEL) (https://www.apu.edu/ccel/), which cultivates academically integrated learning experiences for community impact, professional development, and lifelong learning.

CAP employs APU students who are eligible for federal work-study (FWS) and places them in community-based positions in order to: (1) meet needs in the local community, and (2) provide students with meaningful employment to gain experience and support educational development and goals.

Positions in the program are off campus at locations such as local nonprofit organizations and schools. Students hired for CAP programs complete APU's HR Student Employment onboarding and follow protocol as an APU student employee, including timekeeping and receiving a paycheck through APU payroll.

Great benefits for students include:

- Engaging in community service while getting paid
- Flexible work schedule (great second job!)
- Developing professional work experience and connections
- FWS earnings are excluded as income on the FAFSA

Students who are eligible for FWS may apply for CAP positions by searching for opportunities on Handshake (https://apu.joinhandshake.com/login/) (select "Jobs," filter "On-site/remote," then enter "CAP" in the search field). Eligible students will see "Federal Work Study" and the award amount that can be earned each semester listed in their APU financial aid package.

## Connect

View the CAP Google site (https://sites.google.com/apu.edu/cap/home/) for details on our current programs or contact cap@apu.edu for more information. The Center for Career and Community-Engaged Learning is located in Building 22 on East Campus.

# Study Away

APU Study Away is housed within the Center for Career and Community-Engaged Learning (CCEL) (https://www.apu.edu/ccel/), which cultivates Christ-centered, transformative experiential learning opportunities that empower the community and enhance professional development for lifelong learning.

APU Study Away programs (https://sites.google.com/apu.edu/cgle/programs/?authuser=0) take many forms and include:

1. Semester Programs (https://sites.google.com/apu.edu/cgle/programs/semester-programs/?authuser=0): LCC Lithuania, LLI Baltimore, LLI Ecuador, LLI Italy, SCIO Oxford, Semester in Spain

2. Nursing Exchange Programs (https://sites.google.com/apu.edu/cgle/programs/semester-programs/?authuser=0): Nursing Norway, Nursing China

3. GO Terms (https://sites.google.com/apu.edu/cgle/programs/?authuser=0): Faculty-led study away programs, faculty/student research projects with travel, grant-funded academic projects/programs with travel, etc. (multiple and changing options each year)

4. And more (https://sites.google.com/apu.edu/cgle/programs/additional-programs/?authuser=0)!

Study-away programs are available for graduate, professional, and undergraduate students and are offered in the fall, spring, and summer in a variety of destinations and courses of study (General Education (p. 919) and degree specific).

An off-campus study experience should be thoughtfully integrated into a student's total academic plan. Study-away program advising is available through CCEL. Email study-away staff at studyaway@apu.edu. All students should consult financial aid advising (ssc@apu.edu) and academic advising (advising@apu.edu) before committing to a study-away program.

For financial information, see our financial aid policies (p. 963) or contact a financial aid counselor in the Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/).

## Global Learning Objectives (GLOs)

APU study-away programs provide students with the opportunity to develop their global competency through APU's Global Learning Objectives (https://www.apu.edu/global-engagement/):

1. **Local and Global Awareness:** Demonstrating a personal knowledge of location(s) engaging (history, geography, groups, faith traditions, languages, resources, etc.) and articulating the interconnections between systems globally (social, economic, political, and environmental).

2. **Communication:** Demonstrating the ability to communicate effectively with the host community (verbal, nonverbal, written, etiquette, etc.).

3. **Vocational Development:** Developing knowledge and/or practical skills that are applicable in an academic discipline and/or career.

4. **Cultural Inquiry:** Taking on a posture of listening and learning, recognizing implicit bias, and developing the ability to see things through the eyes of others.

5. **Self-Limitation:** Humbly setting aside personal habits/preferences and operating physically within the community as if a local member.

6. **Interpersonal Engagement:** Forming self-sustaining relationships with members of the host community across cultural, class, and religious differences through active dialogue and collaboration.

7. **Self-Awareness:** Mindfulness of one's social location—i.e., the connection between multiple categories such as gender, sexual orientation (attraction), race, ethnicity, nationality, level of education, relationship status, socioeconomic status, religion, immigration status, etc.

