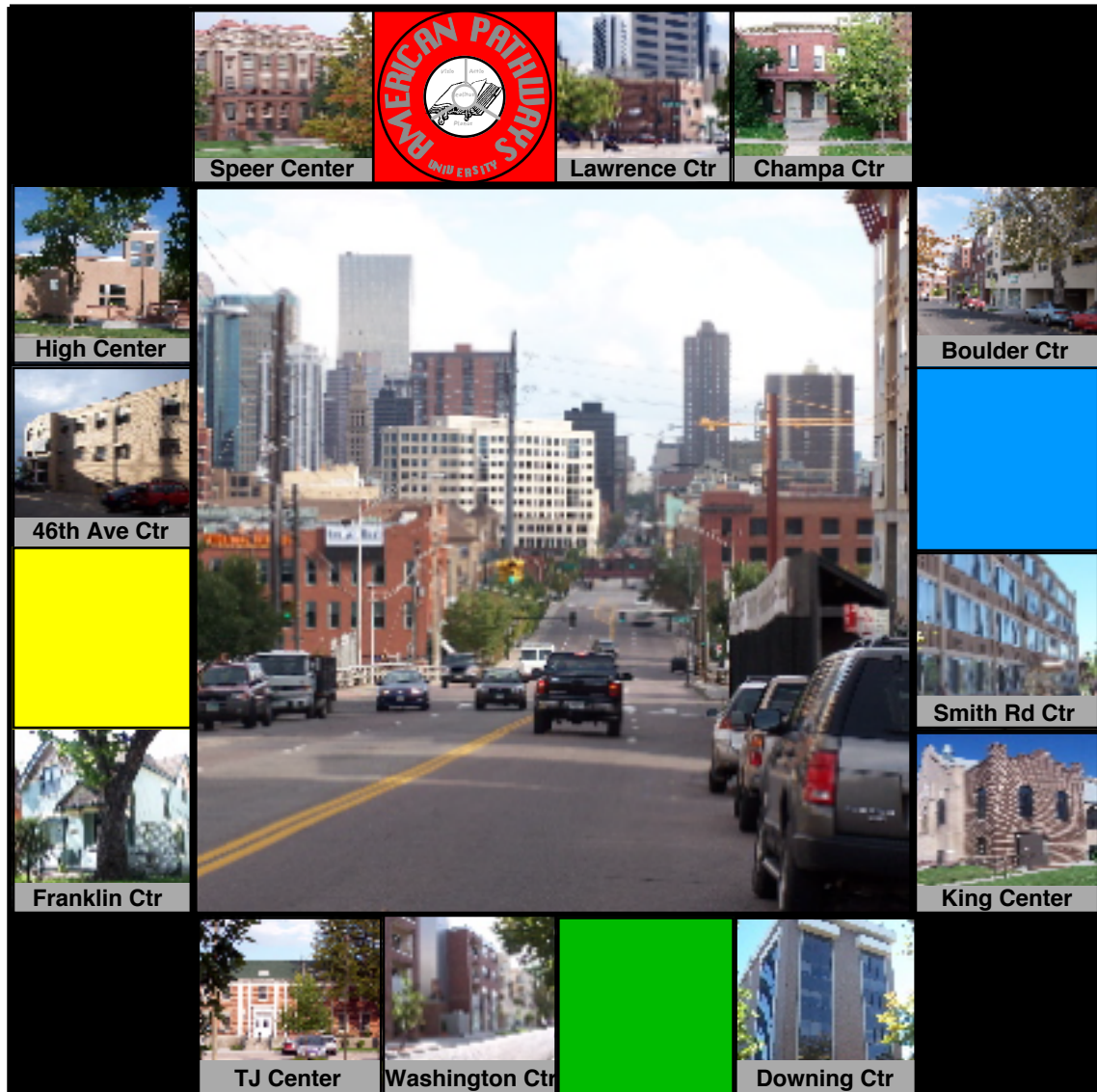


American Pathways University

Established 2001

PATHWAYS TO COLLEGE AND CAREERS



LEARNING WITHOUT BOUNDARIES

2017-2018 ACADEMIC CATALOG

***Introducing Students to the World of Ideas, Equipping Graduates for the World of Work, and
Preparing Alumni for a Life Well Lived***



The sculpture is “*Dancers*” by Jonathan Borofsky
At the Denver Center for Performing Arts

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American Pathways University

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Denver, CO 80205
303-839-2551
americanpathways.edu



Authorized • Accessible • Affordable

American Pathways University is authorized by the Colorado Department of Higher Education

Introducing Students to the World of Ideas, Equipping Graduates for the World of Work, and Preparing Alumni for a Life Well Lived

ASSOCIATE OF ARTS PROGRAM	BACHELOR OF ARTS PROGRAM	MASTER OF ARTS PROGRAM
General Education 30 credits	General Education 44 credits	Foundational Studies 12 credits
Career Path Emphasis 30 credits	Major Field Studies 60 credits	Professional Concentration 21 credits
Business Human Services Management Ministry Professional Studies Psychology	Applied Psychology Business Applications Human Services Counseling Management & Leadership Professional Development Vocational Ministry	Executive Leadership Professional Educator
	Electives 16 credits	Capstone Thesis 3 credits
TOTAL CREDITS 60 CREDITS	TOTAL CREDITS 120 CREDITS	TOTAL CREDITS 36 CREDITS

2016-2017 EDITION: Published January 2017

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STATE AUTHORIZATION

American Pathways University (APU) has been authorized by the Colorado Department of Higher Education (CDHE) to operate in the State of Colorado since 2004. For the listing of American Pathways University by the CDHE as a private institution of higher education, go to higherred.colorado.gov. The CDHE has determined state authorization is probationary, contingent on periodic review of APU's satisfactory progress in securing accreditation by a recognized US Department of Education accreditor.

