

*Azusa Pacific
Online University*

2012–13 Catalog



AZUSA PACIFIC
ONLINE UNIVERSITY

Welcome

The Azusa Pacific Online University catalog is a map for your educational future. As you read through the pages of course descriptions, policies, and programs, you will soon discover the opportunities available to you for learning at APOU. Each session will move you closer to your academic goals while challenging your faith and personal development. From the moment you begin until the day you graduate, you will know that we are a university aligned with our mission and Four Cornerstone values: Christ, Scholarship, Community, and Service.

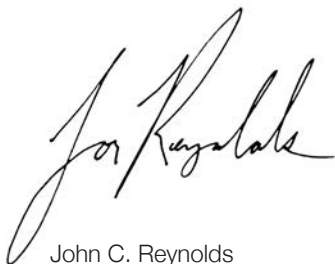
We are a community committed to Christ. For more than 100 years, Azusa Pacific has held the motto *God First* as the highest call we place on our students and ourselves. We believe that each student will, in the course of his or her journey with us, be exposed to a Christian worldview—a worldview that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

We are a community dedicated to academic excellence. Our faculty comprises distinguished men and women—gifted teachers with a commitment to learners and high academic standards. Your academic expedition includes immersion in the liberal arts because we believe that education should prepare you to think and reason as you become a lifelong learner. The skills and abilities you acquire will prepare you for a world that is changing rapidly and in desperate need of women and men who can chart a life of significance into and through turbulent times.

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

We believe in service. Serving others can be one of the most enriching experiences in life—for the giver and the receiver. While not an easy value to manifest in an online environment, we are committed to the act of serving and the reflection on opportunities to serve others as a core dimension of your APOU learning experience.

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




John C. Reynolds
Chief Executive Officer

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The information and policies included in this catalog are accurate as of September 3, 2012. The university reserves the right to make changes of any kind whenever these are deemed necessary or desirable.



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The University's Christian Worldview

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

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

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

Statement of Faith

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

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

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

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

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

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

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

Daily Living Expectations

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

A caring, effective love both to God and humanity

A Christlike unity and acceptance among believers

A lifestyle dedicated to God's will in society

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

A daily affirmation of Christ as Lord

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

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

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

A witness for Christ without hypocrisy

A firm, committed desire to be God's person

Statements of Vision and Purpose/Mission

Azusa Pacific Online University believes that biblical-based truth, knowledge, and scholarship should be available to everyone, everywhere, who has a passion to learn and make a difference in the world.

Azusa Pacific Online University exists to deliver high quality, accessible Christ-centered education to learners everywhere.

Essence Statement

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

Christian

We are Christians who:

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

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

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

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

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

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

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

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

Academic

We are scholars who:

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

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

exhibit intellectual curiosity, flexibility, and critical openmindedness.

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

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

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

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

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

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

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

Developmental

We are persons who:

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

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

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

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

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

Service

We are servants who:

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

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

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

The Cornerstones

Christ

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

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

Colossians 1:15–18

Scholarship

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

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

Proverbs 4:5–9

Community

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

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

Romans 15:5–7

Service

Service is at the heart of our endeavors.

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

Romans 12:9–13

The Motto

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

University Student Learning Goals

The following student goals reflect the university's mission and priorities. These broad learning goals form the foundation for specific program-based student learning outcomes.

Students who complete degrees at Azusa Pacific Online University shall:

Christ

- Explain the relevance of Jesus Christ and His teachings to their major discipline, personal and professional values, ethics, and commitments.
- Explain how Scripture, tradition, experience and reason contribute to the student's understanding of God's purposes in their personal, social, and professional choices.

Scholarship

- Demonstrate effective written communication and online interaction skills.
- Critically evaluate, integrate, and apply knowledge.
- Achieve quantitative, technical, linguistic, and information literacy.
- Demonstrate competence in the content and methods of their chosen field of study.

Service

- Apply acquired competencies through contributions to personal, academic and professional settings.

Community

- Evidence an understanding of human behavior that recognizes the influence of diverse worldviews and experiences on societal or interpersonal relationships.

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

Commitment to Student Learning Outcomes

Azusa Pacific Online University is committed to university-wide assessment processes. Each program has identified program-specific student learning outcomes, which are available in the catalog description of each degree program.

Diversity Statement

Azusa Pacific Online University is deeply committed to God-honoring diversity as reflected in its mission, academic vision, position statements, and the institution's strategic plan. As part of this commitment, each individual should expect to be treated with respect regardless of personal background and abilities.

Statement of Academic Freedom

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

The university recognizes that academic freedom has historically been defined both by broadly accepted academic standards and by the mission and character of the institution in which it is practiced. Azusa Pacific Online University seeks to maintain an academic community in which faculty are free to engage in rigorous scholarly inquiry and expression within an intellectual context shaped by the evangelical Christian tradition. In addition to this freedom, Azusa Pacific Online University seeks to pursue scholarly inquiry and expression in a way that extends and enriches the academic disciplines from the unique resources provided by the institution's identity.

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

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

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

- In the practice of the academic vocation, complaints against faculty may be generated. Faculty shall be protected from any request to retract or modify their research, publication, or teaching merely because a complaint has been received. Only complaints alleging faculty violations of professional standards of the discipline or of advocating positions incompatible with the central commitments of APOU as a Christian university shall be considered, and then only when the evidence supporting the allegation is more substantial than rumor, inference, or hearsay.
- In the event that a faculty member believes his or her academic freedom has been unduly restricted, he or she may pursue resolution of this issue through the existing faculty grievance procedure as articulated in the APU Faculty Handbook.

Accreditation

Azusa Pacific Online University offers programs approved by the Western Association of Schools and Colleges through Azusa Pacific University, which is accredited by the Western Association of Schools and Colleges. Accreditation documents and information are available from the chief academic officer.

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

History

Azusa Pacific University began in 1899 as the Training School for Christian Workers, the first Bible college on the West Coast geared toward training students for ministry and service. After mergers with three Southern California colleges, the university has resided in the city of Azusa since 1949.

Cornelius P. Haggard, Th.D., emerged as the right choice to lead the school in 1939. Haggard's early years as president were fraught with adversity—enrollment was down and donations from the prior year totaled only \$27. Among his many accomplishments, Haggard launched a variety of innovative fundraising efforts, including the annual Dinner Rally that continues today. He traveled around the United States to raise resources for the school, always trusting God would provide a miracle to meet the university's needs. Haggard served for the next 36 years, achieving many significant milestones along the way.

Haggard's death in 1975 brought Paul E. Sago, Ph.D., to the helm. During his tenure, Sago encouraged the development of off-site regional centers throughout Southern California, and presided over the addition of master's degree programs and the development of schools within the university.

Richard E. Felix, Ph.D., became president in 1990. Felix played an instrumental role in initiating the university's first doctoral programs. He also reframed the university's values as Four Cornerstones—Christ, Scholarship, Community, and Service—and oversaw the construction of seven new buildings, a doubling of student enrollment, and the quadrupling of graduate programs.

In November 2000, Jon R. Wallace, DBA, an Azusa Pacific alumnus and former student body president, assumed the role of university president. Known for his entrepreneurial approach to management, program development, and transformational scholarship, Wallace has overseen completion of the Duke Academic Complex, Trinity Hall, and the \$54 million Segerstrom Science Center, the most fiscally significant project ever undertaken by the university.

Under Wallace's leadership, study abroad programs have grown, including the South Africa Semester and more than 40 other national and international study opportunities. New programs under his tenure include the Master of Fine Arts, Master of Social Work, and Ph.D. in Nursing. He also commissioned Vision 2014, the blueprint for a 10-year path for academic accomplishment.

Today, APU offers 53 undergraduate majors, 37 master's degrees, 21 credentials, 7 doctoral programs, and 5 certificates to a total enrollment of more than 9,200 students. The university is accredited by the Western Association of Schools and Colleges, and receives 14 other specialized accreditations.

Currently, Azusa Pacific's award-winning intercollegiate athletic program consists of 17 teams. Beginning in 2005, the athletics program has won an unprecedented six consecutive National Association of Intercollegiate Athletics (NAIA) Directors' Cup awards. APU also belongs to the Golden State Athletic Conference (GSAC).

More than a century after its founding, APU still serves as an evangelical Christian university dedicated to God-honoring excellence in higher education and equipping disciples and scholars to advance the work of God in the world. To learn more, visit www.apu.edu/about/.

In September 2010, the Azusa Pacific University Board of Trustees approved the establishment of Azusa Pacific Online University—a new entity—to provide fully online education programs with the goals of increasing affordability and accessibility to a Christ-centered higher education.

Location

Azusa Pacific Online University is headquartered in the San Gabriel Valley community of Glendora, 26 miles northeast of Los Angeles. Students may contact Azusa Pacific Online University at:

511 West Citrus Edge St., Glendora, CA 91740
Phone: 1-855-APOUNOW
Email: online@apou.net
Website: www.apu.edu/apou

Statements of Compliance

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

The chief academic officer is the compliance officer. For inquiries concerning student issues related to discrimination, call 1-855-APOUNOW.

Harassment Policy

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



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University Libraries

APOU students have access to more than 140 online databases, including 46,000 electronic journals, 60,600 ebooks, a 24/7 reference service, and online tutorial guides. As a courtesy patron (\$20/year), APOU students can check out books from Azusa Pacific University's libraries (the William V. Marshburn Memorial Library, the Hugh and Hazel Darling Library, and the James L. Stamps Theological Library). APOU students can access additional resources or Interlibrary Loan services by contacting a local area library (subject to that library's policies).

Writing Tutoring Services

APOU students have access to professional tutors who assist with writing projects, papers and other assignments. Tutoring takes place in an online classroom with real-time interactive feedback between the tutor and student. A limited number of these sessions are available at no cost.

Accommodations for Individuals with Disabilities

The Learning Enrichment Center at Azusa Pacific University is the designated office for:

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

Disability verification and accommodations include students in APOU's undergraduate programs. Accommodations are individualized based on the learning needs of each student and upon documented verification of disability.

Procedure to Request Disability Accommodation

1. Complete an APOU Academic Accommodations Application.
2. Provide documentation of the disability. Documentation must be current within three years.
3. Schedule a telephone conference with a faculty advisor in the Learning Enrichment Center (LEC).

The Academic Accommodations Application and documentation should be submitted directly to the Learning Enrichment Center at lec@apu.edu

Note that academic accommodations do not include:

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

Life Coaches

With the goal of increasing academic success and student persistence, life coaches offer a highly personal and responsive support system to the APOU student. Every degree-seeking student is assigned a life coach upon entering the program, and participates in an active and intentional engagement from the first required orientation class. The life coach provides support services in six primary areas—academic advising, financial aid, spiritual formation, motivation/general support, career counseling, and strengths counseling—through weekly phone, email, or live chat interactions.

The life coach monitors successful completion of degree requirements and promotes student development through personal interaction and support. In addition to assisting with academic planning and course selection, the life coach also provides support services that facilitate spiritual growth, vocational exploration, and educational goal attainment. While final responsibility for meeting academic requirements rests with the student, the life coach provides tier one support toward degree attainment.

Career and Vocation Center

Students can access resources and support as they consider career and vocation choices through APOU's Career and Vocation Center at career.apou.net. This online resource is available to all APOU students in addition to basic support from the life coach.

Bookstore


Students can order books, digital textbooks and class materials online from the Azusa Pacific University Bookstore at www.bookstore.apu.edu/ by selecting "buy" and the appropriate term and course.

Counseling Services

A life coach is available to provide a personal and responsive support system to every APOU student. However, life coaches are unable to provide psychological counseling services. APOU students have access to a limited number of crisis counseling sessions provided by a third-party aligned with APOU at no cost to the student. With respect to psychological, emotional, social, and spiritual wellness, APOU students are encouraged to connect with their primary care physician, health service provider, local church and/or Christian counseling and outreach services.

Learning Management System

Azusa Pacific Online University uses Moodle as the virtual learning environment and content management system for its programs. Enrolled students can find a comprehensive list of academic and support services within APOU's Moodle environment.



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Admission to the University

Azusa Pacific Online University is committed to the principle of lifelong learning and accessibility to higher education. APOU invites applications from students who have a passion to learn and to make a difference in the world. Applicants must abide by the policies, standards, and regulations at APOU and respect the ideals, principles, and traditions it upholds as a Christian institution of higher learning.

Admission to the university requires applicants to possess an official high school diploma, GED, or homeschool certification/transcript. Applicants are required to submit a completed and signed application along with high school transcripts or other certification, and transcripts from each regionally accredited college or university attended. Admission is not guaranteed, and APOU reserves the right to deny admission.

In compliance with federal regulations, APOU does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran.

Full Admission

Applicants may qualify for full admission to APOU based on a minimum cumulative college GPA of 2.0.

Admitted with Specifications

Applicants admitted with specifications are required to demonstrate their academic ability by successfully completing a predetermined 12 units of study with a cumulative grade point average (GPA) of 2.0 on a 4.0 scale, and no grade of *D* or *F* in a single class. See below for related admissions criteria.

1. Applicants who have not completed college or university coursework must present high school diplomas or equivalent credentials. Those with a GPA of less than 2.0 may be admitted with specifications. These applicants are required to submit a petition essay to assist the Petition Committee in approving or denying admission.
2. Applicants with a cumulative college GPA of less than 2.0 may be admitted with specifications. These applicants are required to submit a petition essay to assist the Petition Committee in approving or denying admission.
3. Applicants with a felony record are required to submit a petition essay addressing the nature of the violation(s). The essay must be accompanied by appropriate documentation and parole officer contact information. If applicable, the parole officer may be contacted by APOU.
4. Applicants dismissed from other academic institutions are required to submit a petition essay addressing the dismissal(s).

Policy Regarding False Information

Students are advised that admission is contingent upon the truthfulness of the information contained in the application. 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 APOU Registrar.

Transcripts

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

Evidence of Proficiency

There are no required pre-admission tests for applicants to APOU. However, all students must present evidence of a math placement score in preparation for the college algebra course. Such evidence may include an official college transcript verifying successful completion of the prerequisite course (intermediate algebra), an American College Testing (ACT) math score of at least 23, a Scholastic Aptitude Test (SAT I) math score of at least 540, or a COMPASS standardized test score of 66 or above on the algebra exam. Official proof must be received by the Office of the APOU Registrar before registering for MATH 110 (College Algebra).

Students with proficiency scores indicating placement at a level below college algebra are encouraged to begin preparation immediately to meet prerequisites for that course. Applicants can find online beginning and intermediate algebra courses at many institutions through the California Virtual Campus (www.cvc.edu).

Transfer Applicants

Azusa Pacific Online University welcomes applications from transfer students.

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 Online University receives through the authorized electronic transcript submission process or unopened in an envelope sealed by the issuing institution(s) which bears the official seal of that college or university. Azusa Pacific Online University reserves the right to request that the transcript be sent directly from the issuing institution(s).

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

College credit earned by a student still in high school may be transferred to Azusa Pacific Online University provided that the course was taken at a regionally accredited college. An official college transcript must be submitted via an authorized electronic transcript submission process or unopened in an envelope sealed by the issuing institution to Azusa Pacific Online University in order for such coursework to be evaluated for transfer of credit.

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

Azusa Pacific Online University accepts the California State University General Education Breadth Certificate to satisfy the basic General Education requirements for bachelor's degrees, although students must still fulfill APOU's religion requirements.

The IGETC (Intersegmental General Education Transfer Curriculum) is accepted by Azusa Pacific Online University provided that the College Algebra requirement is satisfied. Transfer students choosing to follow the IGETC must complete it before they enroll at Azusa Pacific Online University and present the IGETC certificate at the time of enrollment. Students who do not receive certification of completion will follow the APOU General Education program.

General Education Information for Transfer Students

Students transferring into Azusa Pacific Online University may have some of their core requirements met by classes taken at their previous institution(s). The evaluation of a student's transfer work is conducted by the registrar. Each degree has several courses that must be taken at APOU and cannot be met by transfer units. These courses are marked with an asterisk (*) in each program's section. Request for exceptions (e.g., substitution of an equivalent APU course) may be directed to the registrar.

Admission of Homeschooled Students

Applicants who are homeschooled and do not have an official high school transcript to submit to the university with their application are not required to take the General Education Development (GED) Test or the California High School Proficiency Examination. If the student does not have access to an official transcript or does not subscribe to a transcript service, the student will be asked to submit a transcript created by the primary teacher that will be evaluated by the registrar.

International Admission

Currently, Azusa Pacific Online University does not accept international students. An international student is defined as any individual not holding U.S. residency or citizenship.

Re-admission and Re-enrollment

In the event that a student leaves Azusa Pacific Online University for any reason for more than one academic year (6 sessions), that student must complete an Application for Re-enrollment. All applications for re-enrollment must be approved by the Office of the APOU Registrar, the Office of Student Financial Services, and the Office of Admissions before re-enrollment will be considered, unless an approved leave of absence has been previously granted.

Any student re-enrolling in Azusa Pacific Online University after an absence of more than one academic year (6 sessions) will be subject to new catalog requirements. In addition, all applicants' previously completed work will be reviewed by the program director to determine which, if any, major courses and supporting nonmajor courses must be repeated or added to complete the major. The reviewing director may take into consideration any relevant work experience for major requirement equivalence, but such work experience may not count for unit credit.

Admission Status

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

Some applicants may be admitted with specifications for their first 12 units. Students admitted with specifications may not have any Ds or Fs, and must earn a minimum 2.0 GPA. The program director will evaluate students on probation at the completion of the initial 12 units to recommend regular standing, continuation on academic probation, or dismissal. If approved for continuation on academic probation, a student failing to meet the minimum requirements on two occasions will not be permitted to re-enroll.

Notification of Admission

Azusa Pacific Online University follows a procedure of rolling admission, which means that a prospective student may submit a completed application at any time. The program representative maintains regular contact with all applicants regarding the status of their application file. In addition, each prospective student can access his or her admissions status through an online portal to Jenzabar, APOU's system of record.

Veterans' Education Benefits

Azusa Pacific University is an approved degree-granting institution recognized by the Department of Veterans Affairs. Eligible veterans and their dependents seeking educational training may qualify to use Title 38, chapters 30, 31, 33, 35, and 1606/1607. Refer to the Department of Veterans Affairs for eligibility criteria.