8. **Emotional Maturity:** Developing a contextually appropriate range of affective qualities: emotional resilience, positivity, confidence, initiative, empathy, flexibility, perseverance, etc.

9. **Spiritual Formation:** Developing personal faith/beliefs and knowledge of Christian and other faith traditions.

10. **Behavior Transformation:** Consciously acting in a just, socially responsible, and concrete way in daily life. For example, actions/choices in relationships, purchasing, diet, media, technology, social involvement, environmental impact, consumption habits, transportation use, vocational choices, etc.

11. **Perspective Transformation:** Evaluating, developing, and expanding one's mindset and worldview.

## Study-Away Policies

1. **Pre-Study Away:** APU Discipline Clearances and Acceptance Process: In order to ensure all program requirements and compliance, study-away programs utilize an application process. As part of that process, CCEL requests a complete discipline clearance (i.e., clearance from academic probation) for each applicant in partnership with the Academic Success Center, Student Affairs, University Counseling Center, and any other relevant office or department (at the discretion of the CCEL). Applicants are not officially accepted into study-away programs without this clearance. APU reserves the right to deny a student based on their discipline history at APU. If a student discipline issue occurs after acceptance or during the program, the student may be withdrawn from the program and will lose any nonrefundable monies or prepayments made on the student's behalf. Applicant status notifications are communicated through APU email. Non-APU program participation requires written and date-stamped acceptance notifications by the program and by APU Study Away to determine if participation is available.

2. **Participation:** Study-away students automatically waive the privilege of studying away if they do not complete all preprogram requirements (requirements vary by program) in a thorough and timely manner. Items include, but are not limited to, all forms, online and/or face-to-face meetings, readings, required submissions, trainings, and thorough knowledge of and response to all program-specific materials. Furthermore, participants must abide by all APU policies and all items noted in their program's Commitment Agreement Form (or equivalent) and communications throughout the duration of their study-away program or risk a range of disciplinary actions, including removal from the program at their own expense.

3. **Academics:** Students are required to enroll in and fulfill all program-specific required coursework and abide by the following policies:

   a. Applicants for study away must be in good academic standing (e.g., not on academic probation, have a positive academic integrity profile, etc.).

   b. Regular course prerequisites for all study-away courses are mandatory for participation in a study-away program.

   c. Students must abide by university add/drop dates; students will receive a withdrawal (*W*) grade for any courses dropped after this period.

   d. Students are responsible for enrolling according to specific study-away registration procedures for the courses and units that accurately reflect their enrollment in their specific program and term. Failure to enroll in the same number of units in the program and one's APU student account may incur additional costs and change financial aid, and could affect degree clearance and/or progress.

   e. Study-away students are not allowed to take APU online courses during their study-away term unless designated by the specific program course listings.

   f. Students must stay within any minimums and maximums set by each program regarding online courses.

   g. Students are required to enroll in and fulfill all program-specific required coursework. Any study-away participant not enrolled in the required courses and/or total units for their study-away program, as stated in the current program materials, by the term registration date will be automatically enrolled into the appropriate section(s) and held responsible for any applicable fees/charges. If needed, it is the responsibility of the student to transfer into a different course section by the add/drop date.

4. **General APU Policies:** Upholding all APU policies is required. All policies are valued, with awareness of the following items being of particular importance when participating in any study-away program:

   a. Regular fulfillment of the residence policy is required to be considered for degree completion.

   b. Regular fulfillment of commencement participation items (e.g., type of registration for final units, etc.) is required for anyone intending to participate in commencement.

5. **Study-Away Refund Policy:** The Center for Career and Community-Engaged Learning strives to be a good steward of university financial resources, including funds allocated and collected for study-away programs. The center makes every effort to support and serve students while upholding university refund policies. The following information applies to refunds for semester and GO Term study-away programs:

   a. Due to the nature of the study-away experience and the importance of planning early, some, most, or all funds may not be refunded if a student withdraws of their own accord from a program before or during the program dates. It is the student's responsibility to consult with the Student Services Center before withdrawing from a program once they have signed a Commitment Agreement Form (or equivalent). In some cases, there may be implications that affect the student's financial aid. It is the responsibility of the participant to communicate in writing the need or desire to officially withdraw from a program. Most programs have a necessary withdrawal form to complete (see the APU Study Away Withdrawal Form (https://sites.google.com/apu.edu/cgle/resources/withdraw-process/?authuser=0)). It is the date of completing all such forms or submitting written notice that will be used as the official withdrawal date.