For additional information, please contact the Colorado Department of Higher Education, ATTN: Heather DeLange at (303) 866-4209. Further concerns may be filed with the Colorado Department of Higher Education by using the following link: <http://higherred.colorado.gov/Academics/Complaints/default.html>.

ACCREDITATION

Accreditation is the primary means by which the quality of higher education and programs is assured. Accreditation is a voluntary, private and nongovernmental process, and a form of self-regulation in which colleges, universities and programs of higher education in the United States have come together to develop standards, policies, and procedures for self-examination and judgment by peers. The process includes Self-Study by the institution and Site-Visit evaluations by scholars and university administrators. Accreditation standards assure students, employers, and the public that American Pathways University provides academic and professional training programs according to generally accepted standards.

From 2007-2015 American Pathways University was a member of the American Academy for Liberal Education (AALE), national accreditor of outstanding liberal arts colleges and universities, with the status of institutional accreditation (2010-2015). Currently APU is pursuing accreditation with a U.S. Department of Education recognized national accreditor that specializes in certifying career training programs.

STUDENT FINANCIAL AID

American Pathways University does not participate in Title IV Federal student financial aid. However, the University offers qualified students an institutional tuition scholarship for up to 80% of tuition cost, depending on affiliation, residency, community service, and annual income. APU's tuition scholarship grants are similar to Federal Pell Grants in that they do not have to be repaid, but unlike Pell Grants APU's scholarship program does not have an annual financial aid cap of the amount available to qualified students.

NOTICE OF NONDISCRIMINATORY POLICY

American Pathways University admits students of any gender, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.



Trained in the professions and humanities, APU students are prepared to pursue careers in the real world

DISCLOSURE: CATALOG AS GUIDE

The *American Pathways University Catalog* provides students with the best information available concerning the University and its programs at the time the *Catalog* is published. Because the University continually improves, and hence modifies, its curriculum and policies to meet the needs of students, the *Catalog* does not constitute a contract, but serves as a guide. The captions, designations, and headings used in the *Catalog* are intended only for convenience and should not be used to construe the academic enterprise of the University instead of the delineated contents of the *Catalog*.

CATALOG RIGHTS POLICY

The University is continuously improving its curriculum and retains the flexibility necessary for curricula enhancement and benefit for students and the broader community. Catalog course offerings may change during a student's educational career and APU reserves the right to make any changes in program requirements it may consider necessary or desirable and to determine course substitutions for discontinued courses authorized or require by campus administrators. If a required course under a previous catalog is unavailable or a course substitution in a degree program is desirable, a student otherwise eligible to graduate should consult with his or her academic advisor or the Office of the Vice President for Academic Affairs and all course substitutions must be approved by the program director and Vice President for Academic Affairs. Students may graduate under the catalog in effect at the time of their initial enrollment or any succeeding catalog provided the catalog is not more than six years old upon the completion of requirements for graduation. Students absent from the University for more than one year must re-enter the University under the catalog in effect at the time of matriculation. A student's transcript will reflect the course name, number, and credits that are in effect at the time the course is taken by the student.

Information contained in this catalog is subject to change at the discretion of the University without prior notification. In the event of any inconsistency between the information contained in this catalog and any other material, the information contained in the Catalog (including any addenda) shall take precedence. The University updates the Catalog annually. APU is not responsible for information or oral claims made by individuals that are contrary to the University's published materials.

ACCREDITATION AND CREDIT TRANSFER

Acceptance of accreditation and transfer of credits are the independent prerogatives of employers, governmental agencies, and institutions of higher learning. Students are responsible to verify acceptability by these entities.

American Pathways University alone determines the acceptability of credit transfer from other institutions of higher learning in fulfillment of its academic programs. Credits from other institutions that are accredited or are candidates for accreditation by an accrediting agency recognized by the U.S. Department of Education may transfer when the courses submitted are of comparable scope and content to APU courses and have a minimum of a C- grade. International credits will be reviewed on an individual basis. Transfer of credit is facilitated by direct submission of an original transcript of record at the transferring school to the Registrar at American Pathways University.

Graduates or students of American Pathways University who are considering transferring from American Pathways University to other colleges should recognize that acceptance of credits is at the sole prerogative of the accepting college. APU holds national accreditation, but not regional accreditation. Even among universities and colleges that have national accreditation, credits are generally not transferable unless a written articulation agreement between the institution and another institution has been negotiated.

CAMPUS LEARNING FACILITIES

The campus consists of a university administrative center, academic advisement services centers, and several instructional sites located throughout the Denver metroplex, totaling over 70,000 square feet. The Instructional Sites include 39 classrooms, labs, and computer classrooms and four auditoriums with an enrollment capacity of 550 students. A listing of these locations may be found in the Catalog at The Campus: Instructional Sites (see Table of Contents). APU is a non-residence university.