Credit by Examination

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

Credit is granted to students who score a three or higher on an AP Test and to those who meet the cut-off level in CLEP subject area tests, or on the IB higher-level exams (see details below). Students may earn a maximum of 30 units toward an APOU degree from these tests. Credit received by examination is tuition-free and applies toward the total requirement for graduation from the university. No CLEP credit will be allowed in a student's final semester.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)			
Subject	Score	Units	Course Equivalent
BUSINESS			
Financial Accounting	50	4	MGT 130 (Principles of Accounting)
Business Law, Introductory	—	—	Elective, Not acceptable for MGT 270
Information Systems and Computer Applications	50	3	CS 205 (Basic Software Tools)
Management, Principles of	50	3	Elective
Marketing, Principles of	50	3	MGT 350 (Principles of Marketing)
Macroeconomics, Principles of	50	3	ECON 204 (Principles of Macroeconomics)
Microeconomics, Principles of	50	3	ECON 203 (Principles of Microeconomics)
COMPOSITION AND LITERATURE			
American Literature	50	3	Elective
Analyzing and Interpreting Literature*	50	3	ENGL 111* (Introduction to Literature)
College Composition (with or without essay)	—	—	No Credit Awarded
English Literature*	50	3	Elective
College Composition Modular*	50	3	ENGL 102 (Composition)
MODERN LANGUAGE			
French Language	50	6	<i>Fulfills Foreign Language Requirement</i>
German Language	50	6	<i>Fulfills Foreign Language Requirement</i>
Spanish Language	50	6	<i>Fulfills Foreign Language Requirement</i>
HISTORY AND SOCIAL SCIENCES			
American Government	50	3	Elective
Educational Psychology, Introduction to	50	3	Elective
History of U.S. I: Early Colonization to 1877	50	3	<i>Fulfills History Requirement</i>
History of U.S. II: 1865 to the Present	50	3	<i>Fulfills History Requirement</i>
Human Growth and Development	50	3	Elective
Humanities	50	3	Elective
Psychology, Introductory	50	3	PSYC 110 (General Psychology)
Social Sciences and History	—	—	No Credit Awarded
Western Civilization I: Ancient Near East to 1648	50	3	<i>Fulfills History Requirement</i>
Western Civilization II: 1648 to the Present	50	3	<i>Fulfills History Requirement</i>
SCIENCE AND MATHEMATICS			
Calculus	50	5	<i>Fulfills Math Requirement</i>
College Algebra	50	3	MATH 110 (College Algebra), for AA students
	54	3	MATH 110, Required for business majors
College Mathematics	—	—	No Credit Awarded
General Biology	50	4	<i>Fulfills Science Requirement</i>
General Chemistry	50	4	<i>Fulfills Science Requirement</i>
Natural Sciences	—	—	No Credit Awarded
Precalculus	50	3	Elective

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

The Advanced Placement Program (AP) 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.

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

ADVANCED PLACEMENT EXAM			
Subject	AP Score	Units	Course Equivalent Awarded
Art, Studio Art, Drawing	3, 4, 5	3	Elective
Art, Studio Art, 2D Design	3, 4, 5	3	Elective
Art, Studio Art, 3D Design	3, 4, 5	3	Elective
Art, History	3, 4, 5	3	<i>Fulfills Art Requirement</i>
Biology	3, 4, 5	4	<i>Fulfills Science Requirement</i>
Calculus AB	3, 4, 5	5	Elective
Calculus BC	3, 4, 5	5	Elective
Chemistry	3, 4, 5	4	<i>Fulfills Science Requirement</i>
Chinese Language and Culture	3, 4, 5	3	Elective
Computer Science A	3, 4, 5	3	Elective
English Language and Composition	3, 4	3	ENGL 102 (Composition)
	5	6	ENGL 102 (Composition) and Elective
	If score is a 5 in both English Language and English Literature, student receives 9 units – ENGL 102, ENGL 111, and 3 units elective.		
English Literature and Composition	3, 4	3	ENGL 111 (Intro to Literature)
	5	6	ENGL 102 and ENGL 111
	If score is a 5 in both English Language and English Literature, student receives 9 units – ENGL 102, ENGL 111, and 3 units elective.		
ENGL 111 (Intro to Literature)	4, 5	4	<i>Fulfills Science Requirement</i>
ENGL 102 and ENGL 111	3, 4, 5	3	<i>Fulfills History Requirement</i>
French Language	3	4	<i>Fulfills Foreign Language Requirement</i>
	4, 5	6	<i>Fulfills Foreign Language Requirement</i>
French Literature	3, 4, 5	3	Elective
German Language	3	4	<i>Fulfills Foreign Language Requirement</i>
	4, 5	6	<i>Fulfills Foreign Language Requirement</i>
Human Geography	3, 4, 5	3	Elective
Government/Politics/Comparative	3, 4, 5	3	Elective
Government/Politics/U.S.	3, 4, 5	3	<i>Fulfills History Requirement</i>
Macroeconomics	3, 4, 5	3	ECON 204 Principles of Macroeconomics
Microeconomics	3, 4, 5	3	ECON 203 Principles of Microeconomics
Latin: Vergil	3	4	Elective
	4, 5	6	<i>Fulfills Foreign Language Requirement</i>
Latin Literature	3, 4, 5	3	Elective
Italian Language/Culture	3, 4, 5	3	Elective
Japanese Language/Culture	3, 4, 5	3	Elective
Music Theory	3, 4, 5	4	<i>Fulfills Art Requirement</i>
Physics B	3, 4, 5	4	<i>Fulfills Science Requirement</i>
Physics C: Mechanics	3, 4, 5	4	<i>Fulfills Science Requirement</i>
Physics C: Electricity and Magnetism	3, 4, 5	4	Elective
Psychology	3, 4, 5	3	PSYC 110 (General Psychology)
Spanish Language	3	4	<i>Fulfills Foreign Language Requirement</i>
	4, 5	6	<i>Fulfills Foreign Language Requirement</i>
Spanish Literature	3, 4, 5	3	Elective
Statistics	3, 4, 5	3	MGT 280 (Applied Statistics)
U.S. History	3, 4	3	HIST 201 (U.S. History)
	5	6	HIST 201 and Elective
World History	3, 4, 5	3	HIST 202 (World Civilization)

CREDIT FOR INTERNATIONAL BACCALAUREATE PROGRAM				
Examination Title	*Level	Score	Units	Credit Awarded
Biology	HL	5, 6, 7	4	<i>Fulfills Science Requirement</i>
Business and Organization		—	—	No Credit Awarded
Chemistry	HL	5, 6, 7	4	<i>Fulfills Science Requirement</i>
Classical Languages		—	—	No Credit Awarded
Computer Science	HL	5, 6, 7	3	Elective
Economics	HL	5, 6, 7	3	ECON 204 (Principles of Macroeconomics)
English 1A (English)	HL	5, 6, 7	3	ENGL 111 (Intro to Literature)
Environmental Systems		—	—	No Credit Awarded
French (Language B)	SL	5, 6, 7	6	<i>Fulfills Foreign Language Requirement</i>
French (Language B)	HL	5, 6, 7	6	<i>Fulfills Foreign Language Requirement</i>
Geography	HL	5, 6, 7	3	Elective
German (Language B)	SL	5, 6, 7	6	<i>Fulfills Foreign Language Requirement</i>
German (Language B)	HL	5, 6, 7	6	<i>Fulfills Foreign Language Requirement</i>
History	HL	5, 6, 7	3	<i>Fulfills History Requirement</i>
History of the Islamic World	HL	5, 6, 7	3	Elective
Information Technology		—	—	No Credit Awarded
Mathematics	SL	5, 6, 7	3	MATH 110 (College Algebra)
Mathematics	HL	5, 6, 7	3	<i>Fulfills Math Requirement</i>
Mathematical Studies	SL	5, 6, 7	3	<i>Fulfills Math Requirement</i>
Further Mathematics	SL	5, 6, 7	3	<i>Fulfills Math Requirement</i>
Music	HL	5, 6, 7	3	<i>Fulfills Art Requirement</i>
Philosophy	HL	6, 7	3	Elective
Physics	SL	5, 6, 7	3	Elective
Physics	HL	5, 6, 7	4	<i>Fulfills Science Requirement</i>
Psychology	HL	5, 6, 7	3	PSYC 110 (General Psychology)
Social Anthropology	HL	5, 6, 7	3	Elective
Spanish (Language B)	SL	5, 6, 7	6	<i>Fulfills Foreign Language Requirement</i>
Spanish (Language B)	HL	5, 6, 7	6	<i>Fulfills Foreign Language Requirement</i>
Theater Arts	HL	5, 6, 7	3	Elective
Visual Arts	HL	5, 6, 7	6	ART 150 (Introduction to Art) and Elective

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

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Student Financial Services

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

The Office of Student Financial Services assists students in answering questions related to financial aid and student accounts. Contact 1-855-APOUNOW or financialaid@apou.net with any questions.

Cost of Attendance 2012–13

(effective 1/9/12)

Tuition

100–200 level class	= \$400 per unit
300–400 level class	= \$425 per unit
Military*	= \$275 per unit (100–200 level) and \$325 per unit (300–400)
Pre-Nursing Health Science Certificate	= \$500 per unit

* See military discount section for details of eligibility.

The maximum study load for students recommended by the university is 18 units per semester, provided they have maintained a 3.0 grade-point average or higher. All variance to this policy must be petitioned through the program director. Final approval is granted through the Office of the APOU Registrar.

Special Fees

Late Registration Fee*	\$120 per course
Return Check Fee	(APOU = \$30)
Transcripts Fee	(APOU = \$5/copy)
Rush Transcript Fee	(APOU = \$20)
Transcript Overnight Postage Fee	
Standard Overnight Express within U.S. (excluding Alaska and Hawaii) 1–2 days	\$15
Global Express outside of continental U.S. and International (3–4 days)	\$25

*Registration is considered late between midnight Sunday PST a week before the first day of class and the end of the add/drop period.

Charges subject to change without notice.

Payment

Tuition and fees are due in full before registration for each semester.

Refund Policy

- 100 percent tuition refund for student withdrawing from classes before first day of class midnight Sunday PST.
- 90 percent tuition refund if the student withdraws in the first week of class between midnight Sunday PST and midnight Wednesday PST.
- 50 percent tuition refund if the student withdraws in the first week of class between 12:01 a.m. Thursday PST and midnight Sunday PST.

- No tuition refund is given after 12:01 a.m. Monday PST of the second full week of class.

All students are subject to federal prorata refund regulations for all federal aid.

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

Refund Policy Exceptions

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

Students Making Class Changes

Students may add and/or drop classes until the last day to change registration, which is listed in the Academic Calendar. Such changes are subject to the Refund Policy stated above.

Financial Agreement

A student may not participate in graduation ceremonies, register for further sessions, or receive any diploma, certificates, or transcripts until all financial obligations have been satisfied in accordance with APOU financial policies. Any diploma, grades, certificates, or transcripts shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to, or subsequent to, any default by the debtors shall not be considered a binding precedent or modification of this policy. The university reserves the right to make any changes in institutional refund policies, fees, and expenses without notice.

How to Apply for Financial Aid

Step 1:

Complete a FAFSA online at www.fafsa.gov (Free Application for Federal Student Aid). APOU's school code is 001117.

Deadline: March 2 for Cal Grant

Suggested deadline: As soon as possible after January 1

Step 2:

Admission to APOU. Shortly after admission, students are reviewed for financial aid eligibility.

Step 3:

Return all documents requested. To finalize eligibility, the student's admissions and financial aid files must be complete.*

*If the student's admissions and/or financial aid file is still incomplete when school begins, all financial aid may be removed, and the student may no longer be eligible to receive any aid for that semester.

Types of Financial Aid

The following types (or sources) of financial aid are available:

1. Federal (provided by the U.S. government)
2. State (provided by the state of California)
3. Outside scholarships (provided by organizations, businesses, etc.)
4. Alternative/private loans

Important Note

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 reduced or eliminated due to federal, state, and/or institutional policies. See the "Stacking Financial Aid" policy in the following section for more information on possible restrictions.

Federal Aid

To apply for federal aid, students must complete the FAFSA. Federal aid is categorized as:

1. Grants (free money)
2. Loans (which have to be paid back)

To be eligible for and 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 further information on federal aid programs, the amounts, and their qualifications and restrictions, please refer to the Department of Education's website, federalstudentaid.ed.gov.

Pell Grant

The Pell Grant is awarded to eligible students who have met a financial need requirement as determined by the correct Expected Family Contribution (EFC) on the 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

Yearly Amounts

1. Varies from \$550–\$5,550 for the 2012–13 school year
 - Amount depends upon EFC and enrollment (award amount is prorated if enrolled less than full time).

Disbursement

Once the student's admissions and financial aid files are complete, the Pell Grant usually disburses into the student's APOU account during the first month of the semester (disbursements will be divided between eligible sessions), or later depending on when documentation is received.

To Retain Eligibility

The student must be enrolled at least part time (3 units per semester). The student must also maintain Satisfactory Academic Progress (SAP).

Loans**Direct PLUS Loan–Parents**

The Direct PLUS Loan is a low-interest loan (fixed 7.9 percent) borrowed directly from the U.S. government, that parents can apply for to help their dependent student pay for college.

Yearly Amounts

The parent can borrow any amount up to the student's cost of attendance, minus any other aid the student is receiving. If the parent is denied a PLUS Loan, the student can then take out an additional Stafford unsubsidized loan (freshmen and sophomores, \$4,000; juniors and seniors, \$5,000).

How to Apply (all students)

1. Complete the 2012–13 FAFSA.
2. Complete the 2012–13 Parent PLUS Loan Worksheet.

New borrowers must also:

3. Complete a Direct Parent PLUS Loan Master Promissory Note (MPN) online at www.studentloans.gov.

Disbursement

Once the student's admissions and financial aid files are complete, the PLUS Loan usually disburses into the student's APOU account during the first month of the semester (disbursements will be divided between eligible sessions), or later depending on when documentation is received.

To Retain Eligibility

The student must be enrolled at least half time (6 units per semester). The student must also maintain Satisfactory Academic Progress (SAP).

Repayment

Repayment on the PLUS Loan usually begins 60 days after the loan has been fully disbursed. In some cases, payment can be delayed by deferment or forbearance. See studentloans.gov for more information.

Direct Stafford Loan–Students

The Direct Stafford Loan is a low-interest loan (6.8 percent or less) 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 Stafford 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: (0–27 units) \$5,500 (up to \$3,500 of which may be subsidized)
- Sophomores: (28–59 units) \$6,500 (up to \$4,500 of which may be subsidized)
- Juniors and seniors: (60+ units) \$7,500 (up to \$5,500 of which may be subsidized)

If the student is independent or the parent is denied a PLUS Loan, the student can take out an additional Stafford unsubsidized loan (freshmen and sophomores, \$4,000; juniors and seniors, \$5,000).

- Preparatory coursework (not to exceed 12 consecutive months) \$8,625 (up to \$2,625 of which may be subsidized)

How to Apply (all students)

1. Complete the 2012–13 FAFSA.
2. Accept Stafford Loan(s)

New borrowers must also:

3. Complete Direct Stafford Loan entrance counseling online at www.studentloans.gov.
4. Complete a Direct Stafford Loan Master Promissory Note (MPN) online at www.studentloans.gov.

Disbursement

Once the student's admissions and financial aid files are complete, and the student has completed the Stafford Loan application steps, the loan usually disburses into the student's APOU account during the first month of the semester (disbursements will be divided between eligible sessions), or later depending on when documentation is received.

To Retain Eligibility

The student must be enrolled at least half time (6 units) per semester. The student must also maintain Satisfactory Academic Progress (SAP).

Repayment

Repayment usually begins 6 months after the student either drops below half time (6 units is half time), withdraws, or graduates from college.

Loan Exit Requirements

The federal government requires all federal loan borrowers to complete loan exit counseling for Federal Stafford Loans. One must complete a loan exit when withdrawing from school, dropping below half time, or graduating. Transcripts will be held until the online exit counseling is completed.

State Aid

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 and Chafee Grant. These funds are not guaranteed. The state reserves the right to reduce or eliminate any of the programs described below based on budget limitations.

State Aid is available in three categories:

1. Cal Grant A
2. Cal Grant B
3. Chafee Grant for Foster Youth

The following information is a general guideline. For more information, and for any changes or revisions, please visit <http://calgrants.org> and <http://csac.ca.gov>.

Important Note

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 reduced or eliminated due to federal, state, and/or institutional policies. See the "Stacking Financial Aid" policy in the following section for more information on possible restrictions.

Cal Grant A

First-time recipients: Contact the California Student Aid Commission, CSAC, for the specific details.

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 the ceilings established for that year.
5. Enrolled at least half time
6. Student is not already receiving a scholarship/grant that covers the price of tuition.

Yearly Amount

At APOU, the estimated amount is \$9,708 for the 2012–13 award year (\$4,854/ fall and spring semesters). Award amount is prorated if enrolled less than full time (9–11 at 75 percent, 6–8 units at 50 percent).

How to Apply

1. Complete the FAFSA (for the appropriate school year) by the March 2 deadline.
2. Complete the GPA Verification Form (for the appropriate school year) by the March 2 deadline.

Disbursement

Once the student's admissions and financial aid files are complete, the Cal Grant A usually disburses into the student's APOU 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.
2. Must maintain Satisfactory Academic Progress.
3. Must have remaining eligibility per the state.
4. In conjunction with other scholarships/grants received, must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus EFC. 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: Contact the California Student Aid Commission, CSAC, for the specific details.

Qualifications

1. Must have met the qualifications to receive the grant in a previous school year.
2. Must be enrolled at least half time (six units) per semester.
3. Must maintain Satisfactory Academic Progress.
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, must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus EFC. 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 a scholarship/grant that covers the price of tuition.

Yearly Amount

Full award amount offered is determined by the state. Award amount is prorated if enrolled less than full time (9–11 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 for the appropriate school year (prior to fall enrollment).

Disbursement

Once the student's admissions and financial aid files are complete, the Cal Grant A usually disburses into the student's APOU 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.
2. Must maintain Satisfactory Academic Progress.
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, must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus EFC. 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: Contact the California Student Aid Commission, CSAC, for the specific details.

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 the ceilings established by CSAC for that school year.
5. Enrolled at least half time (six units) per semester.
6. Student is not already receiving a scholarship/grant that covers the price of tuition.

Yearly Amount

Students in their first year of college typically are only offered the Cal Grant B Access/Subsistence award of \$1,551 for the 2012–13 award year (\$776 for fall, \$775 for spring). Award amount is prorated if enrolled less than full time (9–11 at 75 percent, 6–8 units at 50 percent).

How to Apply

1. Complete the FAFSA (for the appropriate school year) by the March 2 deadline.
2. Complete the GPA Verification Form (for the appropriate school year) by the March 2 deadline.

Disbursement

Once the student's admissions and financial aid files are complete, the Cal Grant B and/or B Access/Subsistence award usually disburses into the student's APOU 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.
2. Must maintain Satisfactory Academic Progress.
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, must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus EFC. 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: Contact the California Student Aid Commission, CSAC, for the specific details.

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.
3. Must maintain Satisfactory Academic Progress.
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, must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus EFC. 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 a scholarship/grant that covers the price of tuition.

Yearly Amount

After the initial year, Cal Grant B recipients are generally eligible to receive the full Cal Grant B award, estimated to be \$9,708 for the 2012–13 award year (\$4,854/fall and spring semester), in addition to the Cal Grant B Access/Subsistence award of \$1,551. Award amounts are prorated if enrolled less than full time (9–11 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 admissions and financial aid files are complete, the Cal Grant B and/or B Access/Subsistence award usually disburses into the student's APOU 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.
2. Must maintain Satisfactory Academic Progress.
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, must have sufficient financial need, per the information reported on the FAFSA. "Need" is defined as Cost of Attendance minus EFC. 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/Subsistence Award is Processed at APOU

The access grant is designated for costs including living expenses, transportation, supplies, and books. Azusa Pacific Online 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. Please note: This may cause an outstanding balance on the student's account. An outstanding balance will prevent class registration.

Chafee Grant for Foster Youth

Please 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, please visit <http://csac.ca.gov>.