b. In the event that a student is dismissed from a program due to a violation of policy, academic integrity, or student conduct, no refunds will be given.

c. Should a student participating in any study-away program need to return home for a medical or immediate-family emergency, APU will assist with arrangements for transportation or other appropriate resources in alignment with the current APU insurance coverage the participant is eligible for. The participant is financially responsible for any expenses related to this. For severe medical emergencies, APU provides emergency evacuation insurance. It is the participant's responsibility to purchase elective trip cancellation insurance coverage. APU will make every effort to return recoverable funds.

d. No refund will be made if a student chooses not to participate in any activity provided or paid for by the program.

e. Before the start of a study-away program and before signing a Commitment Agreement Form (or equivalent), full refunds are permissible in the event that APU has not paid any funds on the student's behalf to prepay program expenses, contracts, or activities. If a partial refund is available, an itemization of charges/fees will be provided upon request and processed using approved APU methods.

f. If a student is not accepted to a program, any deposit made will be returned.

g. In the event that APU cancels a study-away program, the student will be refunded program fees depending on availability. Students who purchase their own airfare or make other program-related purchases will **not** be refunded by APU and are encouraged to buy refundable tickets and/or trip cancellation insurance.

6. **Financial Aid:** The use of financial aid with study away programs varies by student and program type. Visit the Financial Aid Policy for Study Away Programs (p. 967) section of this catalog to be thoroughly aware of the details of this important information.

7. **Additional Study-Away Semester Policies: General**

a. Students cannot study away their final semester and are required to have one full semester at the Azusa campus after studying away.

b. Students cannot study away two consecutive semesters (consecutive semesters are considered to be fall/spring and spring/fall). This policy does not apply to GO Term program participation.

c. Students may not participate in the same study-away semester program more than once.

8. **Additional Study-Away Semester Policies: Academics**

a. All undergraduate study-away students must maintain full-time enrollment during a semester study-away program (minimum 12 units).

b. Students are not permitted to take courses unless designated by the specific program course listings. Any semester study-away student enrolled in a course that is not offered by their program will be automatically dropped from the course and notified by CCEL or the Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/). An independent study course may be permitted for some programs. Email studyaway@apu.edu for more information.

c. Post-Study-Away Curriculum: Semester study-away students are to be registered for and complete a 1-unit or equivalent post-study-away course curriculum upon completion of their semester program (GO Term participants are eligible and highly encouraged to enroll). Any study-away student not enrolled in the required post-study-away curriculum as designated by their study-away program by the term registration date will be automatically enrolled in any open class session. If needed, it is the responsibility of the student to switch to a different course section by the add/drop date.

Policy inquiries are available through the Student Services Center (https://www.apu.edu/undergraduate-enrollment-services/).

# Study-Away Program Development Policies

This section applies to any area or employee of APU interested in planning a study-away program.

1. **APU Study-Away Program Definition:** APU academic programs that include travel (domestic or international) and a learning component that is part of an APU degree requirement, including, but not limited to: courses (General Education and degree/program specific), fieldwork/internships/practicums/clinicals, research, and any discipline-specific accreditation requirements, etc. Study-away programs take many forms and include, but are not limited to, learning exchange programs, faculty/student research projects with travel, faculty-led GO Term programs, semester programs, grant-funded academic projects/programs with travel, etc.

2. **Directions:** Programs are coordinated through collaboration with APU department faculty/staff and the CCEL (studyaway@apu.edu). If you are interested in offering any form of study-away program within your degree area, an interest form must be submitted by the annual due date posted online (https://sites.google.com/apu.edu/cgle/faculty-resources/?authuser=0) for all types (one per program, per term), even if other agreements and/or forms are also used, even for terms/programs included in a multiyear contract/grant, and even if plans for the program are still tentative.

3. **Three Program Approvals:**

   a. **Academic Approval:** (Provost through CCEL) Approximately 1-2 programs per APU school/college are being approved per year. We encourage departments to collaborate on interdisciplinary programs when possible and/or think about offering a program rotation every 2-3 years.

   b. **Travel Approval:** (Travel Activities Committee) This approval is submitted by CCEL Study Away for all programs approved through No. 1 above and abides by all current APU travel policies.

   c. **Financial Approval:** (Concur) After approval through No. 1, the CCEL Study Away office will meet with approved programs to determine the information faculty will submit in Concur for this approval, while also abiding by all current APU financial policies.