CAMPUS SECURITY

The University strives to provide a safe environment for our students' learning experience. Our facilities are located in business settings, and trespassing laws are enforced on our premises. If a crime is committed on our premises, University personnel are available to assist students. Pursuant to the requirements of the U.S. Department of Education, universities and colleges must publish all known occurrences of crimes committed on campus. These statistics are available in the Office of the Dean of Students and are also part of the orientation materials. In the event of a crime, an incident report must be completed, and a police report may be filed. Any and all occurrences of crime committed on the campus should be reported immediately to the administration of the University. In the event a sexual assault should occur while on campus, the victim and any witnesses present are to report the crime to campus officials immediately. In order that the crime may be fully investigated, the police will be contacted. The University provides timely written information on personal safety and anti-crime measures as they become available. An annual report is available for all students and personnel of the University.

Sexual harassment is an offense and is defined as any unwelcome advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. If a student or employee has been the victim of any sexual offense, including sexual harassment, while on campus or during a University-related activity, the offense must be reported at once to the Dean of Students or administrator in charge and investigated.

CRIME RATES

Classes are conducted at several classroom sites called APU Learning Centers located throughout the Denver metroplex. A listing of these locations may be found in the Catalog at University Instructional Sites (see Table of Contents). Crime rates are provided by the police department of the municipality in which each site is located or may be accessed at the following websites:

- www.neighborhoodscout.com/co/denver/crime/
- www.denvergov.org/denvermaps/report.asp?rpt=offes&me=3106976,1644364,3255209,1761837&ref=dghome.

GRADUATION RATES AND GRADUATE PLACEMENT

A university degree gives students an advantage in pursuing professional and career objectives. The University endeavors to assist students in job placement, but there is no guarantee of employment. Graduation and graduate placement rates are posted on the University website, americanpathways.edu.



COMPETENT TEACHERS



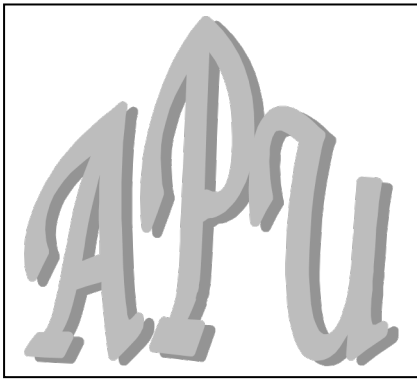
CONFIDENT LEARNERS



APU Commencement Celebration



APU classes are small, interactive, hands-on, and usually no more than ten students



UNIVERSITY PROFILE

MOTTO

Introducing students to **the world of ideas**, equipping graduates for **the world of work**, and preparing alumni for **a life well lived**.

MISSION

American Pathways University provides an affordable, accessible, and authorized program of Christian-based higher education that introduces students to the world of ideas and prepares graduates for the world of work by facilitating immediate and long-term intellectual, professional, and personal development in thinking, doing, and being as cornerstones for life-long learning, spiritual formation, personal freedom, successful lives, vocational careers, financial self-reliance, and community leadership.

INSTITUTIONAL HISTORY

American Pathways University was founded in 2001, incorporated in 2003, **authorized** by the Colorado Department of Higher Education to conduct its first classes in 2004, accredited (2010-2015) by a former U.S. Department of Education accreditor, and offers general education and major field programs at the Associate, Bachelor, and Master's level. An independent Board of Directors provides oversight.

Located in Denver, Colorado, American Pathways University serves the Denver Metropolitan Statistical Area with a population of 3,214,218. Denver alone has a population of 619,968, which ranks it as the 23rd most populous U.S. city and its urban core has a quarter million living in the 32 neighborhoods of APU's service area. The University is **accessible** with several Learning Centers located in these neighborhoods.

Several Denver non-governmental community services agencies have formed a Strategic Alliance for endowment of American Pathways University. Clientele and staff of these agencies may apply for an APU tuition scholarship of up to 80%, which provides an **affordable** bachelor's degree for as little as \$3,200 for qualified applicants and other residents of APU's service area may apply for a tuition scholarship up to 55%.

APU's offers **general education** based on the Greco-Roman, Judeo-Christian, scientific-democratic Western Intellectual Tradition and marketplace **major fields**. Students may choose from eighteen undergraduate career pathways and two graduate studies professional concentrations, including business, counseling, management, ministry, leadership, and education.

APU has over 25 faculty, with at least four years work experience in their teaching field and over 60% holding a doctorate. The **faculty:student ratio is 1:10**, which allows for small classes, personal attention, and student/instructor interaction.

The following purposes and objectives have guided the mission of the University.

PURPOSES AND OBJECTIVES OF THE MISSION

1. Serve Denver's Urban Learners with an Inclusive Curriculum

All qualified students are welcome at American Pathways University. American Pathways University assumes the responsibility of providing an inclusive and balanced general education, career, and vocational preparation for everyone.

2. Educational Purposes: Thinking, Doing, Being

The University provides an educational experience that promotes thinking, doing, and being.

- **Thinking** (cognitive) consists of knowledge acquisition, cultural literacy, and critical thinking skills. Students also learn the information of a field of study, social ethics, and leadership principles (and skills) applicable to successful careers and functional communities.
- **Doing** (effective) consists of responsible leadership in the community and personal success in pursuit of career paths and application of decision-making and problem solving skills. Students learn how to use their competence in fields of study in the market place and the community so that they acquire marketable skills conducive to financial responsibility, self-reliance, & community leadership.
- **Being** (affective and imperative) consists of personal growth and responsibility, character and confidence, personal skills necessary for successful, empowered lives, integrity in decision-making, and values including responsibility; respect for the sanctity of life and human rights and commitment to civic and social justice.