Military Discount

The military tuition discount is available to military service members, veterans, and spouses of active or reserve military service members. (See beginning of this section for discounted tuition rates.) For the purposes of this tuition discount, military service members are defined as:

- U.S. Air Force—active duty, reserve, veteran
- U.S. Army—active duty, Army National Guard on active duty, Army Reserve, veteran
- U.S. Navy—active duty, Naval Reserve in active duty status, veteran
- U.S. Marines—active duty, veteran
- U.S. Coast Guard—active duty, reserve, veteran

"Active" is defined as after basic training is complete. Veterans must have an honorable/general discharge.

Outside Aid

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

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

Important Note

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 reduced or eliminated due to federal, state, and/or institutional policies. See the "Stacking Financial Aid" policy in the following section for more information on possible restrictions.

Post-9/11 GI Bill

For up-to-date information regarding eligibility requirements, award amounts offered by the government, and specific details, please contact the VA or visit www.gibill.va.gov.

Alternative/Private Loans—Students

The Office of Student Financial Services (SFS) strongly recommends applying for all federal aid/loans first and foremost. Federal loans offer much better interest rates and repayment terms.

Students who wish to apply for alternative loans must complete a separate online application, have eligibility remaining in their school budget, and be approved by the lending agency. It is the student's responsibility to notify Office of Student Financial Services of the approved alternative loan. Alternative loans require that tuition must be paid in full before any refund will be given. Contact the Office of Student Financial Services for more information. It is the student's responsibility to be in constant 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 loan not process in time, the student will be responsible for any owing balance that remains on his or her APOU account.

Disbursement

Once the student's admissions file is complete, and 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 (disbursements will be divided between eligible sessions), or later depending on when documentation is received.

Repayment

The chosen lender establishes all terms of the loan, including interest rate, repayment, etc.

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.

Deadlines

Apply early and return all requested/required paperwork well before the session begins. Completing the application process early helps ensure a student's eligibility for the most financial aid possible. The Office of Student Financial Services (SFS) will always do its best to quickly and accurately process a student's application for financial aid. However, the ultimate responsibility for accurately completing the FAFSA, submitting completed documents, and finalizing the loan application process in a timely manner is up to the student. Please do not put it off. Should a student's financial aid (including loans) not process by the last date of enrollment in that semester, the student will be responsible for any owing balance that remains on his or her APOU account.

Admissions File

To be eligible for financial aid within a given semester, the student must be fully admitted to the university. A student who does not complete his or her admissions file by the student's last date of enrollment will not be eligible for financial aid for that semester.

FAFSA

To be eligible for federal, state, and institutional need-based financial aid within a given semester, the appropriate year's FAFSA must be accurately completed (including necessary signatures/e-signatures) and electronically received from the federal government by the Office of SFS in enough time to process prior to the student's last date of enrollment. For most students, this is at least two weeks prior to the student's last date of enrollment. Completing the FAFSA is the first step in applying for federal, state, and institutional need-based aid. Please also review the "Loans" and "Financial Aid File/Paperwork" deadlines below to ensure that all necessary steps are completed to be eligible for aid in a given semester.

Financial Aid File/Paperwork

To be eligible for financial aid within a given semester, all requested paperwork (tax forms, financial aid forms, etc.) must be accurately completed and received by the Office of SFS by the student's last date of enrollment. For most students who attend the entire school year, this is the last day of the spring semester. If the student ceases attendance, the deadline to submit all completed paperwork is the last day of the semester he or she did attend.

Loans

To be eligible for loans in a given semester, a student must complete the application process by the student's last date of enrollment—specifically, but not limited to, “accepting” the student loan(s). Similarly, for a student to be eligible for a Parent PLUS loan, the PLUS loan application steps must be completed by the student's last date of enrollment. Although a majority of the loan process can be completed online, please do not wait until the last moment. Should the student's loans not process by the last date of enrollment, the student will be responsible for any owing balance on his or her APOU account.

What happens if a student's admissions file and/or financial aid file are not complete by the first day of the semester?

APOU reserves the right to cancel all financial aid for a student who has not completed his or her admissions file and/or financial aid file by the first day of the semester. Should the student later submit the necessary documents by the deadlines listed above, the student may be re-evaluated for financial aid eligibility (dependent on budgetary funding still available at that time). APOU does not guarantee any of the aid previously offered will still be available.

Financial Aid Packaging

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

Keeping in Touch

The university will attempt to inform students about deadlines and procedures, but the final responsibility for the timely filing of the FAFSA and related documents is the student's. The student must notify the Office of Student Financial Services regarding changes in financial situation, marriage, loss of a job, change in class load, withdrawal from school, or change of address. In order to contact the Office of Student Financial Services, a student may write, call, or come in person.

Minimum Enrollment

Award amounts are based on an academic load of 12 units per semester at APOU.

- Students carrying between 9–11 units will have grants prorated at three-quarter rate.
- Students carrying between 6–8 units will have grants prorated at half-time rate.
- Students with fewer than 6 units will not qualify for federal loans.

Nondiscrimination

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

Release of Records

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

Satisfactory Academic Progress

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

A. Quality of Progress—“Good Academic Standing”

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

B. Quantity of Progress—“Unit Completion Requirement”

- Students requesting aid must make progress toward their degrees as follows:

Students must complete at least two-thirds (67 percent) of all units in which they originally enroll from the time of first online participation in their program at APOU. Thus, a first-term APOU student who originally enrolls in 12 units, withdraws from 3 units, and successfully completes the remaining 9 units, would be meeting the quantitative measure requirement since the student passed at least two-thirds (67 percent) of the units in which he or she originally enrolled.

Unit completion is reviewed at the end of each academic semester. Only passing grades (*A, B, C, D, and Credit*) count as successful completions. Incomplete or other grades (*F, In-Progress, No Credit, and Withdrawal*) that do not result in earned credits will not count as completions.

C. Quantity of Progress–“Maximum Time Frame”

- Students requesting aid are expected to complete their academic program within a reasonable time frame (including transfer units) as follows:
 - A.A./A.S. program–Students will not be eligible to receive aid after completing their 90th unit
 - B.A. program–Students will not be eligible to receive aid after completing their 180th unit

D. Appeal Process

- To make an appeal, submit a General Petition Aid Suspension form to the Office of Student Financial Services.
- Appeals will be reviewed for the following reasons:
 - death of relative
 - student injury or illness
 - other documented circumstances

Stacking Financial Aid

Federal, state, and institutional regulations (or policies) sometimes restrict how much financial aid a student can receive. The following policies are provided in an effort to help prevent any confusion or frustration that may result from an award being reduced or eliminated.

Step 1–Cost of Attendance (COA)

Question: Can a student’s aid exceed his or her Cost of Attendance (COA)?

Answer: No.

In what order will aid be reduced?: Institutional aid will be reduced first, then either outside, state, and/or federal.

Step 2–Cal Grant

Question: What if a student has a Cal Grant as part of his or her award?

Answer: Per California Student Aid Commission policy: “Total grant aid along with the Cal Grant cannot exceed NEED.”

Definitions: Grant aid is any free money. NEED = COA minus EFC.

In what order will aid be reduced?: Institutional aid will be reduced first, then either outside, state, and/or federal.

Step 3–Institutional aid for APU faculty/staff or tuition exchange award recipients is limited to \$6,750.

Question: What is the maximum amount to which recipients of APU faculty/staff tuition benefit or tuition exchange can stack their institutional aid?

Answer: Up to \$6,750.

Order of stacking: Academic, faculty/staff or tuition exchange

Definitions: Faculty/Staff Tuition Benefit and Tuition Exchange Award are considered institutional aid.

Restrictions which may limit the amount to under \$6,750: See steps 1 and 2.

Step 4–Institutional aid can stack up to cost of attendance.

Question: What is the maximum amount to which I can stack institutional aid?

Answer: \$25,000. Generally, institutional aid can only be stacked up to \$25,000. These amounts will vary depending on enrollment status and other factors.

Restrictions which may limit the amount to under \$25,000: See steps 1, 2, and 3.

Verification

Each year, the federal government randomly chooses about 30 percent of all 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., signed tax forms, verification worksheets, etc.) Beyond those applications selected for verification, the law requires colleges to also request further documentation when a FAFSA application and/or subsequent paperwork appears incomplete or inaccurate. A student is not eligible to receive federal, state, and/or institutional need-based aid until all required paperwork has been submitted.



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Reservation of Rights

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

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

This catalog and each subsequent catalog are supplemented by the rules and regulations stated on the Azusa Pacific Online University website and information/resource areas in the student learning management system. Where conflict exists between any of these sources, the most recent rule, regulation, or policy will be controlling.

Academic Integrity

The mission of Azusa Pacific Online 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 that is fundamentally inconsistent with the purpose and mission of the entire university.

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

Plagiarism: Representing the words, ideas, or work of another as one's own in any academic exercise

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

Fabrication: Falsification or invention of any information or citation in an academic exercise

Facilitating academic dishonesty: Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty, or allowing someone else to represent your work

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

Sanctions for first violations are determined by the professor of record if the violation is not flagrant, and may include an *F* in the class, an *F* on the assignment, or a less-severe action based upon the nature of the violation. The professor of record will report all infractions to the program director.

The standard sanction for a repeated offense or for a flagrant violation (e.g., submitting a purchased paper or allowing someone else to represent you online) is suspension or dismissal from the university. All flagrant violations will be referred to the program director. Students may appeal a sanction they believe to be unfair or unjust to the program director and finally to the university's chief academic officer.

Course Numbering System

Courses are identified by a disciplinary abbreviation, followed by a three-digit course number. The course number indicates: 001-099, remedial (no credit toward any degree); 100-299, lower division; 300-499, upper division.

The course abbreviations are as follows:

ACC	Accounting
APOU	Azusa Pacific Online University Foundations Course
APSY	Applied Psychology
ART	Art
BIBL	Biblical Studies
BIOL	Biology
BUS	Business
CHEM	Chemistry
COMM	Communication Studies
CS	Computer Science
ECO/N	Economics
ENGL	English
HIST	History
ISM	Information Systems Management
MATH	Mathematics
MIN	Christian Ministries
MGT	Business and Management
PHIL	Philosophy
PHYC	Physics
PSYC	Psychology
RELG	Religion
SPAN	Spanish

Academic Calendar

The academic year consists of three 16-week semesters, each of which includes two 8-week sessions. All courses will be 8 weeks in length and most will carry 3 units of credit. The academic calendar can be accessed on the Azusa Pacific Online University's Course Portal website.

Registering for Classes

Students must be admitted to the university, meet payment deadlines, and participate in advising prior to registering for classes. Registration must be completed one week before the start of each session to avoid a late registration fee.

Late Registration

Students who are unable to register during the regular registration period may register late. Late registrants may be limited in class selection because many classes may be closed. A late registration fee of \$120 per course will be charged after the regular registration period has ended. The last day to register late each session is midnight on Friday before classes begin.

Administrative Withdrawal Policy

Students are expected to complete the following two steps in order to stay enrolled in their courses through the first week of the class:

1. **Log in to each course by midnight on Wednesday during the first week of class.** Those who fail to log in by this time will be administratively dropped unless other arrangements are made with the instructor prior to the first day of class.
2. **Submit a homework assignment.** In addition to logging into their courses, students must also submit an assignment, activity or forum for grading by 8 a.m., Monday, beginning week two, in each class. Failure to do so will result in an administrative withdrawal from the course.

Note: For information related to financial aid, please see "Refund Policy" in section 4, "Financial Aid," of the catalog.

Adds/Drops

The add/drop period allows students to make changes to their class schedules.

1. The add/drop period begins after the regular registration period and continues through the end of the third day of class (Wednesday at midnight PST).
2. Students may change their class enrollment without penalty during the add/drop period if appropriate alternate classes are available and if their unit total does not decrease.
3. Students may make changes to their schedules by emailing their life coach.
4. Each student is responsible to verify the accuracy of his or her schedule before the end of the add/drop period.
5. Students are responsible for dropping their classes if they either stop attending or never attend, or they will receive a failing grade.

Credit Hours

In accordance with U.S. Department of Education regulations, an Azusa Pacific Online University undergraduate unit will represent a minimum of 37.5 clock hours devoted to online activities. Accordingly, the average student enrolled in one 8-week, 3-unit course will spend about 14 hours per week engaged in active learning ($37.5 \text{ hours} \times 3 \text{ units} \div 8 \text{ weeks} = 14 \text{ hours per week}$). Taking two courses simultaneously will require approximately 28 hours per week.

Study Load

The typical study load established by the university is two 3-unit courses per session. The maximum study load for students recommended by the university is 18 units per semester, provided they are on regular academic standing and have maintained a 3.0 cumulative grade-point average or higher. Due to the rigor of APOU coursework and the time investment involved, all students requesting approval to register for more than 12 units per semester must petition through the program director. Final approval is granted through the Office of the APOU Registrar.

Concurrent Enrollment Policy

Students wishing to take courses at another institution while enrolled at APOU should obtain prior approval from the registrar. APOU is developing articulation agreements with several colleges. Students can check with the registrar for an updated list of pre-approved classes. All other classes must be approved. Without prior written approval from the registrar, transfer credits may be denied.

Grading

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

<i>Grade A</i>	4.0 points	
<i>Grade A-</i>	3.7 points	
<i>Grade B+</i>	3.3 points	
<i>Grade B</i>	3.0 points	
<i>Grade B-</i>	2.7 points	
<i>Grade C+</i>	2.3 points	
<i>Grade C</i>	2.0 points	
<i>Grade C-</i>	1.7 points	
<i>Grade D+</i>	1.3 points	
<i>Grade D</i>	1.0 point	
<i>Grade D-</i>	0.7 points	
<i>Grade F</i>	0 points	
<i>Grade W</i>	0 points	Withdrawal
<i>Grade I</i>	0 points	Incomplete
<i>Grade NC</i>	0 points	No Credit
<i>Grade CR</i>	0 points	Credit
<i>Grade IP</i>	0 points	In progress

Incomplete Grades

The grade Incomplete (I) is given only under special circumstances such as a verifiable serious illness. An *I* grade may be given upon recommendation of the instructor with the permission of the appropriate program director. To obtain an incomplete, the student must fill out an official incomplete form available from the Office of the Registrar. An incomplete may be granted for up to four weeks from the final date of the course. Incomplete coursework not made up within the allotted period will not be counted toward the final grade.

Attendance Regulations

The foundation of a successful academic experience in an online environment is active engagement with fellow students and the facilitating instructor within the course. Course environment (online) and pace (eight weeks) mandate that learners are expected to initiate and sustain regular interaction with their peers and instructor.

In addition, attendance and attendance record-keeping is required by the federal government — various federal programs (including financial aid) expect institutional compliance with their regulations.

While “active engagement” can take a variety of forms, Azusa Pacific Online University has identified graded discussion forums as the means by which attendance is recorded. The official instructional week is from 12:00 a.m. Pacific Standard Time on Monday through 11:59 p.m. Pacific on Sunday, except for the final week of the term which ends that Friday.

In order for a student to be counted as in attendance for a specific instructional week, a student must post in a graded discussion forum at least two separate days. Discussion posts are due by the deadlines indicated in the syllabus. If a student posts less than two separate days per instructional week, then the student is counted as absent for the week. Note: While it is acceptable to work ahead on most assignments, posting in graded discussion forums in advance of a specific instructional week will not count for attendance.

Students will be administratively withdrawn when the student has been recorded as being absent for more than any two instructional weeks, regardless of late registration. Students who are administratively withdrawn during the first five weeks will receive a *W* (Withdrawal) grade. Students who are administratively withdrawn after the fifth week will receive a letter grade based on completed work.

Make-up Provisions

Beyond merely logging into the course, students must actively participate in threaded discussions and complete online learning activities by the assigned deadlines in order to earn a passing grade. If students miss assignments due to serious illness or other crises, they may submit most assignments late with a grade penalty. Students may not make up threaded discussions, which are time sensitive.

Repeated Courses

Students may repeat courses at Azusa Pacific Online University. All grades will remain on record but only the most recent will be calculated into the student’s grade-point average. The units will be counted for credit only once, which may impact financial aid. Students may not repeat a course more than twice at APOU. If a repeated class is taken at another institution, both the grade and the units of the repeated class will be transferred (providing the class meets the guidelines for transfer). The original grade in the APOU class will remain on the record and remain as part of the GPA calculation. However, the units for the class taken at APOU will remain on the record but will not be counted towards the units needed for graduation. Students who choose to repeat courses at other institutions may be required to complete more than the minimum required units to earn their degree.

Transfer Work

Azusa Pacific Online University accepts academic credits transferred from other colleges or universities according to the following criteria:

- The college or university must be an institution of higher education accredited by a regional accrediting body recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). These accrediting bodies mandate assessment and other quality control systems that give APOU a high level of confidence in their programs.
- Students must have completed the transferred courses earning a minimum grade of *C-* (or *P* if the courses were offered on a pass/fail basis).
- The transferred courses must apply to an Azusa Pacific Online University degree program as the equivalents of required courses (i.e., providing a similar knowledge base and/or competencies) or as appropriate general electives.
- Enrolled APOU students who would like to transfer coursework into APOU must submit a Transfer Inquiry Form to the Office of the APOU Registrar and receive approval before registering for a class at another institution.
- Students who transfer credits from non-English-speaking countries must provide APOU with a certified translation of transcripts and course descriptions, as well as a detailed and comprehensive evaluation of the transcripts performed by Global Credential Evaluators (www.gcevaluators.com) or some other service approved by APOU. A copy of the transcript in the native language must accompany the certified translation.
- Azusa Pacific Online University does not grant university credit for remedial coursework, college orientation, high school level courses (apart from the Advanced Placement program described below), or General Education Development (GED) tests.
- APOU does not grant credit for duplicated courses (e.g., Beginning Composition completed at one college and Freshman English completed at another).
- APOU awards transfer credit on a 4.0 grading scale. Quarter units will be converted into semester units.

- If a course has been repeated for credit, the last grade earned will be used in the evaluation of the acceptance of credit.
- Credits earned at vocational or technical institutions, which are equivalent in content to college-level coursework, may be transferred to the university according to the policies stated above. A maximum of 6 such credits may be applied to APOU degree programs as general electives. If students have completed vocational programs based on clock hours, rather than credit hours, transfer credit will be computed on the basis of 50 clock hours equaling 1 semester credit hour and is limited to 12 units of general elective credit.
- APOU will evaluate courses and service completed through the Armed Services and may grant credit for such courses. Credit is typically based on the recommendations from the American Council on Education (ACE) and is limited to 12 semester units of general elective credit.

In order to secure transfer credit, applicants must submit to the registrar official transcripts from the institutions attended. An official transcript is one that Azusa Pacific Online University receives unopened in an envelope sealed by the issuing institution(s) and that bears the official seal of that institution. APOU reserves the right to request that the transcript be sent directly from the issuing institution(s). See also the “Transfer Applicants” and “General Education Information for Transfer Students” sections of the Admissions Policies for additional information.

Petition Process

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

Normal Progress Toward a Degree

The minimum number of credits for an Associate of Arts (A.A.) or Associate of Science (A.S.) is 60; and for a Bachelor of Arts, 120. Twelve (12) units per semester constitute a minimum, full-time load and normal progress toward a degree. If an A.A. or A.S. student successfully completes two courses per 8-week session, he or she would complete the associate’s degree in 20 months. Students could attain a bachelor’s degree in 40 months taking an average of 12 units per semester.