## Connect

View the Study Away Google site (https://sites.google.com/apu.edu/cgle/home/?authuser=0) for details on our current programs or contact studyaway@apu.edu for more information. The Center for Career and Community-Engaged Learning is located in Building 22 on East Campus.

# Diversity

**Diversity, Equity, and Inclusion at Azusa Pacific University —** *Being. Becoming. Belonging.*

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

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

APU's Diversity, Equity, and Inclusion (DEI) Division (https://www.apu.edu/diversity/) is committed to partnering with administration, faculty, staff, and students to cultivate a diverse community, an inclusive climate, and an equitable environment that reflects Christ-centered engagement, promotes student and employee thriving, and enables Azusa Pacific University to become the premier Christian university engaging, educating, and equipping diverse learners and leaders. The division strives to promote a university community that honors and respects each individual's uniqueness while celebrating our collective commonalities. In addition to facilitating robust conversations and strategic engagement that leads to the advancement of diversity, equity, and inclusion across the university, the DEI Division also elevates efforts to recruit, hire, and support a diverse community in an effort to create a milieu that reflects the mosaic of God's Kingdom. The divisional distinctives below conceptualize desired outcomes that inform our vision for the diverse demography of faculty, staff, and students at APU.

- *Being.* Celebrating the presence and God-given capacity of each individual while also acknowledging implicit biases that we bring to the community.
- *Becoming.* Developing cultural competency and fluency to effectively engage and advance the work of God in a diverse community and world.
- *Belonging.* Cultivating a university culture and climate that fosters intercultural engagement, authentic community, and belonging.

In particular, the Student Center for Reconciliation and Diversity (https://www.apu.edu/scrd/) primarily serves APU's diverse student population, and the Office of Military and Veteran Services (https://www.apu.edu/militaryeducation/services/) supports the holistic development and success of APU's diverse military-connected students. Visit our website (https://www.apu.edu/diversity/) to learn about additional diversity-related services and programs. To report only **nonemergency** bias-related incidents, use the Bias Incident Reporting (https://www.apu.edu/diversity/bias/) tool.

Thank you for your partnership and collaborative engagement.

**Keith E. Hall, EdD**
Vice President for Student Belonging, Chief Diversity Officer

# Student Center for Reconciliation and Diversity

The Student Center for Reconciliation and Diversity (SCRD) (https://www.apu.edu/scrd/) holds as its primary mission to support the university's larger mission of advancing the Christ-centered distinctives of diversity, equity, and inclusion. SCRD designs and implements a continuum of programs and services that promote student recruitment and retention, student leadership development, and the pursuit of academic success and graduation. SCRD's efforts expand cultural awareness/engagement and identity development for all students, faculty, and staff in order to promote equity and model racial reconciliation, unity, and an appreciation of all cultures.

The SCRD pursues this mission by:

- Investing in the development of student leaders who serve as catalysts for communication and understanding among people of all racial, cultural, and socioeconomic backgrounds;
- Providing supplemental support, services, and resources for ethnically and socioeconomically diverse students; and
- Sponsoring programs and activities that increase awareness of and appreciation for ethnic and cultural diversity and inclusion.

The center also coordinates multiple scholarship programs (https://www.apu.edu/scrd/scholarship/). The Multi-Ethnic Leadership Scholarship (https://www.apu.edu/scrd/scholarship/#multiethnic) program involves education in diversity, leadership, and discipleship with selected students who become leaders of cross-cultural understanding and racial reconciliation on campus and beyond, and the TELACU Scholarship (https://www.apu.edu/scrd/scholarship/#telacu) program is offered in collaboration with The East Los Angeles Community Union (TELACU). The center provides information on internship and learning opportunities offered by outside organizations for ethnic minority student populations, and sponsors various campus events to promote intercultural engagement and community. The SCRD also houses and supports numerous ethnic organizations, which give students an opportunity to engage, learn, and experience cultural engagement and a strong sense of belonging with a nuanced understanding of the unique lived experiences of students of color.