3. The Educational Purposes of American Higher Education Curriculum

In the United States of America colleges and universities generally require students to complete a course of study that includes *General Education*, a specialized field of emphasis called *The Major*, and additional courses of the student's choice called *Electives*. Most American colleges and universities, such as American Pathways University, share broad educational goals. One is a love of learning and lifelong pursuit of the world of knowledge for its own sake and its personal, vocational, and societal benefits. Another is cultivating thoughtful and responsible persons and citizens who are vocational skilled and prepared for the world of work and professional and community leadership.

4. The Educational Purposes of General Education Curriculum

General education in the liberal arts and sciences, in concert with the major, is essential to facilitating American Pathways University outcomes of lifelong learning, vocational accomplishment, financial self-reliance, personal success, intellectual growth, ethical maturity, and community leadership. Drawing from depth and breadth of **the world of essential ideas and information**, general education equips students in foundational knowledge and values, critical thinking and problem solving, and other analytical and academic skills that enhance these outcomes.

5. The Educational Purposes of Major Field Curriculum

The major field vocational clusters and pathways of American Pathways University in business applications, allied health counseling, management and leadership, vocational ministry, applied psychology, and professional studies are designed to prepare students with skills and competencies that allow graduates access to and advancement in careers in business, counseling, management, consulting, ministry, education, and leadership and continued study at the graduate level. Informed by **the world of work** and requirements of professions and graduate schools, the major fields prepare graduates for specialized vocational and educational success.

6. The Educational Purposes of Christian-based Values and Worldview

The values of a Christian liberal arts education are derived from the Greco-Roman tradition of democracy, law, culture and philosophy, the scientific community understanding of the natural world and how to utilize its wonders to the benefit of humankind, and the Judeo-Christian biblically-based worldview of faith in the triune God and Christocentric paradigm for personal and social redemption. Such Christian-based values and worldview are essential for a **life well lived**.

6. Teaching Objectives

Teaching objectives create an educational experience that serves students of all ages. Classrooms are centers of dialogue and discussion within seminar settings. The teacher serves both as the director of learning (*pedagogy*) and a learning facilitator who focuses on individual student needs and goals (*andragogy*). Students take the initiative in their own learning through active classroom participation, collaboration, cooperation, and team learning (*synergogy*).

7. Community Service and Leadership Objective

American Pathways University is a nexus where students and society at large can meet for mutually beneficial endeavors, including the sharing of culture, values, solutions, resources, and occupations.

8. Accessibility Objective

Access is achieved by programs and courses that are open to all students and by individual education plans and enrollment agreements. Supplemental non-accredited educational support and services, such as GED preparation, remedial, and tutorial programs, are available. Instructional sites, called Learning Centers, are conveniently located across the Universities service area.

9. Affordability Objective

American Pathways University provides an affordable education through a scholarship program that covers up to 80% of tuition for qualified students. See the Financial Aid section of this catalog.

VISION AND PRIORITIES

The University's vision, values, and organizational priorities guide the institution and facilitate its mission, purposes, and objectives to introduce students to the **world of ideas**, equipping graduates for the **world of work**, and preparing alumni for a **life well lived**.

University Vision

The vision of American Pathways University is to deliver an accessible and affordable educational excellence of the character found in regionally accredited universities and colleges and to provide superb general education and vocational majors that empower the low-income and diverse residents of Denver's inner city and other urbanites to achieve personal and vocational success, marketable skills, financial self-reliance, community leadership, and long-term, observable changes in thinking, doing, and being.

Organizational Priorities of the University

The University's organizational priorities support its mission and statements of goals, educational purposes, vision, and values of the University.

VALUES AND FOUNDATIONS

University Values

The core values of American Pathways University are embodied in the Western intellectual tradition, Judeo-Christian worldview, and the American experience, democratic institutions and free enterprise.

Institutional Foundations

The following comprise the foundations and educational philosophy of American Pathways University:

1. **Nondiscrimination.** American Pathways University is a private non-sectarian institution of higher education that maintains a respectful and congenial orientation toward faith-based individuals and organizations. The University admits students of any gender, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

2. **Common Ground.** American Pathways University subscribes to the Western Intellectual Tradition, which embraces the contributions of Greek, Roman, Judeo-Christian, science, and other traditions. The Board of Directors, the Administration, the Faculty, and the Strategic Alliance constituents of American Pathways University acknowledge these core values embodied in Christian liberal arts education, the American experience, democratic institutions, and vocational preparation. Such values and orientation provide a philosophical, moral, and practical compass which is predicated on basic tenets: men and women are psycho-somatic-spiritual beings; divine prolegomena, providence and grace; human weakness, potential, redemption and responsibility; respect for the sanctity of life, human rights and social justice; and the stewardship of human endeavor and vocation.

3. **Core values.** A core value is a tenet, belief, or practice that is seminal to one's existence, outlook, motivations, goals, endeavor, relationships, and behavior. From the Greco-Roman tradition are derived the values of democracy, law, culture, and philosophy. From the scientific community comes an understanding of the natural world and how to utilize its wonders to the benefit of humankind. From the Judeo-Christian tradition comes a biblically-based faith in a triune God and Christocentric paradigm for personal and social redemption, as exemplified in the Apostles Creed (the oldest and most universally accepted canon and accurate representation of the inspired and authoritative Judeo-Christian Scriptures). Consistent with these traditions are core values and a faith-based orientation that acknowledges in theory and in practice the spirituality of life and the existence of God, who is involved in the affairs of humankind, and the necessity for humanity to be involved in the affairs of God.