Classification of Students

The following system for student classification is used by the university:

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

Senior classification does not ensure graduation. All requirements for a degree must be satisfactorily met in order to graduate. Freshmen and sophomores have lower-division standing. Juniors and seniors have upper-division standing.

Academic Probation and Academic Dismissal

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

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

Students placed on academic probation will not be allowed to register for more than 6 units during the probationary semester (3 units per session), nor during any subsequent terms until they are removed from academic probation. Students on academic probation who do not attain a 2.0 grade-point average during the probationary term or do not meet stipulated requirements will be dismissed for a minimum of two semesters.

Re-application After Academic Dismissal

A student who has been dismissed for academic reasons may petition the program director to return to Azusa Pacific Online University for the following semester. The petition must state:

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

If the petition to return is approved, the student’s probationary status will be monitored regularly thereafter by the program director to ensure that the student is making satisfactory progress in remedying grade deficiencies. Failure to maintain a 2.0 grade-point average with any grades of *D*, *F*, or *W* at this point will result in disqualification from further study at APOU. A second academic dismissal may not be appealed and the student must proceed through the re-admission and re-enrollment process for consideration of further study at Azusa Pacific Online University. Such consideration can be granted after the student demonstrates academic success at another institution for a minimum of two semesters of core academic classes of 6 units each. Re-enrollment is not guaranteed.

Withdrawal from Courses

A student may withdraw from class without grade penalty at any time after the add/drop period throughout the end of the 5th week of the session. The student must secure email approval from the professor and complete a course withdrawal form, forwarding both to the life coach. The student will then receive a *W* (withdrawal) grade in that course. A student who never attends or stops attending a course for which he or she is officially registered without following the accepted procedures may receive a failing grade in that course. See also “Refund Policy” under Financial Information.

Withdrawal from the University

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

In matters of disciplinary action resulting in suspension or dismissal from the university, a written statement will be sent from the student success director or the chief academic officer informing the student of the action. That administrator will also notify the registrar regarding the student's status and authorize proper withdrawal from classes. Dismissed students will not receive tuition refunds except by administrative action.

Leave of Absence

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

Student Records Policy

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

Release of Transcripts

Transcripts of Azusa Pacific Online University coursework are available by request approximately two weeks after the completion of courses. A form is available on the website. Transcripts, diplomas, and/or verification of degrees will not be released until all financial obligations to the university are met.

Right of Access

With a few exceptions provided by law, students at Azusa Pacific Online University may see any of their educational records upon request. In general, access will be granted immediately upon request to the record custodian, but if delay is necessary, access must be granted no later than 45 days after request. Students further have the right, under established procedures, to challenge the factual accuracy of the records and to enter their viewpoints in the records. Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. Azusa Pacific Online 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.

Disclosure of Student Records

With certain exceptions provided by law, Azusa Pacific Online University cannot release information concerning students, other than directory information, from their education records to anyone other than university officials without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the university with written permission to release specific records and to which parties the releases should be made. The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes. Parents requesting information regarding dependent students must demonstrate federal income dependency by submitting their most recent federal income tax return.

The university has designated the following categories as directory information, which may, at the university's discretion, be released to the public without consent of the student: student's name and maiden name, address, email address, telephone number, fax number, date and place of birth, major field of study and courses taken, participation in officially recognized activities, dates of attendance, degrees and awards received, all previous educational agencies or institutions attended, current class schedule, employer, church membership, photographs, and parents' names, addresses, and telephone listings. It is the general policy of the university not to release directory information regarding its students unless, in the judgment of the appropriate record custodian or other officials with record access, such release either serves a legitimate educational purpose or is not adverse to the interests and privacy of the student. However, the student may request that certain categories of directory information not be released to the public without his or her written consent. Such requests shall be submitted in accordance with the student records policy of the university.

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

Notification of Rights under FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, program director, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or in violation of privacy rights. Students may ask the university to amend a record they believe is inaccurate, misleading, or in violation of privacy rights. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of privacy rights. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A "school official" is (1) a person employed by the university in an administrative, supervisory, academic research, or support staff position (including law enforcement unit personnel and health staff); (2) a person serving on the Board of Trustees; (3) a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or (4) a person employed by or under contract to the university to perform an assigned task on behalf of the university. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibility whenever he or she is (1) performing a task that is specified in his or her job description or contract agreement; (2) performing a task related to a student's education; (3) performing a task related to the discipline of a student; (4) providing a service or benefit relating to the student or student's family (such as health care, counseling, job placement, or financial aid); or (5) disclosing information in response to a judicial order or legally issued subpoena. Another exception is that the university discloses education records without consent to officials of another school in which a student seeks enrollment or intends to enroll, upon request of officials of that other school.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by state university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

Expectations for Student Behavior in the Learning Environment

Faculty Expectations, Rights, and Procedures

The learning environment is under the domain of the instructor who is responsible for maintaining a safe learning environment for all students in his or her classes. The learning environment is not limited to the virtual classroom, but also includes any other communication related to the academic enterprise.

In an effort to create an environment conducive to learning, students may challenge the faculty member's position or approach, as long as this inquiry is done with civility, respect, and professionalism. It is never appropriate for a student to personally attack, threaten, intimidate, or abuse the professor or classmates, either in public classroom discourse or in private communications. Conversely, Azusa Pacific Online University (APOU) faculty may not attack or verbally abuse students, although instructors are expected to critique student work (as long as it is conducted in a professional and civil manner) within the context of the coursework.

Guidelines for Student Behavior

Student behavior that includes making threats against instructors or other students, or endangers the safety of others, may result in immediate dismissal from the university and the university contacting local law enforcement.

Guidelines for Online Communication

Free discussion, inquiry, and expression are encouraged in every class. The ability to communicate effectively and professionally is especially critical in an online educational environment where other cues such as verbal tone and facial expression are absent. Communication guidelines for members of the online learning community are critical for creating an environment conducive to learning. These guidelines, commonly called "netiquette," include the following for both students and instructors:

- **Be Courteous:** Since your emails, texts, and posts are the only means of communicating in an online environment, be aware of what you write. Could your message be interpreted as rude, disrespectful, insulting, or discriminating? How would you view the message if you were to receive it? Extend to others the same courtesy you would want extended to you.
- **Be Encouraging:** The amount of online experience in an online classroom varies from person to person. Some learners may spend more time observing and reading than posting. Craft your posts in such a way that they provide encouragement for positive and critical conversation.
- **Be Helpful:** Even a well-presented course may not be clear. Sometimes it is easy to get lost among links and other sites. When students lose their way, offer guidance in the right online direction so they can gain confidence in navigating a course site.

- **Be Patient:** APOU works in an asynchronous environment, which means the instructor or other students may not be online when you are. Be aware instructors have up to 24 hours to respond to an email. If you require immediate attention, it may be helpful to pick up the phone and give the instructor a call. Please do not assume instructors or other students are ignoring you or are being negligent. Give others the benefit of the doubt you would want others to give to you.
- **Be Respectful:** Treat each other with respect. Read and respond to others in a way that cultivates a positive learning environment. As a member of the learning community, be aware that others learn from your posts and emails. Respectful communication is a foundation for rich learning.

Behaviors that should be avoided include:

- **"Shouting":** Shouting is when a message is written in all capital letters, and is considered a rude method of communicating. Avoid using all capital letters in your online communications.

Behaviors that are not tolerated include:

- **"Flaming":** Flaming or cyberbullying is a term of general disrespect. This behavior occurs when a writer "shouts," curses, bullies, threatens, intimidates, humiliates, or discriminates against other members of the online community. Flaming or cyberbullying will not be tolerated.
- **Discriminatory language:** Inappropriate and derogatory statements about race, color, national or ethnic origin, religion, sex, age, disability, sexual orientation, and veterans will not be tolerated.

Violations to these guidelines could result in the following disciplinary action:

Step 1: Notification to Student

The instructor is to notify the student within 72 hours of the initial post of the inappropriate behavior in writing. A private email identifying the behavior and explaining why it is inappropriate will be sent to the student. The email will instruct the student to reply within 72 hours. The instructor should "cc" the program Lead Faculty and the Director of Academic Affairs, who will in turn notify the APOU Executive Leadership Team.

Step 2: Institutional Action

If the instructor feels that a "good faith" attempt was made to the student, and the student either did not respond in a timely manner or continued to display disruptive behavior toward the faculty and or the class, the faculty member will notify the Director of Academic Affairs within 72 hours of notifying the student of the inappropriate behavior. The director will in turn notify the APOU Executive Leadership Team.

Depending on the severity of the infraction, the Office of Academic Affairs may choose to respond accordingly:

- Have students initiate reparations with involved parties as requested by the Office of Academic Affairs.

- Immediate removal from class, with the student being allowed to complete the class in absentia. A substitute instructor will be designated, and that instructor's grade will be non-negotiable and binding to the student.
- Immediate removal from class, without monetary refund and without any chance to complete the coursework. A letter from the university will be sent to the student via email and Certified Mail reiterating the findings of the Student Success Director and the Chief Academic Officer. The Certified Mail document will be sent to the student under both signatures.
- If the student is enrolled in any other course at APOU with a different professor, that professor will be notified of the situation with the disruptive student. It will then be decided by the Director of Academic Affairs whether to allow the student to enroll in any additional courses in the university, and a write-up of the occurrence will be put in the student's file.
- Immediate dismissal from the university. A letter from the university will be sent to the student via email and Certified Mail reiterating the findings of the Student Success Director and the Chief Academic Officer. The Certified Mail document will be sent to the student under both signatures. The student may petition to re-enroll no sooner than two semesters after the dismissal.
- If the disruptive student has made overt or covert threats to anyone in the classroom, all students will be notified, as well as the APOU Executive Leadership Team. In addition, the Glendora Police Department and the disruptive student's local police authorities will also be alerted.

The Associate Registrar will be notified by the Director of Academic Affairs for dismissal processing.

Step 3: Appeal

See the "Grievance Policy" below.

Grievance Policy

Overview

Azusa Pacific Online University provides a means by which students may file a grievance for academic and student life issues. 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, 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 program director.

In the event that the informal procedures including a meeting with the program director fail to resolve the problem, the student may file a formal grievance if a justifiable cause exists. Justifiable cause for grievance shall be defined as any act 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 will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought, and submit the document(s) to the Office of the Chief Academic Officer. Guidelines for this document are listed in section III, B, i-vii. At that time, a Grievance Committee will be formed and proceed according to the guidelines stated below. The grievance procedure shall act as a vehicle for communication and decision making between students, staff, and faculty, and provide, through prescribed procedures, a process through which a student-initiated grievance can be resolved internally.

Organization

A. Membership:

Chief academic officer or other individual designated by that person

One faculty member

One upper-division student

Student success director or designee

B. Chair: For academic grievances, the chief academic officer or designee shall preside. For nonacademic grievances, the student success director or designee shall preside.

C. Voting: All members have equal vote and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.

D. Meeting Time: The meeting will be scheduled within seven working days following the filing of a written petition.

Committee Guidelines and Meeting Format

A. The formal grievance procedure shall be initiated only after other attempts to resolve the matter have been exhausted (i.e., conferring with individual instructor, program director, or staff member as appropriate). Except for grade appeals, the student has no more than 10 working days after meeting with the individual they believe has given them cause for grievance or 15 working days after the incident that occasioned the grievance in which to file his or her written petition. In the case of grade appeals, a written petition must be filed within 30 calendar days after the end of the session 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 chief academic officer, at their sole discretion, upon presentation of good cause.

- B. The grievance process is initiated by submission of a written petition to the chair of the Grievance Committee. The petition must include:
1. Names of the parties involved
 2. A clear statement of the nature of the grievance
 3. A narrative of the incident including
 - What occurred
 - When it occurred
 - Where it occurred
 - Who was present
 4. The evidence on which the grievance is based
 - Why this constitutes capricious or arbitrary action on behalf of a staff or faculty member
 - What has been done to resolve the grievance
 - The desired outcome/outcomes
 - Any supporting documentation
- C. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the faculty or staff members involved.
- D. A meeting of the Grievance Committee will be scheduled to consider the matter within seven working days of the date on which the petition was filed. The involved student and faculty or community member may testify in person at the committee meetings. The meetings shall be held at times when both parties are available to testify, including by Skype or conference call.
- E. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance, members of the Grievance Committee, and witnesses invited by the Grievance Committee. Witnesses may only be present during the time they are presenting their testimony. No one other than members of the Grievance Committee may be present during deliberations.
- F. Either party may seek an advisor who must be a faculty member or student in that program. The function of the advisor shall not include that of advocacy and the advisor will not have a role in the committee's meetings. The student may not bring legal counsel, nor have a student represent him/her as counsel. The Grievance Committee may not have legal counsel present.
- G. Accurate minutes of the grievance procedure shall be written and kept in a confidential file of the committee's proceedings. Such minutes shall include the committee's findings and decision. No other printed materials or notes may be taken from the meeting. At the option of the grievance committee chair, the proceedings may be recorded.
- H. Except for communications with the faculty member(s) and student(s) involved advising them of the Grievance Committee's final decision, the parties and committee members may not discuss the case outside the meeting.
- I. If a committee member is approached prior to a meeting by a student whose case is to be heard, the member should refuse to discuss the issue and should disclose, at the time of the meeting, that he or she has been approached.
- J. Any committee member who has a potential conflict of interest, or who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward a particular student, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she may be excused from participation upon request by such member, or in the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances.
- K. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance.
- L. The committee will decide on the matter by vote. Both parties will be notified, in writing, within one week of the decision. The committee's decision shall be final.

Correspondence Course Credit

A maximum of 9 semester units of correspondence credit may be applied toward an Azusa Pacific Online University bachelor's degree. A maximum of 6 semester units of such credit may be applied toward an associate's degree. Students must earn a grade of C- or higher in eligible courses and receive prior approval from the Office of the APOU Registrar. Correspondence courses must be offered by a regionally accredited college or university or the Accrediting Association of Bible Colleges.

Senior students may complete only 3 units by correspondence, none of which may apply to the core religion category. If a student wishes to receive correspondence course credit toward the requirements for his or her major, prior written consent from the program director must be obtained. All correspondence work must be completed and an official transcript received by the Office of the APOU Registrar prior to a student's final semester. No correspondence work will be allowed in the final semester.

Requirements for Graduation

To earn a degree from Azusa Pacific Online University, students must complete all required coursework, within the specified time limit while maintaining a sufficient grade-point average and fulfilling the university's residency requirements (see "Residency Requirements"). Students must meet all financial obligations in order to receive their diplomas.

Time Limit for Completing Degrees

When Azusa Pacific Online University awards a degree, it is certifying that the student's knowledge and professional skills are reasonably up-to-date as of the time of graduation. Accordingly, Azusa Pacific Online University requires students to complete all degree requirements within eight years of initial enrollment, inclusive of any Leaves of Absence (LOAs). They must complete the final 24 units of degree requirements during the five years immediately preceding the granting of the degree.

Changes in Degree Requirements

This catalog is not to be considered a contract between Azusa Pacific Online University and its students. Although the university fully intends to offer all the programs and courses described, it retains the right to alter or cancel programs or course offerings. The university reserves the right to make substitutions if courses required under a given degree program are significantly altered or removed from the curriculum.

Candidates enrolling in a degree program enter under the catalog requirements in effect at the time they enter the program. Students are responsible for arranging their schedules so as to complete those courses when they become available.

Azusa Pacific Online University recognizes that not all students will be able to complete their degree requirements within the normal time frame (two years for an A.A./A.S. degree, and four years for a B.A. degree). When the university announces changes in existing degree programs, students working under the current degree requirements must complete their degrees within the normal time frame plus one year (three years for an A.A./A.S., or five years for a B.A.). If degrees are not completed within the allotted timeframe, students must fulfill the new degree requirements. Azusa Pacific Online University students who do not enroll in courses for a full year return under the requirements in force at the time of re-enrollment.

Minimum Grade-point Average

To earn an associate's or bachelor's degree, students must earn a minimum, cumulative grade-point average (GPA) of 2.0 in all in coursework completed at Azusa Pacific Online University. Students must also earn a minimum cumulative GPA of 2.0 in all university coursework applied to the degree, including transfer courses.

Security Interest in Student Records

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

Residency Requirements

To fulfill residency requirements, students must complete a specified number of units at Azusa Pacific Online University. The minimum requirements are 18 units for an associate's degree and 30 units for a bachelor's degree. In addition, at least 18 of the last 24 units in the major field must be completed at Azusa Pacific Online University for the bachelor's degree, and all 18 of the final 18 units must be completed at APOU for the associate's degree. At least 15 upper-division units must be completed in the major field. Neither transfer credit (including correspondence courses) nor credit by examination (CLEP, AP, IB) may be used to fulfill the above residency requirement.

Application for Graduation

Graduation is not automatic upon completion of all coursework. Students who intend to graduate must complete an Intent to Graduate form and file it with the Office of the APOU Registrar at least six weeks prior to the start of the last session of their enrollment. The Intent to Graduate Form due date is listed in the academic calendar.

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

Commencement

Commencement exercises are held at the end of each semester on the Azusa campus, per the Azusa Pacific University commencement schedule. The university president, by the authority of the trustees and on recommendation of the faculty, awards the degrees. Details regarding possible participation in commencement are made available to graduates four to six weeks prior to commencement.

Degree Posting Dates

The university posts Associate of Arts/Science and Bachelor of Arts degrees three times each year, regardless of the specific date all work is completed. All degree requirements must be met prior to the posting date. The three posting dates are at the end of the regular fall semester (approximately December 15), the end of the regular spring semester (approximately May 5), and the end of the traditional APU summer semester (approximately July 31).

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Degree Programs

Azusa Pacific Online University offers an Associate of Arts, Associate of Science in Management, Bachelor of Arts in Applied Psychology, and Bachelor of Arts in Management. There are currently no provisions for a minor or for double majors.

For further details on APOU's program offerings, please visit www.apu.edu/apou.

Pre-Nursing Health Science Certificate

Purpose

The Pre-Science Nursing Health Science Certificate provides aspiring pre-medical, pre-nursing, and other health science students the opportunity to take biology and chemistry science lab courses through an online environment. Lecture portions of courses are delivered online, and the lab portions utilize commercial lab kits delivered to one's house to provide a hands-on lab experience.

Program Goals

By the end of the certificate students will be able to:

1. Demonstrate an introductory understanding of biology and chemistry knowledge
2. Apply theories and problem-solving analyses to laboratory applications and procedures
3. Integrate a Christian worldview with representative science courses

Student Learning Outcomes

Goal 1: Equip students with a theoretical framework and laboratory competency in representative science courses.

SLO 1.1: Students understand human structure and function in the biological sciences

SLO 1.2: Students apply basic knowledge, theories, and problem-solving approaches in the field of chemistry

Goal 2: Promote faith integration within the health sciences

SLO 2.1: Students demonstrate the understanding of biblical principles to the health sciences

SLO 2.2: Students reflect on a personal philosophy of science and faith integration in their careers

Goal 3: Equip students with laboratory skills in representative science courses.