All students are welcome at the SCRD office, located on Cougar Walk across from the coffee shop on East Campus. For more information on center programs, activities, and scholarships, contact us (https://www.apu.edu/scrd/) or sign up to be included on the distribution list by submitting your name and email address to the SCRD. Learn about additional APU diversity-related offices, services, and programs on the Diversity at APU website (https://www.apu.edu/diversity/). You may also use the Bias Incident Reporting (https://www.apu.edu/diversity/bias/) tool to report **nonemergency** bias-related incidents.

# Military Resources

## Office of Military and Veteran Services

The Office of Military and Veteran Services (MVS) (https://www.apu.edu/militaryeducation/services/) is committed to honoring and serving all military-connected students (active duty, veterans, reservists, Coast Guard, National Guard, spouses, and children) through professional development and spiritual health imparted by a caring community. MVS is open to all military-connected students enrolled in undergraduate, graduate, or professional programs at every campus in the Azusa Pacific system. MVS assists with the transition to college life including initial interest in APU, academic support, graduation, and beyond.

The MVS office location and mailing address is:

Adams Hall, Room 134
901 E. Alosta Ave.
Azusa, CA 91702

(626) 815-4603
mvs@apu.edu

## Office of Military and Veteran Education Benefits

The Office of Military and Veteran Education Benefits (MVEB) (https://www.apu.edu/militaryeducation/benefits/) is dedicated to helping students utilize VA education benefits at APU. Although eligibility is determined solely by the U.S. Department of Veterans Affairs, MVEB will assist students in maximizing any education benefits they are eligible for.

Contact a VA Certifying Official with any questions or concerns regarding accessing and/or processing education benefits.

The MVEB office location and mailing address is:

Student Services Center
901 E. Alosta Ave.
Azusa, CA 91702-7000

(626) 815-3837
mveb@apu.edu

## Military Tuition Assistance (TA)

Military Tuition Assistance (TA) (https://www.military.com/education/money-for-school/tuition-assistance-ta-program-overview.html) is a benefit paid to eligible members of the Army, Navy, Marines, Air Force, and Coast Guard. Congress has given each service the ability to pay up to 100% for the tuition expenses of its members.

## Reserve Officer Training Corps (ROTC)

Azusa Pacific's Army ROTC (p. 1108) and Air Force ROTC (p. 1107) programs combine the military strengths of discipline and leadership with the university's faith-based learning community, deepening and enhancing the college experience. Cadets learn leadership skills that prepare them to join the military or civilian workforce and equip them to succeed in the most challenging circumstances. The programs brings together a tight-knit, welcoming group of scholar-leaders who value service and dedication to their country. ROTC cadets at APU regularly hold the top leadership positions in the multischool ROTC battalion that encompasses institutions throughout the Inland Empire.

# University Libraries

Azusa Pacific's University Libraries include the William V. Marshburn Memorial Library (https://www.apu.edu/library/marshburn/) (East Campus), the Hugh and Hazel Darling Library (https://www.apu.edu/library/darling/) (West Campus), the James L. Stamps Theological Library (https://www.apu.edu/library/stamps/) (West Campus), and library collections at two of the six regional locations—Orange County and San Diego—which support the academic programs at their respective locations.

Regular hours for the three main-campus libraries can be found on the hours page (https://www.apu.edu/library/about/hours/). Special library hours also may be set for final exam weeks, vacation breaks, and holidays. For more information about library services and resources, contact the University Libraries (https://libraryanswers.apu.edu/form/?queue_id=213).

## Library Use

Maintained by expert library faculty (https://www.apu.edu/library/faculty/) and staff (https://www.apu.edu/library/about/staff/), the libraries offer patrons (https://www.apu.edu/library/services/patrons/) access to varied collections (https://www.apu.edu/library/collections/), rare archives (https://www.apu.edu/library/specialcollections/), and an extensive catalog (https://apu.on.worldcat.org/advancedsearch/?queryString=&databaseList=638) of print and electronic resources (https://www.apu.edu/library/resources/), bringing the information you need within reach. Online library resources are available through the University Libraries website (https://www.apu.edu/library/). In order to check out library materials, you will need your APU ID card.

# Index

## A

# B

## C

# F

# G

# H

# I

# N

# O

# P

# T