4. **A balanced education.** That educational enterprise (historically based on the Judeo-Christian worldview that creation is rational, knowable, and beneficial because the Creator is intelligent, wise, and loving) that believes the full range of creation and knowledge should be examined and applied by men and women prepared by **the world of ideas** of general education to exercise their God-given free agency and personal gifts as responsible and effective stewards of creation and their own destiny and prepared by **the world of work** in major fields of study to be vocationally competent and contributing citizens of society.

5. **The American experience.** The heritage and personal experience of Americans that consists of a spirit of entrepreneurial, self-sufficient, individual liberty innate to each and guided by the great ideals of the Founders being rooted in Judeo-Christian principles and by the endeavor of each generation to implement those ideals for the common good and to mitigate and correct social and individual shortcomings along the way.

6. **Democratic institutions.** Those organizations of the people, for the people, and by the people that embody, preserve, and serve the social compact of the common good which empower individuals to pursue and achieve successful lives and responsible self-sufficiency and which enable society at-large to pursue and achieve functional communities and the great ideals of social justice (e.g., equality of rights, opportunity, and treatment) for all.

7. **Philosophical and moral compass.** Worldviews and principles of conduct are essential components of synthesizing the world of ideas and participating in the world of work.

a. A philosophical compass is the rational perception of reality, which is often called a worldview that serves as a lens through which the world and human existence may be understood and successfully engaged.

b. A moral compass provides the ethical principles that empower individuals and institutions to engage their context with ethical integrity and confidence.

8. **Basic tenets.** Basic tenets are those profound, unalloyed, and irreducible truths and ethical principles that one holds and by which one lives, such as the following dictums that are derived from research (science), reason (philosophy), and revelation (religion) and to which American Pathways University subscribes.

a. Men and women are psycho-somatic-spiritual beings: Human beings are a complex unity, often referred to as the "whole person" or personhood, which defies compartmentalization. As such the personality of a human being (soul), often referred to as the "image of God," is a synergy of his/her psychological (psycho), physical (somatic), and transcendent (spiritual) qualities.

b. Divine prolegomena, providence and grace: God's a priori and historically revealed Word prescribes human existence, His sovereign providence sustains life, and His Christocentric grace redeems and empowers humanity.

c. Human weakness, potential, redemption and responsibility: Humankind is capable of great evil and great good and each individual must seek redemption from the evil which would consume him/her and accept responsibility for the consequences of his/her choices.

d. Respect for the sanctity of life, human rights and social justice. The sanctity of life is the predicate of individual fulfillment (rights) and social responsibility (justice). All three (life, rights, and justice) must be respected, coordinated, and coherently promoted, with the primacy of life giving birth to human rights and social justice.

e. Human endeavor is unique in that men and women have the capacity to exercise dominion over the earth. The work that men and women do of all kinds is a sacred calling and responsibility, and therefore must be exercised with great stewardship and moral accountability. Work should be done well, with a sense of transcendent value, personal fulfillment, just reward, and social ethics.

f. Truth is authoritative regardless of where it is found, because it stands the scrutiny of such standards as consistency (it does not contradict itself), reality (it fits the facts), and viability (it promotes a life well lived). Scientific, philosophical, and theological inferences must respect the integrity of the source data, original sources, and hermeneutic, as well as being restrained by the scope thereof both in a priori (deduction) and a posteriori (induction). Sources of authoritative truth include seminal scientific discoveries and generally accepted theorems in the realm of research (e.g., gravity and the periodic table), canons of logic and ethics in the realm of reason (e.g., philosophy and apologetics), and the original intent and axioms of inspired Scriptures in the realm of revelation (e.g., cosmology and morality).

g. Inquiry and hermeneutics, as pathways to discovering truth in natural creation, primary sources and inspired literature, employ all appropriate methodologies, such as the scientific method, literary criticism, cultural anthropology, historical method, theological inquiry, ethical canons, and best practices.

FAITH-BASED ORIENTATION

American Pathways University is an institution of higher education that serves the community needs of individuals, business, and non-profit service organizations of urban Denver. As an inclusive private non-sectarian school, APU maintains a respectful and congenial orientation toward faith-based individuals and organizations. Among the founding tenets of APU is the Judeo-Christian worldview (Institutional Foundations 3, 4, 8.b). Accordingly, the Board and faculty of the University endorse the affirmations of the Lausanne Covenant of 1974 that are generally held tenets by the faith-based organizations of APU's service area (see Catalog Appendix for an abridged text of these Covenant affirmations and for the full text go to www.lausanne.org/content/covenant/lausanne-covenant).

UNIVERSITY ETHICS

Personal character and personal and social ethics are essential to the American Pathways University ideal.

University ethics are predicated on the belief that ethical decision-making and conduct are founded on the understanding that men and women are psycho-somatic-spiritual beings. The predicates of this understanding are (1) a realistic view of human weakness, potential and responsibility, (2) respect for life, human rights and social justice, and (3) divine providence and grace. These values are innate to the human spirit and they are found in many ethical systems, including the Judeo-Christian heritage, the American experience, democratic institutions, and free enterprise. Ethics imbued with these core values is a pathway to personal development and empowerment, vocational preparation and success, and community vitality.