SLO 3.1: Students demonstrate appropriate laboratory practices, protocols, and safety approaches with lab kits

SLO 3.2: Students integrate the theoretical knowledge with laboratory applications

Requirements

Students are expected to finish all 16 units of coursework (lecture and lab) to earn the certificate. Students may not substitute other courses into the Pre-Nursing Health Science Certificate.

Course Descriptions

BIOL 220 General Microbiology (4 units)

Lecture, 3 hours; Lab 4 hours

The focus is on fundamental microbiological principles and laboratory techniques with an emphasis on disease-causing microorganisms, new and old methods of disease treatment and prevention, and host immune responses. *Prerequisite: BIOL 250 or BIOL 251, or their equivalents*

BIOL 250 Human Anatomy (4 units)

Lecture, 3 hours; Lab, 4 hours

This course is designed to introduce the principles of human anatomy to pre-nursing students. It is taught from a systems perspective. Material covered in this course includes basic anatomical terminology, cell, tissue and organ structure and function, and examination of the integumentary, skeletal, muscular, nervous systems, endocrine, cardiovascular, respiratory, urinary, and reproductive systems.

BIOL 251 Human Physiology (4 units)

Lecture, 3 hours; Lab, 4 hours

Introduction to the principles of human physiology and how function relates to anatomical structure. Fundamental principles of cellular metabolism, transport mechanisms, cell signaling, fluid and electrolyte balance are covered to lay the foundation for organ system physiology. The course emphasizes homeostatic mechanisms and reciprocal communication of the body's organ systems and how malfunction can lead to disease.

CHEM 115 Chemistry for the Health Sciences (4 units)

Lecture, 3 hours; Lab 4 hours

This course covers organic and biochemistry topics related to the health sciences. Emphasis is placed on organic nomenclature, functional groups, selected organic reactions, and biochemical pathways. Lab activities will focus on the application of organic and biochemistry with respect to the health sciences.

Associate of Arts

The Associate of Arts (A.A.) equips students with biblical and philosophical resources for developing a Christian worldview and lifestyle, a working knowledge of liberal arts and sciences, written and oral communication skills, critical thinking abilities, information and computer literacy, and other skills necessary for lifelong learning and for more advanced studies at the bachelor's level.

Serving as a steppingstone into APOU's bachelor's degree programs, the 60-unit Associate of Arts program offers students a broad foundation in the liberal arts. Incorporating faith and knowledge, the curriculum lays the foundation for responsible citizenship, historical and cultural literacy, and respect for God-honoring diversity.

Program Goals and Student Learning Outcomes for Associate of Arts

The university has set the following goals and learning objectives for the A.A. program.

Goal 1: Help students develop a basic working knowledge of the arts as a foundation for further learning.

SLO 1.1: Students critically evaluate historical, political, and cultural issues, drawing lessons from the past that can inform the present.

SLO 1.2: Students analyze and interpret literature from various cultures.

SLO 1.3: Students create, analyze, and interpret fine arts, expressing the aesthetic values of various cultures.

SLO 1.4: Students assess a variety of religions and philosophies as a means for understanding and interacting with the world's peoples.

Goal 2: Help students develop a basic working knowledge of the sciences as a foundation for further learning.

SLO 2.1: Students demonstrate a foundational understanding of human psychological and social development as a tool for cultivating meaningful relationships. (PSYC 110 students only)

SLO 2.2: Students demonstrate a critical awareness of culture and cultural diversity, including language diversity, as tools for understanding and interacting with the world's peoples.

SLO 2.3: Students demonstrate a foundational understanding of economic theories and concepts as a foundation for responsible citizenship. (ECON 203 students only)

SLO 2.4: Students demonstrate a foundational understanding of physical laws and principles governing God's creation.

SLO 2.5: Students demonstrate college-level mathematics and quantitative skills.

Goal 3: Help students develop practical skills for daily living and for lifelong autonomous learning.

SLO 3.1: Students effectively communicate their ideas using college-level writing and grammar competencies.

SLO 3.2: Students demonstrate the ability to create and deliver effective oral presentations and formal public addresses.

SLO 3.3: Students demonstrate critical-thinking abilities, such as the capacity to form and critique rational arguments.

SLO 3.4: Students demonstrate the ability to integrate commonly used Microsoft Office software packages.

SLO 3.5: Students demonstrate library and information literacy skills.

Goal 4: Challenge students to develop a Christian worldview and a relationship with God through His Word.

SLO 4.1: Students demonstrate the ability to interpret Scripture intelligently and faithfully, understanding how history, culture, and the church influence the understanding and use of God's written Word.

SLO 4.2: Students use Scripture, tradition, experience, and reason to understand God's relationship to humanity and all creation.

SLO 4.3: Students articulate key elements of a worldview and contrast a Christian worldview with other worldviews.

SLO 4.4: Students reflect on how to integrate biblical truth into their attitudes and behaviors by living in accordance with Christian values and by seeking personal spiritual growth.

Requirements for the A.A.

The 60-unit A.A. curricula include the following categories of coursework:

- 22–24 units of Skills and University Requirements serve as a foundation for university studies and for lifelong learning. This includes information technology, mathematical skills, foreign language, public speaking, English composition, and a university orientation providing tools, insights, and strategies for personal growth.
- 31 units of Integrative Liberal Arts Core Requirements introduce students to a broad range of arts and sciences. This includes components centering on Heritage and Institutions, God's Word and the Christian Response, Philosophy/Critical Thinking, Language and Literature, Aesthetics and Creative Arts, Identity and Relationships, and Nature/Science.
- 5–7 units of General Electives offer students the opportunity to explore areas of interest beyond the required coursework.

Skills and University Requirements (22–24 units)

Introduction to APOU (3 units)

APOU 101 Momentum: Success in the University (3)*

English Composition Component (6 units)

ENGL 101 Expository Writing (3)

ENGL 102 Composition (3)

Public Speaking Component (3 units)

COMM 111 Public Communication (3)

Foreign Language (4–6 units)

Either one intensive language course, SPAN 123 (4) **or**

A sequence of two 3-unit language courses, SPAN 121 **and** SPAN 122 (6)

Mathematics (3 units)

MATH 110 College Algebra (3)

Information Technology (3 units)

CS 205 Basic Software Tools (3)

Integrative Liberal Arts Core (31 units)

Heritage and Institutions Component (3 units)

HIST 201 U.S. History or HIST 202 World Civilizations (3)

God's Word and the Christian Response (12 units)

BIBL 100 Exodus/Deuteronomy (3)*

BIBL 230 Luke/Acts (3)*

MIN 108 Christian Life, Faith, and Ministry (3)*

RELG 100 Introduction to Global Religious Studies (3)*

Philosophy/Critical Thinking Component (3 units)

PHIL 110 Introduction to Critical Thinking (3)

Literature Component (3 units)

ENGL 111 Introduction to Literature (3)

Aesthetics and Creative Arts Component (3 units)

ART 150 Introduction to Art (3)

Identity and Relationships (3 units)

PSYC 110 General Psychology (3) **or**
ECON 203 Principles of Microeconomics (3)

Nature/Science with Lab (4 units)

PHYC 140 Introduction to Astronomy (4)

General Electives (5–7 units)

Students may fulfill General Elective requirements using any 100+ level college or university course. The elective requirement provides students an opportunity to pursue interests beyond program requirements.

Total: 60 units

Note: All courses marked with an asterisk (*) must be taken at APOU.

Course Descriptions**APOU 101 Momentum: Success in the University (3 units, 8 weeks)**

This course lays a strong foundation for a successful transition to college by increasing critical thinking, curiosity, goal orientation, and motivation. It provides an orientation to Azusa Pacific Online University, the Moodle Online Learning System, digital library services, and other support services. Students are introduced to the idea of a Christian liberal arts education, a strengths approach to learning, and opportunities to develop practical skills and strategies for addressing the challenges of college. *This course is a prerequisite for all other APOU courses.*

ART 150 Introduction to Art (3 units, 8 weeks)

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.

BIBL 100 Introduction to Biblical Literature: Exodus/Deuteronomy (3 units, 8 weeks)

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 and study how Deuteronomy uses the material of Exodus to communicate God's Word to a new generation.

BIBL 230 Luke/Acts (3 units, 8 weeks)

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 meaning of the texts with regard to their political, cultural, religious, and geographical settings; the literary structures and genres employed; and how those texts are relevant for faithful Christian living. *Prerequisite: BIBL 100*

COMM 111 Public Communication (3 units, 8 weeks)

This course offers practical instruction on 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.

CS 205 Basic Software Tools (3 units, 8 weeks)

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.

ECON 203 Principles of Microeconomics (3 units, 8 weeks)

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Students study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy. *Prerequisite: MATH 110 with a minimum grade of B*

ENGL 101 Expository Writing (3 units, 8 weeks)

This course focuses on the literacy skills essential to effective writing, including reading comprehension, audience awareness, genre knowledge, grammatical efficacy, syntactic fluency, and rhetorical sufficiency. Course is limited to 15 students.

ENGL 102 Composition: Argument and Analysis (3 units, 8 weeks)

This course promotes the intellectual and rhetorical skills necessary to write persuasive and argumentative prose. Specific areas addressed to include logic, grammar, and rhetoric. Clarity of purpose and perspicuity of argument are examined through attention to critical thinking, logical fallacies, and textual analysis. *Prerequisite: ENGL 101*

ENGL 111 Introduction to Literature (3 units, 8 weeks)

This course introduces students to the varying genres of literature—fiction, poetry, drama, and cinema—while examining and exploring the historical, critical, and social significance of literary expression. *Prerequisite: ENGL 102*

HIST 201 U.S. History (3 units, 8 weeks)

This course acquaints the student with the major developments of U.S. history from pre-contact to post-modern eras. Emphasis is given to the foundational political experiences of the American people and how political developments have been influenced and affected by social developments. Students learn to apply analytical skills to the reading of primary texts representing the whole sweep of American history. *Prerequisite: ENGL 102*

HIST 202 World Civilizations (3 units, 8 weeks)

This course provides an in-depth analysis of global historical trends which have transformed world civilization, such as the emergence of world system(s); formation of ethnic, racial, and national identities; capitalism, colonialism, and development; ecological imperialism; religious movements; industrialization; and modernization. *Prerequisite: ENGL 102*

MATH 110 College Algebra (3 units, 8 weeks)

This course is a study of basic college algebra, including polynomial and rational functions, inverse functions, the Fundamental Theorem of Algebra, exponential and logarithmic functions and equations, advanced graphical procedures and interpretations, linear and nonlinear systems of equations, matrix representations of systems of equations, and introductory concepts in sequence, series, and probability. *Prerequisite: Appropriate score on placement test, or SAT 540/ACT 23 math score.*

MIN 108 Christian Life, Faith, and Ministry (3 units, 8 weeks)

The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. *Field experience is required.*

PHIL 110 Introduction to Critical Thinking (3 units, 8 weeks)

Students study principles of deductive and nondeductive 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.

PHYC 140 Introduction to Astronomy (3 units lecture + 1 unit lab, 8 weeks)

This course introduces the history of astronomy, the solar system, the stellar systems, galactic systems, and cosmology. A lab is included.

PSYC 110 General Psychology (3 units, 8 weeks)

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships.

RELG 100 Introduction to Global Religious Studies (3 units, 8 weeks)

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 a confessional Christian perspective. Traditions examined include Judaism, Islam, Eastern Christianity, East Asian, African, South American, and other Indigenous traditions.

SPAN 121 Beginning Spanish I (3 units, 8 weeks)

This two-course sequence emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within an online framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study.

SPAN 122 Beginning Spanish II (3 units, 8 weeks)

This is a continuation of SPAN 121. *Prerequisite:* SPAN 121, passing Spanish CLEP Exam

SPAN 123 Intensive Beginning Spanish (4 units, 8 weeks)

This is an intensive accelerated course that emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within an online framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study.

Associate of Science in Management

The Associate of Science in Management program promotes personal and spiritual growth by emphasizing Christian values, ethical principles, and effective interpersonal relationships in diverse settings. The ASM is unique in that it not only provides a broad liberal arts foundation for lifelong learning, but also incorporates foundational business and management courses that prepare learners for entry-level positions while meeting the prerequisites for the BAM and advanced studies in business and management.

The ASM serves as an entry point to APOU's bachelor's degree programs and specifically the BAM. In addition, the 60-unit ASM provides learners with a broad foundation in the liberal arts, incorporating faith and knowledge. The curriculum lays the foundation for responsible citizenship, historical and cultural literacy, and respect for God-honoring diversity.

Program Goals and Student Learning Outcomes for A.S. in Management

The university has set the following goals and learning objectives for the ASM program.

Goal 1: Adult learners will integrate God's Word within business and society.

SLO 1.1: Students demonstrate a foundational understanding of integrating Christian principles and practices within the management profession.

Goal 2: Adult learners will demonstrate effective oral and written communication.

SLO 2.1: Students produce clear and effective written papers utilizing APA 6th Edition formatting.

SLO 2.2: Students will create and deliver engaging oral presentations.

Goal 3: Adult learners will identify and evaluate key ethical issues in management.

SLO 3.1: Students demonstrate a basic working knowledge of ethics in management theory and practice.

SLO 3.2: Students analyze a Christological worldview within the management profession, and determine a personal ethic for their own professional development.

Goal 4: Students will utilize technology in statistical analysis and data management.

SLO 4.1: Students display understanding of the utilization of research data for decision-making, utilizing management criteria.

SLO 4.2: Students understand data management and technology, and its use in their professional development.

SLO 4.3: Students demonstrate the ability to conduct primary article research through electronic databases, books, websites, and other information resources useful to business managers.

Goal 5: Adult learners will examine cultural and diversity issues within business relations.

SLO 5.1: Students explore the integration of interpersonal techniques with various stakeholders from diverse ethnic, gender, generational, and socioeconomic backgrounds.

Goal 6: Adult learners will implement specific business functions and processes within the management field.

SLO 6.1: Students develop fundamental skills in the areas of accounting, economics, statistics, and management.

SLO 6.2: Students compare and contrast business processes in various managerial situations.

Requirements for the A.S. in Management

The 60-unit ASM curricula includes the following categories of coursework:

- 22–24 units of Skills and University Requirements serve as a foundation for university studies and for lifelong learning. This includes information technology, mathematical skills, foreign language, public speaking, English composition, and a university orientation providing tools, insights, and strategies for personal growth.
- 30 units of Integrative Management Core Requirements introduce students to a broad range of management, arts, and sciences courses. This includes components centering on God's Word and the Christian Response, Philosophy/Critical Thinking, and Management Fundamentals and prerequisite courses for advanced studies.
- 6–8 units of General Electives offer students the opportunity to explore areas of interest beyond the required coursework.

Skills and University Requirements (22–24 units)

Introduction to APOU (3 units)

APOU 101 Momentum: Success in the University (3)*

English Composition Component (6 units)

ENGL 101 Expository Writing (3)

ENGL 102 Composition (3)

Public Speaking Component (3 units)

COMM 111 Public Communication (3)

Foreign Language (4–6 units)

Either one intensive language course, SPAN 123 (4) **or**
A sequence of two 3-unit language courses, SPAN 121
and SPAN 122 (6)

Mathematics (3 units)

MATH 110 College Algebra (3)

Information Technology (3 units)

CS 205 Basic Software Tools (3)

Integrative Management Core (30 units)

God's Word and the Christian Response (12 units)

APBL 100 Old Testament Survey (3)*

APBL 105 New Testament Survey (3)*

APBL 110 Christian Ethics (3)*

MIN 108 Christian Life, Faith, and Ministry (3)*

Statistical/Critical Thinking Component (3 units)

MGT 280 Applied Statistics (3)

Management Fundamentals (15 units)

MGT 105 Introduction to Business (3)

ACC 210 Financial Accounting (3)

ACC 211 Managerial Accounting (3)

ECON 203 Principles of Microeconomics (3)

ECON 204 Principles of Macroeconomics (3)

General Elective (6–8 units)

Students may fulfill General Elective requirements using any 100+ level college or university course. The elective requirement provides students an opportunity to pursue interests beyond program requirements.

Total: 60 units

Note: All courses marked with an asterisk (*) must be taken at APOU.

Course Descriptions

ENGL 101 Expository Writing (3 units, 8 weeks)

This course focuses on the literacy skills essential to effective writing, including reading comprehension, audience awareness, genre knowledge, grammatical efficacy, syntactic fluency, and rhetorical sufficiency. Course is limited to 15 students.

ENGL 102 Composition: Argument and Analysis (3 units, 8 weeks)

This course promotes the intellectual and rhetorical skills necessary to write persuasive and argumentative prose. Specific areas addressed to include logic, grammar, and rhetoric. Clarity of purpose and perspicuity of argument are examined through attention to critical thinking, logical fallacies, and textual analysis. *Prerequisite: ENGL 101*

CS 205 Basic Software Tools (3 units, 8 weeks)

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.

COMM 111 Public Communication (3 units, 8 weeks)

This course offers practical instruction on 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.

MATH 110 College Algebra (3 units, 8 weeks)

This course is a study of basic college algebra, including polynomial and rational functions, inverse functions, the Fundamental Theorem of Algebra, exponential and logarithmic functions and equations, advanced graphical procedures and interpretations, linear and nonlinear systems of equations, matrix representations of systems of equations, and introductory concepts in sequence, series, and probability. *Prerequisite: Appropriate score on placement test, SAT 540/ACT 23 math score or successful completion of MATH 095. Management majors must complete this course with a grade of B or higher.*

SPAN 121 Beginning Spanish I (3 units, 8 weeks)

This two-course sequence emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within an online framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study.

SPAN 122 Beginning Spanish II (3 units, 8 weeks)

This is a continuation of SPAN 121. *Prerequisite: SPAN 121, passing Spanish CLEP Exam*

SPAN 123 Intensive Beginning Spanish (4 units, 8 weeks)

This is an intensive accelerated course that emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within an online framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study.

Management Core

ACC 210 Financial Accounting (3 units, 8 weeks)

This course introduces the basic financial accounting model and prepares students to explore the application of fundamental accounting principles to business entities. The course focuses on a user perspective and covers the vital steps in the accounting cycle from journalizing transactions to the preparation and interpretation of financial statements. Students will also demonstrate an understanding of the importance of ethics in accounting. *Prerequisite: MATH 110 or equivalent with a minimum grade of B*

ACC 211 Managerial Accounting (3 units, 8 weeks)

This course focuses on managerial accounting and emphasizes the use of accounting data in decision-making. Topics covered include cost accumulation models, cost behavior, break-even analysis, budgeting, short- and long-run decision analysis, capital expenditure analysis, and financial statement analysis. *Prerequisite: ACC 210 Financial Accounting*

APBL 100 Old Testament Survey (3 units, 8 weeks)

An overview of the Old Testament focusing on the biblical writers, book outlines, major themes, key individuals, and events in biblical history, along with personal application for students today. Subject matter includes creation, revelation, sin, redemption, and the Messianic promises.

APBL 105 New Testament Survey (3 units, 8 weeks)

An overview of the New Testament focusing on the political, cultural, religious, literary, and historical perspectives during the life of Jesus and during the early Church. Authorship, book outlines, key themes, persons, and events in pre- and early church history are examined, along with personal applications for students today.

APBL 110 Christian Ethics (3 units, 8 weeks)

Develops a theological and philosophical framework for Christian ethics, compares a Christian view of ethics to other alternatives, and applies Christian ethical principles to current social issues including: capital punishment, euthanasia, genetic technologies and human cloning, reproductive technologies, sexual ethics, and the morality of war. The course will introduce students to ethical discussions common in business; such as those related to global capitalism, corporate social responsibility, and care of the environment. Students will also become familiar with a seven-step process for making ethical decisions.

APOU 101 Momentum: Success in the University (3 units, 8 weeks)

This course lays a strong foundation for a successful transition to college by increasing critical thinking, curiosity, goal orientation, and motivation. It provides an orientation to Azusa Pacific Online University, the Moodle Online Learning System, digital library services, and other support services. Students are introduced to the idea of a Christian liberal arts education, a strengths approach to learning, and opportunities to develop practical skills and strategies for addressing the challenges of college. *This course is a prerequisite for all other APOU courses.*

ECON 203 Principles of Microeconomics (3 units, 8 weeks)

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Students study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy. *Prerequisite: MATH 110 with a minimum grade of B*

ECON 204 Principles of Macroeconomics (3 units, 8 weeks)

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.

MIN 108 Christian Life, Faith, and Ministry (3 units, 8 weeks)

The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. *Field experience is required.*

MGT 105 Introduction to Business (3 units, 8 weeks)

This course introduces students to the role of business in society and the impact of the social environment on the business organization. The course provides an overview of the primary functional areas of business, including management, human resources, marketing, finance, accounting, production, communications, information technology, legal responsibilities, ethics and the global environment of business.

MGT 280 Applied Statistics (3 units, 8 weeks)

This is an elementary course in basic statistical concepts. Students are introduced to the understanding and use of necessary computational procedures to attain the basic skills in the following: frequency distributions, graphs, central tendency, variability, normal curve, probabilities, correlation, hypothesis testing, and chi square. Understanding and use of the above statistics are stressed over mathematical development. *Prerequisite: MATH 110 College Algebra with a grade of B or higher*

Bachelor of Arts in Applied Psychology

Preparation for a successful applied psychology career requires a broad knowledge base for the major elements of psychological sciences. Thus the Bachelor of Arts in Applied Psychology (BAAP) equips students with professional knowledge and practical skills in general psychology (36 units with a faith integration of Christian theology in each course), emphases areas (18 units), and upper division electives (6 units centering on ethics, ministry, psychological assessment, etc.). The program promotes personal and spiritual growth by emphasizing Christian values, ethical principles, and effective interpersonal relationships in diverse settings. The BAAP is unique in that it not only provides a broad liberal arts foundation for lifelong learning, but incorporates applied psychological training and development approaches that are experiential, applicable, and practical, utilizing theoretical constructs from researchers in the field. The Bachelor of Arts in Applied Psychology (BAAP) provides learners the experience of exploring applied psychology from accomplished faculty, successful practitioners, and cooperating institutions.

The B.A. in Applied Psychology offers learners career opportunities in industries such as social services, government agencies, justice department, nonprofit, and a variety of areas of ministry, along with the ability to advance to graduate education. The job possibilities range from child welfare liaison, probation officer, adolescent residential care counselor, Christian camp counselor, corrections officer, etc. Each emphasis area gives students the opportunity to stand out among others in their field of interest, increasing their marketability for jobs and graduate education. Their emphasis area may also provide opportunities to transfer credits and reduce coursework requirements for certain graduate school programs.

Purpose, Goals, and Student Learning Outcomes (SLO) for the B.A. in Applied Psychology

Propose: The APOU applied psychology degree equips learners with a theoretical framework, practical skills, and ethical values essential for success in the Christian applied psychology profession.

Goal 1: Adult learners will demonstrate the ability to integrate applied psychology within their Christian faith.

SLO 1.1: Students demonstrate a foundational understanding of integrating Christian principles and practices within the applied psychology profession.

Goal 2: Adult learners will understand the import of ethical decision-making within the applied psychology arena.

SLO 2.1: Students demonstrate a basic working knowledge of ethics in applied psychological theory and practice.

SLO 2.2: Students analyze a Christological worldview within the applied psychology profession, and determine a personal ethic for their own professional development.

Goal 3: Equip students with a theoretical framework and practical skills for effective critical inquiry.

SLO 3.1: Students display understanding of the utilization of research data for decision-making utilizing applied psychological criteria.

SLO 3.2: Students compare and contrast applied psychological theories, treatments, and research for their professional development.

Goal 4: Equip students to develop specific competencies within an appropriate scope of practice for applied psychology options.

SLO 4.1: Students examine fundamental tests and measurement methodologies, interview and counseling skills, and basic psychology theories and approaches within the field of applied psychology.

SLO 4.2: Students develop personal and professional psychology-based skills through the practicum.

Goal 5: Students analyze the critical role that multicultural awareness plays in creating an atmosphere of respect for clients, colleagues, and practitioners.

SLO 5.1: Students demonstrate the ability to integrate applied psychology techniques with various stakeholders from variant ethnic, gender, generational, and socioeconomic backgrounds.

SLO 5.2: Students compare and contrast Christian and secular psychological theories and clinical practices in applied psychology.

Goal 6: Present students with communication and interpersonal, interactive opportunities, with particular focus on a Christlike manner and method.

SLO 6.1: Students produce clear and effective written papers utilizing the most recent edition of the Publication Manual of the American Psychological Association.

SLO 6.2: Students will interact with professionals in the field and gain experience applying their knowledge.

Requirements for the B.A. in Applied Psychology

To earn the Bachelor of Arts degree with an applied psychology major, students must complete the following degree components:

APOU General Studies Core	60 units
Applied Psychology Major	36 units
Emphasis Area	18 units
Upper Division Electives	6 units
Total:	120 units

In order to earn the Bachelor of Arts in Applied Psychology degree, students must complete the following required courses while achieving a minimum cumulative grade point average (GPA) of 2.0 in their major courses.

Students pursuing the APOU Bachelor of Arts in Applied Psychology (BAAP) are highly encouraged to complete the General Studies Core prerequisites (see below) before the start of their junior year. These units may be satisfied through the fulfillment of the APOU General Studies A.A. degree, or may be transferred in from a regionally accredited community college or university. Articulated transfer units may be applied toward major requirements, subject to all APOU policies and guidelines. BAAP students must attain at least a 2.0 ("C") grade point average in the major. All required courses must be taken for a letter grade where the option exists.

Please note that students who intend to pursue graduate school are advised to maintain a minimum GPA of 3.0 for entrance into most universities, with an expectation of 3.8 or higher and significant work experience for the elite universities.

General Studies Core (60 units)

- APOU 101 Momentum: Success in the University (3)*
- ENGL 101 Expository Writing (3)
- ENGL 102 Composition: Argument and Analysis (3)
- MATH 110 College Algebra (3) [grade of B or higher] **or** MGT 280 Applied Statistics (3)^
- CS 205 Basic Software Tools (3)
- HIST 201 U.S. History (3) **or** HIST 202 World Civilizations (3)
- PHIL 110 Introduction to Critical Thinking (3)
- COMM 111 Public Communication (3)
- ENGL 111 Introduction to Literature (3)
- ART 150 Introduction to Art (3)
- ECON 203 Principles of Microeconomics (3) **or** PSYC 110 Introduction to Psychology (3)^
- PHYC 140 Introduction to Astronomy (4)

One intensive language course (4) or a sequence of two 3-unit language courses (6)

- For example: SPAN 123 Intensive Beginning Spanish (4) **or** SPAN 121 Beginning Spanish I (3) and SPAN 122 Beginning Spanish II (3)
- BIBL 100 Exodus/Deuteronomy (3)*
- BIBL 230 Luke/Acts (3)*
- MIN 108 Christian Life, Faith, and Ministry (3)*
- RELG 100 Introduction to Global Religious Studies (3)*

General Electives (5-7 units)

To complete the 60 unit General Studies Core requirement students may utilize any 100+ level college or university course. The elective requirement provides students an opportunity to pursue interests beyond program requirements.

*Must be taken at APOU
^Required for BAAP (MGT 280 = APSY 280)

Applied Psychology Core Requirements (36 units)

APSY 280 Applied Statistics (3)
 APSY 300 Research Methods in Psychology (3)
 APSY 305 Abnormal Psychology (3)
 APSY 310 Human Growth and Development (3)
 APSY 315 Integration of Psychology and Christianity (3)
 APSY 340 Interviewing and Counseling Techniques (3)
 APSY 350 Social Psychology (3)
 APSY 370 Psychopharmacology (3)
 APSY 430 Cultural Psychology (3)
 APSY 490 Practicum (3)

Choose 1:

APSY 320 Personality Theory (3)
 APSY 410 Psychology of Emotions (3)

Choose 1:

APSY 325 Learning Theory (3)
 APSY 330 Cognition (3)
 APSY 405 Physiological Psychology (3)

Emphasis areas:**Criminal Behavior (18 units)**

APSY 335 Fundamentals of Testing and Assessment (3)
 APSY 345 Criminal Behavior (3)
 APSY 415 Forensic Psychology (3)
 APSY 455 Conflict Management (3)
 APSY 460 Motivation (3)
 APSY 480 Group Processes (3)

Cultural Psychology (18 units)

APSY 335 Fundamentals of Testing and Assessment (3)
 APSY 435 Gender Issues in Psychology (3)
 APSY 475 Ethics (3)
 APSY 480 Group Processes (3)

Choose 2:

APSY 450 Family Systems (3)
 APSY 455 Conflict Management (3)
 APSY 485 Organizational and Administrative Behavior (3)

Educational Psychology (18 units)

APSY 335 Fundamentals of Testing and Assessment (3)
 APSY 360 Special Education and Rehabilitation Services (3)
 APSY 440 Child Psychology (3)
 APSY 445 Adolescent Psychology (3)
 APSY 450 Family Systems (3)

Choose 1:

APSY 460 Motivation (3)
 APSY 470 Positive Psychology (3)

Applied Pastoral Counseling (18 units)

APSY 335 Fundamentals of Testing and Assessment (3)
 APSY 425 Crisis Counseling and Intervention (3)
 APSY 450 Family Systems (3)
 APSY 455 Conflict Management (3)
 APSY 460 Motivation (3)
 APSY 470 Positive Psychology (3)

General Psychology Emphasis (18 units)**Complete these courses and choose three psychology electives:**

APSY 335 Fundamentals of Testing and Assessment (3)

Choose 1:

APSY 425 Crisis Counseling and Intervention (3)
 APSY 455 Conflict Management (3)
 APSY 460 Motivation (3)

Choose 1:

APSY 450 Family Systems (3)
 APSY 480 Group Processes (3)
 APSY 485 Management and Organizational Behavior (3)

Business Psychology Emphasis (18 units)

APSY 435 Gender Issues in Psychology (3)
 APSY 455 Conflict Management (3)
 APSY 460 Motivation (3)
 APSY 470 Positive Psychology (3)
 APSY 480 Group Processes (3)
 APSY 485 Management and Organizational Behavior (3)

Human Services Emphasis (18 units)

APSY 425 Crisis Counseling and Intervention (3)
 APSY 435 Gender Issues in Psychology (3)
 APSY 455 Conflict Management (3)
 APSY 460 Motivation (3)

Choose 1:

APSY 440 Child Psychology (3)
 APSY 445 Adolescent Psychology (3)

Choose 1:

APSY 450 Family System (3)
 APSY 480 Group Processes (3)

Child and Adolescent Psychology Emphasis (18 units)

APSY 335 Fundamentals of Testing and Assessment (3)
 APSY 425 Crisis Counseling and Intervention (3)
 APSY 440 Child Psychology (3)
 APSY 445 Adolescent Psychology (3)
 APSY 450 Family Systems (3)

Choose 1:

APSY 455 Conflict Management (3)
 APSY 460 Motivation (3)

Clinical Psychology Emphasis (18 units)

APSY 335 Fundamentals of Testing and Assessment (3)
APSY 400 Introduction to Clinical Psychology (3)
Elective

Choose 2:

APSY 425 Crisis Counseling and Intervention (3)
APSY 455 Conflict Management (3)
APSY 460 Motivation (3)

Choose 1:

APSY 440 Child Psychology (3)
APSY 445 Adolescent Psychology (3)
APSY 450 Family Systems (3)

Upper Division Electives (6 units)

Choose any two 400-level courses:

APSY 400 Introduction to Clinical Psychology
APSY 405 Physiological Psychology
APSY 410 Psychology of Emotions
APSY 415 Forensic Psychology
APSY 425 Crisis Counseling and Intervention
APSY 435 Gender Issues in Psychology
APSY 440 Child Psychology
APSY 445 Adolescent Psychology
APSY 450 Family Systems
APSY 455 Conflict Management
APSY 460 Motivation
APSY 470 Positive Psychology
APSY 475 Ethics
APSY 480 Group Processes
APSY 485 Management and Organizational Behavior
APSY 495 Special Topics in Psychology

Prerequisites for the Major

Before beginning the BAAP major, APOU recommends that students complete the entire General Studies Core (60 units). Prior to starting the applied psychology major, the faculty requires students to complete at least 45 units of the core requirements, including the following courses or their equivalents:

APOU 101 Momentum: Success in the University (3)
MIN 108 Christian Life, Faith, and Ministry (3)
COMM 111 Public Communication (3)
ENGL 102 Composition: Argument and Analysis (3)
CS 205 Basic Software Tools (3)
MATH 110 College Algebra (3) [grade of B or higher] **or**
MGT 280 Applied Statistics (3)[^]
PSYC 110 Introduction to Psychology (3)[^]

[^]Required for BAAP (MGT 280 = APSY 280)

Course Descriptions

APOU 101 Momentum: Success in the University (3 units, 8 weeks)

This course lays a strong foundation for a successful transition to college by increasing critical thinking, curiosity, goal orientation, and motivation. It provides an orientation to Azusa Pacific Online University, the Moodle Online Learning System, digital library services, and other support services. Students are introduced to the idea of a Christian liberal arts education, a strengths approach to learning, and opportunities to develop practical skills and strategies for addressing the challenges of college. *This course is a prerequisite for all other APOU courses.*

ART 150 Introduction to Art (3 units, 8 weeks)

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.

BIBL 100 Introduction to Biblical Literature: Exodus/Deuteronomy (3 units, 8 weeks)

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 and study how Deuteronomy uses the material of Exodus to communicate God's Word to a new generation.

BIBL 230 Luke/Acts (3 units, 8 weeks)

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 meaning of the texts with regard to their political, cultural, religious, and geographical settings; the literary structures and genres employed; and how those texts are relevant for faithful Christian living. *Prerequisite: BIBL 100*

COMM 111 Public Communication (3 units, 8 weeks)

This course offers practical instruction on 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.

CS 205 Basic Software Tools (3 units, 8 weeks)

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.

ECON 203 Principles of Microeconomics (3 units, 8 weeks)

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Students study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy. *Prerequisite: MATH 110 with a minimum grade of B*

ENGL 101 Expository Writing (3 units, 8 weeks)

This course focuses on the literacy skills essential to effective writing, including reading comprehension, audience awareness, genre knowledge, grammatical efficacy, syntactic fluency, and rhetorical sufficiency. *Course is limited to 15 students.*

ENGL 102 Composition: Argument and Analysis (3 units, 8 weeks)

This course promotes the intellectual and rhetorical skills necessary to write persuasive and argumentative prose. Specific areas addressed to include logic, grammar, and rhetoric. Clarity of purpose and perspicuity of argument are examined through attention to critical thinking, logical fallacies, and textual analysis. *Prerequisite: ENGL 101*

ENGL 111 Introduction to Literature (3 units, 8 weeks)

This course introduces students to the varying genres of literature — fiction, poetry, drama, and cinema — while examining and exploring the historical, critical, and social significance of literary expression.

Prerequisite: ENGL 102

HIST 201 U.S. History (3 units, 8 weeks)

This course acquaints the student with the major developments of U.S. history from pre-contact to post-modern eras. Emphasis is given to the foundational political experiences of the American people and how political developments have been influenced and affected by social developments. Students learn to apply analytical skills to the reading of primary texts representing the whole sweep of American history. *Prerequisite: ENGL 102*

HIST 202 World Civilizations (3 units, 8 weeks)

This course provides an in-depth analysis of global historical trends which have transformed world civilization, such as the emergence of world system(s); formation of ethnic, racial, and national identities; capitalism, colonialism, and development; ecological imperialism; religious movements; industrialization; and modernization. *Prerequisite: ENGL 102*

MATH 110 College Algebra (3 units, 8 weeks)

This course is a study of basic college algebra, including polynomial and rational functions, inverse functions, the Fundamental Theorem of Algebra, exponential and logarithmic functions and equations, advanced graphical procedures and interpretations, linear and nonlinear systems of equations, matrix representations of systems of equations, and introductory concepts in sequence, series, and probability. *Prerequisite: Appropriate score on placement test, or SAT 540/ACT 23 math score.*

MIN 108 Christian Life, Faith, and Ministry (3 units, 8 weeks)

The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. Field experience is required.

PHIL 110 Introduction to Critical Thinking (3 units, 8 weeks)

Students study principles of deductive and nondeductive 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.

PHYC 140 Introduction to Astronomy (3 units lecture + 1 unit lab, 8 weeks)

This course introduces the history of astronomy, the solar system, the stellar systems, galactic systems, and cosmology. A lab is included.

PSYC 110 General Psychology (3 units, 8 weeks)

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships.

RELG 100 Introduction to Global Religious Studies (3 units, 8 weeks)

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 a confessional Christian perspective. Traditions examined include Judaism, Islam, Eastern Christianity, East Asian, African, South American, and other Indigenous traditions.

SPAN 121 Beginning Spanish I (3 units, 8 weeks)

This two-course sequence emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within an online framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study.

SPAN 122 Beginning Spanish II (3 units, 8 weeks)

This is a continuation of SPAN 121. *Prerequisite: SPAN 121, passing Spanish CLEP Exam*

SPAN 123 Intensive Beginning Spanish (4 units, 8 weeks)

This is an intensive accelerated course that emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within an online framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study.

Applied Psychology Major**APSY 280 Applied Statistics (3 units, 8 weeks) (Cross-listed as MGT 280)**

This is an elementary course in basic statistical concepts. Students are introduced to the understanding and use of necessary computational procedures to attain the basic skills in the following: frequency distributions, graphs, central tendency, variability, normal curve, probabilities, correlation, hypothesis testing, and chi square. Understanding and use of the above statistics are stressed over mathematical development.

APSY 300 Research Methods in Psychology (3 units, 8 weeks)

A comprehensive theoretical and practical introduction to planning, conducting, reporting, and evaluating psychological research. Topics include experimental design, quantitative and qualitative procedures, ethical considerations, as well as, critical analysis and scrutiny of published research. Students will plan, conduct, and present research using APA guidelines and writing standards. *Prerequisite: APSY 280 Applied Statistics*

APSY 305 Abnormal Psychology (3 units, 8 weeks)

A systematic overview of the classification, explanation, and treatment of disorders described in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders. Historical and modern trends in etiology, symptoms, diagnosis, and treatment are examined.

APSY 310 Human Growth and Development (3 units, 8 weeks)

An extensive study of psychological development from conception through death. This multidisciplinary approach examines the effects of psychosocial, cognitive, biological, moral, and related factors that impact human development.