Participation in an educational community carries responsibilities as well as privileges. The Enrollment Agreement and course registration is an agreement by the student to abide by university standards while on campus, in University facilities, and in the classroom as outlined in the *Student Handbook*.

EDUCATIONAL PROGRAMS AND SERVICES

Associate of Arts Degree (A.A.)

The A.A. can be completed in two years of study and includes career emphases in allied health, business, management, and ministry.

- **General Education:** In order to achieve breadth and depth of general knowledge, all students pursuing an undergraduate degree must complete the General Education requirements for the degree
- **A.A. in Human Services:** Program emphasis in human services counseling
- **A.A. in Psychology:** Program emphasis in applied psychology
- **A.A. in Business:** Program emphasis in business applications
- **A.A. in Professional Studies:** Program emphasis in professional development
- **A.A. in Management:** Program emphases in management and leadership
- **A.A. in Ministry:** Program emphases in vocational ministry and church education

Bachelor of Arts Degree (B.A.)

The B.A. program, which requires the equivalent of four years of study, offers appropriate baccalaureate preparation for a variety of vocations and careers. A bachelor's degree is a prerequisite to admission to most graduate schools.

Programs Offered Through the B.A. Degree

- **General Education:** In order to achieve breadth and depth of general knowledge, all students pursuing an undergraduate degree must complete the General Education requirements for the degree
- **B.A. in Human Services:** Concentrations in addiction counseling and domestic violence counseling
- **B.A. in Psychology:** Concentrations in human resource management psychology, institutional psychology, and therapeutic psychology
- **B.A. in Business:** Concentrations in business management, entrepreneurship, project management, and business information technology
- **B.A. in Professional Studies:** Concentrations in human resource management and project management consultation
- **B.A. in Management:** Concentrations in transformational management, public policy leadership, or non-governmental organizational (NGO) management and leadership
- **B.A. in Ministry:** Concentrations in pastoral ministry, church education, chaplaincy, or spiritual formation counseling
- **Minor in Practical Theology:** Earned by students who complete 18 credits as specified
- **Minor in Psychology:** Earned by students who complete 18 credits as specified
- **Minor in Urban Studies:** Earned by students who complete 18 credits as specified

Master of Arts Degree

The Master's Degree program facilitates career advancement and proficiency in a professional concentration. The M.A. in professional studies is a 36-credit two-year masters program consisting of 33 course credits and a 3-credit thesis that integrates and synthesizes five courses in professional foundations of leadership, ethics, consequential ideas, analysis, and research methods with one of the following professional concentrations and career opportunities.

- **M.A. in Executive Leadership:** Concentration includes business globalization, industrial and organizational psychology, and business project management
- **M.A. in Professional Educator:** Concentration includes professional educator, business and corporate training, and K-12 career advancement

Diploma and Certificate Programs

- **Biblical Theology Diploma**
- **Practical Theology Diploma**
- **Project Management Diploma**
- **Liberal Arts Diploma**
- **Practical Psychology Certificate**
- **Urban Studies Certificate**
- **Urban Chaplaincy Certificate**
- **New Life Sociology Certificate**

See "Other Educational Programs: Undergraduate Certificate Programs" in this Catalog. These are non-accredited certificate programs and are awarded by other organizations upon completion of APU courses.

College Preparation Programs

Adult Literacy Program

Adult literacy programs are available through the Department of General Education and Adult Learning.

GED High School Equivalency Certificate Preparation Program

For students without a high school diploma seeking admission to the University, APU offers EDU 100 General Educational Development (0 credits) to prepare for the GED test.

Study Abroad Programs

The University offers study abroad cross-cultural adaptation certificate programs in Africa, Romania, and Central America.





GENERAL INFORMATION

INSTITUTIONAL INFORMATION

Board of Directors

As an independent, nonprofit, self-perpetuating institution of higher education, American Pathways University is governed by an independent board of directors and administered through the University Center.

State Authorization

The Colorado Department of Higher Education (CDHE) has authorized American Pathways University (APU) to operate in the state of Colorado as a private institution of higher learning. APU subscribes to the standards of the Colorado Commission on Higher Education (the state policy and coordinating board for Colorado's higher education system). Current authorization is probationary.

National Accreditation

American Pathways University is a member of the American Academy for Liberal Education (AALE), with the status of institutional accreditation. AALE was a U.S. Department of Education recognized national accreditor at the time accreditation was granted. APU is seeking additional national accreditation from USDOE recognized accreditors.

Nonprofit Corporation and Tax-Exempt Organization

American Pathways University is incorporated as a nonprofit corporation in the State of Colorado and is recognized as a tax-exempt 501(c)(3) organization by the Internal Revenue Service. Grants and contributions to the University are tax-exempt.

Financial Report of the University

University financial reports are available on request by prospective students, current students, alumni, and the public at large. Annual audits are conducted by an independent Certified Public Accountant in accordance with Government Auditing Standards. Financial statement presentation follows the recommendations of the Financial Accounting Standards Board.

UNIVERSITY OPERATIONS

University Center

American Pathways University maintains a University Center for administration and instructional scheduling in the Denver metroplex. At the University Center the administration greets the public, meets with students, and administers its classroom sites called Learning Centers.

Classroom Sites

American Pathways University is a campus without boundaries. University activities and classes are held at various classroom sites throughout the city of Denver. This provides for convenient access for residents of Denver's neighborhoods and facilitates learning without boundaries with a capacity of over 550 students, with typical class sizes up to 10 students.