APSY 315 Integration of Psychology and Christianity (3 units, 8 weeks)

A constructive integration of psychology and the Christian faith. Critically analyzes psychological theories, treatments, and perspectives through a Christian worldview, while also developing an understanding of how psychology informs theology and faith.

APSY 320 Personality Theory (3 units, 8 weeks)

An evaluative review of the methods and content utilized in the study of personality. Covers varied approaches and theories to understanding the dynamics of personality and instruments measuring personality along with their validity and ethical considerations.

APSY 325 Learning Theory (3 units, 8 weeks)

Foundations of human learning are examined, with an emphasis on experimental research and their underlying assumptions. Both historical and contemporary concepts are discussed with particular focus on application to individuals, organizations, and institutions.

APSY 330 Cognition (3 units, 8 weeks)

An in-depth exploration of human cognition, focusing on both classic and current theories, problems, paradigms, methods and measurement.

APSY 335 Fundamentals of Testing and Assessment (3 units, 8 weeks)

An appraisal of the construction, administration, interpretation, and evaluation of psychological tests and measurements. Evaluates the validity, reliability, applicability, cultural and ethical uses. Students will be involved in the administration and interpretation of select instruments.

APSY 340 Interviewing and Counseling Techniques (3 units, 8 weeks)

An overview of basic clinical interviewing and counseling techniques from both the didactic and experiential perspectives. Topics include methods and theories in counseling, roles in the counseling relationship, legal considerations, dealing with resistance, cultural awareness and ethical issues related to counseling.

APSY 345 Criminal Behavior (3 units, 8 weeks)

An exploration of theories and research that provide cognitive, behavioral, and psychological explanations of criminal behavior, including how individual criminal behavior is acquired, evoked, maintained and modified. Also addresses cultural and social aspects related to criminal behavior along with effective intervention strategies.

APSY 350 Social Psychology (3 units, 8 weeks)

A comprehensive overview of social psychology that examines how the thoughts, feelings, and behavior of individuals is influenced by actual, imagined, or implied social interactions. Includes pertinent research, ethical and cultural aspects to social psychology.

APSY 360 Special Education and Rehabilitation Services (3 units, 8 weeks)

Survey of theories, research, and practice of effective interventions for individuals with mild/moderate and moderate/severe disabilities. Legal rights, responsibilities, ethical issues, advocacy, and pertinent services are addressed.

APSY 370 Psychopharmacology (3 units, 8 weeks)

An introduction to the behavioral, psychological, and physiological effects of chemicals used in the treatment of psychological disorders. Addresses therapeutic and recreational uses coupled with prevention and treatment of abuse and alternatives to medication.

APSY 400 Introduction to Clinical Psychology (3 units, 8 weeks)

Survey of the science and practice of clinical psychology, including diagnoses and evaluations, interventions and prevention strategies for use with clinical populations, cultural applications, and ethical issues in the clinical profession.

APSY 405 Physiological Psychology (3 units, 8 weeks)

Comprehensive study of the physiological and neurological correlates of human behavior. Potential topics include physiological mechanisms in perception, learning, emotion and motivation.

APSY 410 Psychology of Emotions (3 units, 8 weeks)

Analysis of theoretical and empirical issues in the domain of emotions, incorporating current approaches and interactions between emotion and cognition.

APSY 415 Forensic Psychology (3 units, 8 weeks)

Investigates the application of the science and profession of psychology to issues relating to law and the legal system. Addresses related psychological research, legal issues and processes, as well as cultural and ethical issues in forensic psychology.

APSY 425 Crisis Counseling and Intervention (3 units, 8 weeks)

An examination of the knowledge, skills, and practices specific to crisis counseling and intervention. Focuses on applying appropriate methods to crisis situations, while considering cultural and ethical issues.

APSY 430 Cultural Psychology (3 units, 8 weeks)

Reviews research and perspectives on the psychology of culture. Examines diversity including age, race, religion, nationality, disability, language, and gender. Explores the relationship between cultural factors and prejudice, discrimination and oppression. Applies knowledge and principles to effectively interact and serve in a multicultural society.

APSY 435 Gender Issues in Psychology (3 units, 8 weeks)

Critically examines research and perspectives on gender and sexual socialization and development, along with physiological and cultural contributions to gender differences, sexual orientation, sexual adjustment and related areas of influence. *Prerequisites: PSYC 110 General Psychology, APSY 310 Human Growth and Development, or consent of instructor*

APSY 440 Child Psychology (3 units, 8 weeks)

Explores different aspects of psychological issues in children emphasizing symptomatology, assessment, etiological factors, and various treatment modalities. Examines cultural, ethical, and legal issues related to the treatment of children.

APSY 445 Adolescent Psychology (3 units, 8 weeks)

Explores different aspects of psychological issues in adolescents emphasizing symptomatology, assessment, etiological factors, and various treatment modalities. Examines cultural, ethical, and legal issues related to the treatment of adolescents.

APSY 450 Family Systems (3 units, 8 weeks)

An overview of the development of the family system, including functional and dysfunctional family relationships, cultural and spiritual implications. Introduces psychological interventions and techniques which further development and change.

**APSY 455 Conflict Management (3 units, 8 weeks)
(Cross-listed as MGT 455)**

Examines the diagnosis, analysis, and resolution of conflict between individuals and in organizations. Discusses the application of different types of negotiation strategies based on rational and emotional elements in approaching negotiation, cultural contexts, and individual differences.

APSY 460 Motivation (3 units, 8 weeks)

Explores research and perspectives on experimental and applied analysis of behavior that impact motivation. Addresses the application of methods for effective motivation in a variety of settings.

APSY 470 Positive Psychology (3 units, 8 weeks)

Investigates methods, research, and assessment in Positive Psychology. Incorporates applications and techniques to this strength based approach both didactically and experientially.

APSY 475 Ethics (3 units, 8 weeks)

An in-depth assessment of the values, ideas, and laws that guide the helping professions, including professional codes of conduct, philosophical ethical principles, and the Christian worldview.

APSY 480 Group Processes (3 units, 8 weeks)

Study of research and perspectives regarding human interaction in groups. Examines the impact of various individual, social, and cultural dynamics and how to successfully influence and interact in group settings.

APSY 485 Management and Organizational Behavior (3 units, 8 weeks) (Cross-listed as MGT 485)

This course introduces the managerial skills of planning, organizing, leading, and control. It gives particular emphasis to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, boards of directors, organization charting, formal and informal organization, communication in multicultural settings, and reaction to change. Students develop a personal philosophy of management to guide their careers as business professionals.

APSY 490 Practicum (3 units, 8 weeks)

Students participate in field or research experience along with completing related discussions, readings, and other required coursework. All students serving in research positions will serve as apprentices on survey, laboratory, clinical, and/or field research projects. Practicum proposals must be approved by the instructor. *Prerequisites: Completion of all BAAP core courses and 9 units in emphasis area or consent of instructor*

APSY 495 Special Topics in Psychology (3 units, 8 weeks)

Current or relevant topics are presented, with the focus on new practices, theories, or research interests in the field. This course may be repeated for up to 6 units.

Bachelor of Arts in Management

Preparation for a successful business career requires a broad appreciation for the major elements of the business enterprise and how they relate to one another. Thus, the Bachelor of Arts in Management (BAM) equips entrepreneurs with professional knowledge and practical skills in strategic leadership, management, production, marketing, finance, technology, human relations, and business law. The program promotes personal and spiritual growth by emphasizing Christian values, ethical principles, and effective interpersonal relationships in diverse settings. The BAM also provides a broad liberal arts foundation for lifelong learning. APOU offers its BAM program completely online, which enables students to apply their learning immediately in the workplace.

The BAM program prepares students for service in a variety of public- and private-sector organizations, including first-line management, retail and sales, commercial banking, savings and loan associations, marketing, data processing, human resources, life care administration, government service, and nonprofits. Students complete the management major to gain promotions, change careers, or prepare for master's-level studies. Some graduates may begin new ventures, operate small companies, develop new products, or return to the family business.

The program's emphasis in Information Systems Management offers learners specialized skills and knowledge to pursue a wide variety of career opportunities, including positions as data center consultants/managers, help-desk technicians, project managers, system administrators, hardware technicians, technical sales associates, and technical writers.

Purpose, Goals, and Student Learning Outcomes (SLO) for the B.A. in Management

Purpose: The APOU management major equips learners with a theoretical framework, practical skills, and ethical values essential for success as a Christian business professional.

Goal 1: Equip students with servant leadership theory and practical tools for effective leadership.

SLO 1.1: Students demonstrate understanding of the nature of leadership, including its relationship to influence, authority, motivation, and empowering others for service.

SLO 1.2: Students critically evaluate common leadership styles in light of Christ's model of servant leadership.

SLO 1.3: Students employ practical approaches to central tasks of leadership, such as discerning organizational culture, developing vision, strategic planning, and facilitating change.

SLO 1.4: Students articulate the theological concept of "business as mission."

Goal 2: Promote faith integration to develop Christian business professionals.

SLO 2.1: Students demonstrate the ability to apply biblical and ethical principles in making business decisions.

SLO 2.2: Students develop a personal philosophy of leadership and management to guide their careers as business professionals.

Goal 3: Help students develop abilities in critical analysis of business situations, problem solving, and making sound business and policy decisions.

SLO 3.1: Students exhibit a working knowledge of leading books, journals, websites, databases, and other information resources useful to business managers.

SLO 3.2: Students demonstrate the ability to employ research tools, analyze common business problems, integrate multiple disciplines, and propose creative solutions.

Goal 4: Help students develop communication tools and skills appropriate for diverse business environments.

SLO 4.1: Students produce clear, concise, effective written business communications, such as reports and memoranda.

SLO 4.2: Students deliver clear, concise, effective oral business communications, such as presentations.

SLO 4.3: Students perform business functions using popular software packages, such as Microsoft Office and accounting solutions.

Goal 5: Equip students with strong, quantitative skills necessary for effective business managers.

SLO 5.1: Students demonstrate a basic working knowledge of managerial accounting principles and practices.

SLO 5.2: Students demonstrate the ability to engage in statistical analysis and data management for business purposes.

Goal 6: Equip students with a theoretical framework and practical skills for effective business management.

SLO 6.1: Students display understanding of the nature of management, including the interdependence of leadership and management.

SLO 6.2: Students utilize practical approaches to managerial tasks, such as planning, linear programming, decision-making, organizing, delegating, project management, and effecting change.

SLO 6.3: Students demonstrate a working knowledge of organizational behavior theories applicable to diverse workplace environments.

SLO 6.4: Students demonstrate a working knowledge of principles and practices of human resource management in areas such as recruiting, professional development, and conflict management.

SLO 6.5: Students apply principles and practices of production management relevant to a manufacturing environment.

SLO 6.6: Students apply principles and practices of financial management relevant to a business environment.

SLO 6.7: Students apply principles and practices of marketing relevant to products and services.

SLO 6.8: Students demonstrate the ability to create and integrate the necessary elements of a workable business model.

Goal 7: Acquaint students with the contemporary context for business and enterprise.

SLO 7.1: Students demonstrate a foundational understanding of economic principles and current trends in the global economic environment.

SLO 7.2: Students demonstrate a foundational understanding of current laws governing business transactions.

Requirements for the B.A. in Management

To earn the Bachelor of Arts in Management, students must complete the following degree components:

APOU General Studies Core	53–55 units
Major	55 units
General Electives	10–12 units
Total:	120 units

In order to earn the Bachelor of Arts in Management, students must complete the following required courses while achieving a minimum cumulative grade-point average (GPA) of 2.5 in their major courses:

General Studies Core (53–55 units)

- APOU 101 Momentum: Success in the University (3)*
- ENGL 101 Expository Writing (3)
- ENGL 102 Composition: Argument and Analysis (3)
- MATH 110 College Algebra (3) [grade of *B* or higher]
- CS 205 Basic Software Tools (3)
- HIST 201 U.S. History (3) **or** HIST 202 World Civilizations (3)
- PHIL 110 Introduction to Critical Thinking (3)
- COMM 111 Public Communication (3)
- ENGL 111 Introduction to Literature (3)
- ART 150 Introduction to Art (3)
- ECON 203 Principles of Microeconomics (3)
- PHYC 140 Introduction to Astronomy (4)

One intensive language course (4) or a sequence of two 3-unit language courses (6)

For example: SPAN 123 Intensive Beginning Spanish (4) **or** SPAN 121 Beginning Spanish I (3) **and** SPAN 122 Beginning Spanish II (3)

- BIBL 100 Exodus/Deuteronomy (3)*
- BIBL 230 Luke/Acts (3)*
- MIN 108 Christian Life, Faith, and Ministry (3)*
- RELG 100 Introduction to Global Religious Studies (3)*

Management Major (55 units)

- ACC 210 Financial Accounting (3)
- ACC 211 Managerial Accounting (3)
- BUS 250 Business Communications (3)
- BUS 270 Business Law & Ethics (3)
- ECO 204 Principles of Macroeconomics (3)
- ECO 440 International Economics & Trade (3)
- MGT 310 Statistical Analysis for Business Decisions (3)
- MGT 320 Financial Management & Markets (3)
- MGT 350 Marketing & E-Commerce (3)
- MGT 370 Cross-Cultural Communication & Negotiations (3)
- MGT 380 Information Systems Management (3)
- MGT 390 Project and Change Management (3)
- MGT 415 Operations Management (3)
- MGT 450 International Business (3)
- MGT 460 Leadership and People (3)*
- MGT 480 Strategic Management & Policy (3)
- MGT 485 Management & Organizational Behavior (3)
- MGT 490 Entrepreneurship & Innovation (3)* [Capstone]
- MGT 495 International Study (1)

Management Major with an Emphasis in Information Systems Management (55 units)

The emphasis in Information systems Management (ISM) prepares learners to specialize and advance in a critical functional area of business operations, foreign or domestic. The ISM provides learners with the key skills, and competencies required to add value and technological expertise to their chosen profession. The ISM in combination with the B.A. in Management core courses provides learners with a comprehensive foundation for business management that firms require in the current global business environment.

- ACC 210 Financial Accounting (3)
- ACC 211 Managerial Accounting (3)
- BUS 250 Business Communications (3)
- BUS 270 Business Law & Ethics (3)
- ECO 204 Principles of Macroeconomics (3)
- ISM 310 Programming and Database Management (3)
- ISM 320 Hardware and Database Management (3)
- ISM 330 Networking and Security (3)
- ISM 400 Web Development (3)
- MGT 310 Statistical Analysis for Business Decisions (3)
- MGT 320 Financial Management & Markets (3)
- MGT 350 Marketing & E-Commerce (3)
- MGT 380 Information Systems Management (3)
- MGT 390 Project and Change Management (3)
- MGT 415 Operations Management (3)
- MGT 460 Leadership and People (3)*
- MGT 480 Strategic Management & Policy (3)
- MGT 490 Entrepreneurship & Innovation (3)* [Capstone]
- MGT 495 International Study (1)

General Electives (10–12 units)

Students may choose from these and other courses.

- PSYC 110 General Psychology (3)
- HIST 201 or HIST 202 (3)
(if not taken to satisfy General Studies Core)
- MGT 280 Applied Statistics (3) (prerequisite for the major)
- MGT 455 Conflict Management
- MGT 499 Directed Study (1-3)

TOTAL: 120 units

NOTE: All courses marked with an asterisk (*) must be taken at APOU.

The General Studies Core includes five specific courses that must be taken at APOU by all management students. These courses are marked with an asterisk (*). Beyond these mandatory courses, APOU will accept transfer coursework in the required categories within the bounds of its transfer guidelines and residency requirements.

The management major includes two upper-division General Studies courses: MGT 460 Leadership and People, and MGT 490 Entrepreneurship & Innovation. These two courses marked with an (*) must be completed at APOU due to their distinctive nature.

Students may fulfill General Elective requirements using any 100+ level college or university course. The elective requirement provides students an opportunity to pursue interests beyond program requirements.

Prerequisites for the Major

Before beginning the management major, APOU recommends that students complete the entire General Studies Core (53–55 units). Prior to starting the management major, the faculty requires students to complete at least 45 units of the Core, including the following courses or their equivalents:

- COMM 111 Public Communication (3)
- ENGL 102 Composition: Argument and Analysis (3)
- CS 205 Basic Software Tools (3)
- MATH 110 College Algebra (3) [grade of B or higher]
- ECON 203 Principles of Microeconomics (3)
- MGT 280 Applied Statistics (3)

Transition to a Master's Degree Program

APOU strives to encourage and prepare students to seek graduate degrees. The Bachelor of Arts in Management (BAM) curriculum is designed to meet the general admissions requirements of regionally accredited graduate level programs, including the graduate business programs offered through Azusa Pacific University. Students should seek advisement regarding additional admissions requirements from the selected graduate programs.

Course Descriptions

APOU 101 Momentum: Success in the University (3 units, 8 weeks)

This course lays a strong foundation for a successful transition to college by increasing critical thinking, curiosity, goal orientation, and motivation. It provides an orientation to Azusa Pacific Online University, the Moodle Online Learning System, digital library services, and other support services. Students are introduced to the idea of a Christian liberal arts education, a strengths approach to learning, and opportunities to develop practical skills and strategies for addressing the challenges of college. *This course is a prerequisite for all other APOU courses.*

ART 150 Introduction to Art (3 units, 8 weeks)

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.

BIBL 100 Introduction to Biblical Literature: Exodus/Deuteronomy (3 units, 8 weeks)

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 and study how Deuteronomy uses the material of Exodus to communicate God's Word to a new generation.

BIBL 230 Luke/Acts (3 units, 8 weeks)

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 meaning of the texts with regard to their political, cultural, religious, and geographical settings; the literary structures and genres employed; and how those texts are relevant for faithful Christian living. *Prerequisite: BIBL 100*

COMM 111 Public Communication (3 units, 8 weeks)

This course offers practical instruction on 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.

CS 205 Basic Software Tools (3 units, 8 weeks)

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.

ECON 203 Principles of Microeconomics (3 units, 8 weeks)

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Students study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy. *Prerequisite: MATH 110 with a minimum grade of B*

ENGL 101 Expository Writing (3 units, 8 weeks)

This course focuses on the literacy skills essential to effective writing, including reading comprehension, audience awareness, genre knowledge, grammatical efficacy, syntactic fluency, and rhetorical sufficiency. Course is limited to 15 students.

ENGL 102 Composition: Argument and Analysis (3 units, 8 weeks)

This course promotes the intellectual and rhetorical skills necessary to write persuasive and argumentative prose. Specific areas addressed to include logic, grammar, and rhetoric. Clarity of purpose and perspicuity of argument are examined through attention to critical thinking, logical fallacies, and textual analysis. *Prerequisite: ENGL 101*

ENGL 111 Introduction to Literature (3 units, 8 weeks)

This course introduces students to the varying genres of literature—fiction, poetry, drama, and cinema—while examining and exploring the historical, critical, and social significance of literary expression.