EDUCATIONAL AND STUDENT SERVICES

Integrated Educational Services: The Four-Tiered Program

APU's four-tiered educational services program integrates advising, assessment, counseling, and mentoring. It is designed to help freshmen and transfer students adapt to university life from initial contact with the University through graduation. It attends to the academic, social, technological, career, and life goals of students. The program is administered by the Office of the Vice President for Academic Affairs.

Tier One: Advising

Advising is an important service at the University. Administrators and faculty guide students through problems that may arise while enrolled at the University. The administration may enlist the expertise of, Directors of programs, Dean of Students, faculty members, the Director of Financial Aid, or the Director of Career Services in resolving student problems, whether personal or scholastic in nature. Upon application and matriculation, each student is assigned an Academic Advisor from the Academic Advisor Corps. Members of the Academic Advisor Corps are selected from the academic staff of the Office of the Vice President for Academic Affairs, the academic department or program directors, members of the regular faculty, and the counseling services staff of the office of the Dean of Students. The Advisor orients and guides the student throughout his/her academic career. The advisor helps the student evaluate his/her learning skills, identifies needs, and refers him/her to the academic support services of the University's counseling program. The University advises students in order to identify areas where mentoring, tutoring, and other learning resources may be efficacious. Students are advised in the selection of appropriate general education and vocational courses, graduation requirements, student life, conduct, and ethics. The University's advising program enrolls freshman students in first-year courses and transfer students in courses appropriate to them.

Tier Two: Assessment

The University conducts general knowledge and specialized field assessment. **Pre-assessment** is performed at the beginning of a student's educational career. **Continuous assessment** is made by advisors and faculty throughout the learning process to monitor a student's progress and quality of educational endeavor. Prior to graduation there is **Post-assessment** of a student's educational achievements.

Tier Three: Counseling

The University provides general counseling and learning support services for general education requirements, declaration and pursuit of a vocational field of study, service-learning opportunities, and learning skills enhancements.

Tier Four: Educational Services

The educational services of the University support continued advising, assessment, and counseling and includes college orientation, preceptorial mentoring, and tutoring services. All entering American Pathways University students are invited to participate in **college orientation**, a time of introduction to the University, its programs, faculty, administration, staff, other students, and effective use of the Learning Resource Center system. Students may be taught by faculty members in **preceptorial mentoring** settings of one to three students in which the Preceptor gives individual attention to the students. Generally, students enjoy regular faculty interaction and feedback and tutorials are more academically challenging and rigorous than standard classroom courses. **Tutoring services** are available through the offices of the Vice President for Academic Affairs, the Dean of Students, or the Department Director. Tutoring is provided at no cost to the student by an advanced student, teaching assistant, instructor, or staff member.

Co-Curricular Activities

Co-curricular activities include lecture series, film festivals, and community action groups. These activities are designed to engage students in reflective discussions and intellectual engagements and in a variety of leadership challenges and opportunities that will benefit them in the near future and suggest to them how they can impact the world.

Counseling Services

The Dean of Students APU counseling staff, and Vice President for Academic Affairs facilitate strictly confidential personal counseling and family counseling, and serves as a referral resource to many community agencies, organizations and human services providers that may offer personal, financial, professional or other assistance.

Career Services

Career services are administered by the office of the Vice President for Academic Affairs at no extra cost to regular degree-seeking students and graduates of the University. Services may include employment referrals, references, and consultation. Students needing to develop skills of resume writing, interviewing, and professional image should register for APU courses designed for these outcomes. Graduates experiencing placement difficulties may audit for such course on a non-tuition basis in order to update professional skills, employment techniques, grooming, and social networking and interaction. Personal or professional conduct detrimental to the University may forfeit career services privileges. Such conduct may include, but are not limited to, a positive drug test, felony charges or conviction, employment discharge for cause, sexual harassment, and unethical conduct. In addition, candidates for University career services must be current and proficient in the skills associated with their career, present a professional image, and have an unblemished employment record. While APU's graduate placement record is good, the University does not guarantee employment.

Housing

American Pathways University is a non-residence institution and does not provide housing. Most students live within a few miles of University offices and classrooms and commute from home and work to attend the University. For students needing housing, American Pathways University may refer the students to appropriate housing agencies, but cannot guarantee housing placement or suitability.

Instructional Sites

American Pathways University offers classes at several instructional sites (called Learning Centers) that are managed by the University's administration. Courses are scheduled at these facilities by the Office of

Academic Affairs and are accessible throughout APU's service area. University facilities consist of 60,000 square feet of educational space, including more than 30 classrooms as well as laboratories, including computer labs and auditoriums. These facilities can accommodate over 550 students.

Computer Instructional Labs

The computer labs have a dual platform configuration of Apple and PC hardware and software. This allows students to utilize the two personal computer systems prominent in the United States.

Learning Resource System and Library Services

American Pathways University is a member of *Colorado Libraries Collaborate (CLC)*, which allows free access to the library collection and all library services for library users of all CLC member libraries (i.e., almost every library in the State of Colorado). APU's membership allows APU students equal opportunity free borrowing privileges and direct access to approximately 15,000,000 volumes of the Colorado library repositories and all of the services offered by the Denver-based libraries of University of Colorado at Denver, Metropolitan State University of Denver and the Denver Public Library system and all of its branches, as well as the Library of Congress.