Prerequisite: ENGL 102

HIST 201 U.S. History (3 units, 8 weeks)

This course acquaints the student with the major developments of U.S. history from pre-contact to post-modern eras. Emphasis is given to the foundational political experiences of the American people and how political developments have been influenced and affected by social developments. Students learn to apply analytical skills to the reading of primary texts representing the whole sweep of American history. *Prerequisite: ENGL 102*

HIST 202 World Civilizations (3 units, 8 weeks)

This course provides an in-depth analysis of global historical trends which have transformed world civilization, such as the emergence of world system(s); formation of ethnic, racial, and national identities; capitalism, colonialism, and development; ecological imperialism; religious movements; industrialization; and modernization. *Prerequisite: ENGL 102*

MATH 110 College Algebra (3 units, 8 weeks)

This course is a study of basic college algebra, including polynomial and rational functions, inverse functions, the Fundamental Theorem of Algebra, exponential and logarithmic functions and equations, advanced graphical procedures and interpretations, linear and nonlinear systems of equations, matrix representations of systems of equations, and introductory concepts in sequence, series, and probability. *Prerequisite: Appropriate score on placement test, or SAT 540/ACT 23 math score. Management majors must complete this course with a grade of B or higher.*

MIN 108 Christian Life, Faith, and Ministry (3 units, 8 weeks)

The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. Field experience is required.

PHIL 110 Introduction to Critical Thinking (3 units, 8 weeks)

Students study principles of deductive and nondeductive 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.

PHYC 140 Introduction to Astronomy (3 units lecture + 1 unit lab, 8 weeks)

This course introduces the history of astronomy, the solar system, the stellar systems, galactic systems, and cosmology. A lab is included.

PSYC 110 General Psychology (3 units, 8 weeks)

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships.

RELG 100 Introduction to Global Religious Studies (3 units, 8 weeks)

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 a confessional Christian perspective. Traditions examined include Judaism, Islam, Eastern Christianity, East Asian, African, South American, and other Indigenous traditions.

SPAN 121 Beginning Spanish I (3 units, 8 weeks)

This two-course sequence emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within an online framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study.

SPAN 122 Beginning Spanish II (3 units, 8 weeks)

This is a continuation of SPAN 121. *Prerequisite: SPAN 121, passing Spanish CLEP Exam*

SPAN 123 Intensive Beginning Spanish (4 units, 8 weeks)

This is an intensive accelerated course that emphasizes practical Spanish communication in real-life situations for beginners. The course addresses the pronunciation, intonation, and structure of Spanish within an online framework designed to develop basic listening, speaking, reading, and writing skills. Special cultural presentations supplement language study.

Management/ISM Major

ACC 210 Financial Accounting (3 units, 8 weeks)

This course introduces the basic financial accounting model and prepares students to explore the application of fundamental accounting principles to business entities. The course focuses on a user perspective and covers the vital steps in the accounting cycle from journalizing transactions to the preparation and interpretation of financial statements. Students will also demonstrate an understanding of the importance of ethics in accounting. *Prerequisite: MATH 110 or equivalent with a minimum grade of B*

ACC 211 Managerial Accounting (3 units, 8 weeks)

This course focuses on managerial accounting and emphasizes the use of accounting data in decision-making. Topics covered include cost accumulation models, cost behavior, break-even analysis, budgeting, short- and long-run decision analysis, capital expenditure analysis, and financial statement analysis. *Prerequisite: ACC 210 Financial Accounting*

BUS 250 Business Communications (3 units, 8 weeks)

Examines the communication process and how managers utilize written and oral communications to successfully interact in a multi-cultural setting and manage business operations. The course outlines the process of oral communication, defines listening skills, describes the factors of a quality presentations and use of graphics, presents how to conduct formal meetings and the use of virtual teams.

BUS 270 Business Law & Ethics (3 units, 8 weeks)

Examines the legal, regulatory, ethical and moral principle and guidelines that impact domestic and global business transactions. The course provides an in-depth study of business and sales contracts, international trade law, intellectual property, real estate, product and service liability, organizational structure, insurance and political structures. The course discusses how ethical and moral principles guide the decision making process and business operations.

ECO 204 Principles of Macroeconomics (3 units, 8 weeks)

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.

ECO 440 International Economics & Trade (3 units, 8 weeks)

This course examines the theories and principles of international economics and how trade flows and policies impact global business operations. Students evaluate macroeconomic international policies and institutions, tariff rates, customs duties, currency valuations, trade agreements, intellectual property rights, immigration and balance of payments. *Prerequisites: ECO 203 Microeconomics, ECO 204 Macroeconomics*

ISM 310 Programming and Database Management (3 units, 8 weeks)

This course provides students with basic concepts of computer programming, and programming concepts, and constructs. In addition, the course includes an introduction to the design and use of database systems, while familiarizing students in concepts such as data modeling, file management, database programming and management. *Prerequisite: MGT 380 Information Systems Management*

ISM 320 Hardware and Database Management (3 units, 8 weeks)

This course provides students with the knowledge and skills necessary for computer configuration, maintenance, repair and administration. The course covers hardware and software installation, diagnoses trouble-shooting, and integrating peripherals. Students will also explore methodologies for installing system enhancements and upgrades. The course focuses on preparing the student to take the CompTIA A+ Certification exam. *Prerequisite: MGT 380 Information Systems Management*

ISM 330 Networking and Security (3 units, 8 weeks)

This course is an introduction to basic concepts in the application, design, and implementation of computer and telecommunication networks. It includes an overview of various network topics including network architecture and protocols, network management, routing, security, hardware, and basic programming principles. Students will analyze common problems in network implementation, maintenance, and repair and management of network systems. *Prerequisite: MGT 380 Information Systems Management*

ISM 400 Web Development (3 units, 8 weeks)

Studies website design, methods, principles, concepts, standards, and programming applications in conjunction with business practices and operations. Learners gain practical web-design, implementation, maintenance, and analysis skills. Students evaluate websites and develop processes to improve business efficiency and effectiveness. *Prerequisite: MGT 380 Information Systems Management*

MGT 280 Applied Statistics (3 units, 8 weeks)

This is an elementary course in basic statistical concepts. Students are introduced to the understanding and use of necessary computational procedures to attain the basic skills in the following: frequency distributions, graphs, central tendency, variability, normal curve, probabilities, correlation, hypothesis testing, and chi square. Understanding and use of the above statistics are stressed over mathematical development. *Prerequisite: MATH 110 College Algebra with a grade of B or higher*

MGT 310 Statistical Analysis for Business Decisions (3 units, 8 weeks)

Studies statistical methods and techniques designed to increase the efficiency and productivity of a firm and decision-making process. The course requires students to utilize a statistical software program to produce efficiency gains and present the findings through a formal business report. *Prerequisite: MGT 280 Applied Statistics or equivalent with a grade of C or better*

MGT 320 Financial Management & Markets (3 units, 8 weeks)

Students explore principles and practices of financial management. Sources and methods of raising capital, allocation of funds within the firm, cash flow, 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: ACC 210 Financial Accounting*

MGT 350 Marketing & E-Commerce (3 units, 8 weeks)

This course examines the theories and practices of marketing products domestically and globally. The course offers an in-depth study of the primary concepts of marketing and the transition to E-Commerce and how social media has changed advertising and the distribution of products and services. Students examine the concept of global homogenization and consumer behavior.

MGT 370 Cross-Cultural Communication & Negotiations (3 units, 8 weeks)

This course examines the theories and practices of cross-cultural communication and the process of negotiating with members and teams from another culture. The course prepares student to; lead a negotiations process, address conflicts, view diverse ethical paradigms, problem solve, creation of innovative alternatives, summarization, clarify points, gain consensus and to view their interactions from another's perspective.

MGT 380 Information Systems Management (3 units, 8 weeks)

This course provides an introduction to the functions of information systems and how systems aid firms on creating value while maximizing efficiency and increasing competitiveness. Students evaluate systems design, database management, networking communications, security, privacy, policy, legal and ethics issues associated with technology.

MGT 390 Project and Change Management (3 units, 8 weeks)

Studies the process and practice of project and change management of information systems and software applications. Students work through the process of defining, planning, implementing and delivering a change project. Students develop cost estimates, time requirements, quality controls, team assignments, training schedules, documentation and potential risks associated with the change.

MGT 415 Operations Management (3 units, 8 weeks)

This course focuses on decision-making and controlling the allocations of personnel, materials, and machine utilization in a manufacturing environment. It addresses issues related to the handling and control of materials, inventory, purchasing, and quality control. Students learn about setting standards and developing skills in estimating, forecasting, and scheduling.

MGT 450 International Business (3 units, 8 weeks)

This course presents a survey of issues in international business. The focus is on managing and engaging in ethical business practices in an international environment, understanding the global monetary system, and developing an international perspective. The course evaluates production, marketing, competition, trade, global institutions, political structures, supply chain, finance, human resources and cross-cultural interactions.

MGT 460 Leadership and People (3 units, 8 weeks)

Studies the primary theories and principles of leadership and how to apply the principles across a multinational organization. Students come to realize that people, their abilities and talents serve as the most valuable organizational asset. Student work to develop; a personal philosophy of leadership, evaluate how to motivate employees, develop the ability to inspire leadership qualities in others and the process of creating a shares vision.

MGT 480 Strategic Management & Policy (3 units, 8 weeks)

Studies the executive management decision, planning and implementation process. Students examine how strategic initiatives and structural changes impact and drive the success of a firm. The course exposes students to the theories and concept of strategy, creation of mission, vision and values statements, strategy implementation, assessment and how to create a success, authentic, stable and positive corporate culture that thrives on innovation and leadership.

MGT 485 Management & Organizational Behavior (3 units, 8 weeks)

This course introduces the managerial skills of planning, organizing, leading, and control. It gives particular emphasis to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, boards of directors, organization charting, formal and informal organization, communication in multicultural settings, and reaction to change. Students develop a personal philosophy of management to guide their careers as business professionals.

MGT 490 Entrepreneurship & Innovation (3 units, 8 weeks)
[Capstone Course]

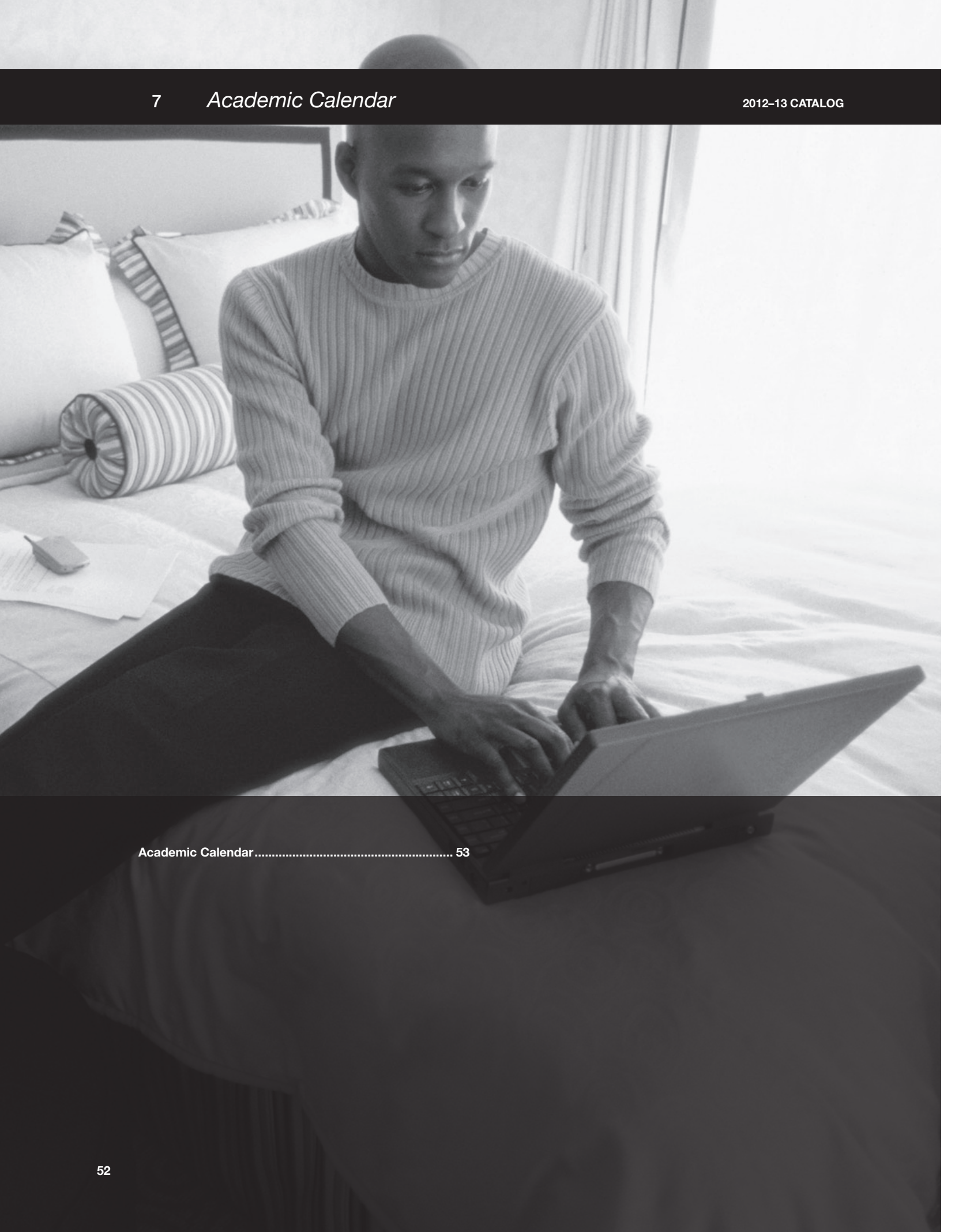
This course serves as the capstone for the BAM curriculum. Students are first exposed to the theories, concepts and practices of entrepreneurship and innovation and then create, develop, analyze and implement an innovative/entrepreneurial project with their current employer or develop a distinct business plan. Students utilize knowledge and skills gained from prior course in completing their project or plan.

MGT 495 International Study (1 unit, 7-14 days)

Students have two options for completing MGT 495. Option one; students complete the course as a 7-14 day travel abroad course in conjunction with ECO 440 International Economics & Trade or MGT 450 International Business. Option two; students complete an in-depth regional study and analysis. The course offers students the opportunity to experience another culture and business practices. Students complete assigned readings and a project on the selected country.

MGT 499 Directed Study (1-3 units, 8 weeks)

In response to an organizational case study problem, students prepare an applied research project in which they review the pertinent literature, analyze the ethical issues, evaluate possible approaches to solving the problem, formulate recommendations, present an implementation plan, summarize their findings, and apply them to their personal and professional lives. *Prerequisite: Senior standing*



Academic Calendar..... 53

Academic Calendar

2012 Fall I

Monday, September 03, 2012 Session starts, classes begin
 Wednesday, September 05, 2012 Last day to add/drop 11:59 pm, Pacific Time
 Monday, September 17, 2012 ...“Intent to Graduate” forms due for those intending to have a degree posted after next session
 Friday, September 28, 2012 Next session’s registration begins
 Sunday, October 7, 2012 Last day to withdraw with a grade of “W”
 Monday, October 22, 2012.....Next session’s registration closes (Late registration fee of \$120 applies)
 Friday, October 26, 2012 Classes end
 Wednesday, October 31, 2012Final grades due, noon Pacific Time

2012 Fall II

Monday, October 29, 2012..... Session starts; classes begin
 Wednesday, October 31, 2012 Last day to add/drop 11:59pm Pacific Time
 Friday, November 23, 2012 Next session’s registration begins
 Thursday, November 22, 2012 Holiday begins
 Friday, November 23, 2012 Classes resume
 Sunday, December 02, 2012 Last day to withdraw with a grade of “W”
 Monday, December 17, 2012Next session’s registration closes (Late registration fee of \$120 applies)
 Friday, December 21, 2012 Classes end
 Saturday, December 15, 2012 Commencement
 Wednesday, January 09, 2013Final grades due, noon Pacific Time

2013 Spring I

Monday, January 07, 2013 Session starts; classes begin
 Wednesday, January 09, 2013 Last day to add/drop 11:59pm Pacific Time
 Monday, January 21, 2013“Intent to Graduate” forms due for those intending to have a degree posted after next session
 Friday, February 01, 2013 Next session’s registration begins
 Sunday, February 10, 2013..... Last day to withdraw with a grade of “W”
 Monday, February 25, 2013.....Next session’s registration closes (Late registration fee of \$120 applies)
 Friday, March 01, 2013 Classes end
 Wednesday, March 06, 2013Final grades due, noon Pacific Time

2013 Spring II

Monday, March 04, 2013..... Session starts; classes begin
 Wednesday, March 06, 2013 Last day to add/drop 11:59pm Pacific Time
 Friday, March 29, 2013..... Next session’s registration begins
 Sunday, April 07, 2013 Last day to withdraw with a grade of “W”
 Friday, April 26, 2013 Classes end
 Monday, April 29, 2013.....Next session’s registration closes (Late registration fee of \$120 applies)
 Wednesday, May 01, 2013Final grades due, noon Pacific Time
 Saturday, May 04, 2013..... Commencement

2013 Summer I

Monday, May 06, 2013..... Session starts; classes begin
Wednesday, May 08, 2013..... Last day to add/drop 11:59pm Pacific Time
Monday, May 20, 2013..... "Intent to Graduate" forms due for those intending to have a degree posted after next session
Monday, May 27, 2013..... Holiday
Tuesday, May 28, 2013..... Classes resume
Friday, May 31, 2013..... Next session's registration begins
Sunday, June 09, 2013..... Last day to withdraw with a grade of "W"
Monday, June 24, 2013..... Next session's registration closes (Late registration fee of \$120 applies)
Friday, June 28, 2013..... Classes end
Wednesday, July 03, 2013..... Final grades due, noon Pacific Time

2013 Summer II

Monday, July 01, 2013..... Session starts; classes begin
Wednesday, July 03, 2013..... Last day to add/drop 11:59pm Pacific Time
Thursday, July 04, 2013..... Holiday
Friday, July 05, 2013..... Classes resume
Friday, July 26, 2013..... Next session's registration begins
Sunday, August 04, 2013..... Last day to withdraw with a grade of "W"
Friday, August 23, 2013..... Classes end
Monday, August 26, 2013..... Next session's registration closes (Late registration fee of \$120 applies)
Wednesday, August 28, 2013..... Final grades due, noon Pacific Time
TBA..... Commencement

2013 Fall I

Monday, September 02, 2013..... Session starts; classes begin
Wednesday, September 04, 2013..... Last day to add/drop 11:59pm Pacific Time
Monday, September 16, 2013... "Intent to Graduate" forms due for those intending to have a degree posted after next session
Friday, September 27, 2013..... Next session's registration begins
Sunday, October 06, 2013..... Last day to withdraw with a grade of "W"
Monday, October 21, 2013..... Next session's registration closes (Late registration fee of \$120 applies)
Friday, October 25, 2013..... Classes end
Wednesday, October 30, 2013..... Final grades due, noon Pacific Time

2013 Fall II

Monday, October 28, 2013..... Session starts; classes begin
Wednesday, October 30, 2013..... Last day to add/drop 11:59pm Pacific Time
Friday, November 22, 2013..... Next session's registration begins
Thursday, November 28, 2013..... Holiday
Friday, November 29, 2013..... Classes resume
Sunday, December 01, 2013..... Last day to withdraw with a grade of "W"
Friday, December 20, 2013..... Classes end
Monday, December 30, 2013..... Next session's registration closes (Late registration fee of \$120 applies)
Wednesday, January 08, 2014..... Final grades due, noon Pacific Time
TBA..... Commencement

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