The Library Card may be obtained by an APU student free of charge from any *Colorado Libraries Collaborate (CLC)* member libraries, including the Denver Public Library and all of its branches, University of Colorado at Denver Library, Metropolitan State University Library, Community College of Denver Library and eighteen other Denver-area library systems.

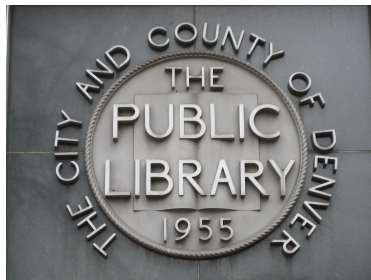
Professional Library Staff Services are available to APU students from APU's Director of Library Services and at all of the member libraries of *Colorado Libraries Collaborate (CLC)*. APU faculty also assist students.

Unlimited Borrowing Privileges are enjoyed by APU students and allows access to learning resources that are among the finest library holdings in business, allied health and counseling, management, government, and ministerial studies of any individual college library or other library systems in the United States. APU students may checkout any of these volumes in two ways:

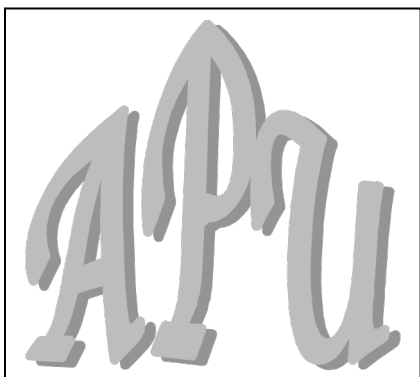
Walk-in checkout procedure. Student may personally walk into any of the listed CLC libraries and checkout one or more books by using their Library Card (the Card is free and each APU student should have his/her own personal Card).

On-Line ordering procedure. If the student's local library system does not have a book, he/she may go to the library's website and order it from another Colorado library for delivery to his/her local library where it may be checked out using the Library Card. Local library links are available at the University website (americanpathways.edu).

APU Library Handbook. Available in hard copy on request and at the University website (americanpathways.edu), the APU Library Handbook provides detailed explanation and step-by-step descriptions on how to checkout books utilizing the *Colorado Libraries Collaborate (CLC)* system.



A free library card allows APU students access to over 15 million volumes



EDUCATIONAL PROGRAMS

Introducing Students to the World of Ideas, Equipping Graduates for the World of Word and Preparing Alumni a Life Well Lived

GENERAL PROGRAMS

American Pathways University offers programs of General Education, Associate of Arts, Bachelor of Arts and Master's degrees, majors, and concentrations, as well as certificate and love of learning programs.

GENERAL EDUCATION

General Education Requirement (30 credits for the A.A. and 44 credits for the B.A.)

Consistent with the standards of accreditation and the best thinking of educational philosophy, theories and values, a General Education Curriculum is required of every student for graduation. General Education is intended to impart the breadth of common knowledge, intellectual concepts, and attitudes that every educated person should possess.

American Pathways University has adopted the General Education requirements for the Bachelor of Arts (B.A.) degree approved by the Colorado Department of Higher Education (CDHE) and utilized by the state's public universities and colleges, which requires a total of 35 academic credits. These requirements include communication (6 credits), mathematics (3 credits), arts & humanities (9 credits), social & behavioral sciences (9 credits), and physical & life sciences (8 credits). APU meets or exceeds these requirements. In order to accentuate the student's breadth of knowledge, American Pathways University's General Education requires additional courses for a total of 44 credits. APU also has adopted the CDHE mandated learning outcomes in addition to APU's own articulated outcomes. See Catalog Addendum.



ASSOCIATE OF ARTS (A.A.)

The Associate of Arts degree includes courses in General Education Curriculum and a major field emphasis. The Associate of Arts prepares students for further study toward the baccalaureate. Generally, the associate degree can be completed in two years of study. Of the credits required for an associate degree, a minimum of 30 credits must be taken at APU.

The A.A. degree gives students an advantage in pursuing vocational and career objectives. The University endeavors to assist students in job placement, but there is no guarantee of employment. For employment opportunities associated with each A.A. Degree emphasis, see the employment outcomes for the B.A. major field foundational courses in this Catalog.

Associate of Arts Graduation Requirements

1. One year of residency with no fewer than 30 credits taken at American Pathways University.
2. Recommendation of the faculty.
3. No outstanding financial obligations to the University.
4. Completion of 60 semester credits of the Associate of Arts academic requirements, including the General Education courses for the A.A. (30 Credits) and a program emphasis (30 credits).
5. A cumulative grade point average (GPA) of 2.0 or higher.

A.A. Degree Emphases

During the Sophomore year, A.A. degree-track students satisfy the 30-credit requirement for an emphasis in one field of study by completing the courses designated by “†” of the B.A. foundation requirement for an emphasis in the program of Allied Health, Business, Management, or Ministry.

- **A.A. in Human Services:** Emphases in human services counseling and applied psychology
- **A.A. in Psychology:** Emphases in applied psychology
- **A.A. in Business:** Emphases in business applications and professional development
- **A.A. in Professional Studies:** Emphases in professional development
- **A.A. in Management:** Program emphasis in management and leadership
- **A.A. in Ministry:** Program emphasis in vocational ministry and church education

The World of Ideas: A.A. Degree General Education Requirement (30 Credits)

General Education is required of every A.A. Degree student for graduation regardless of emphasis. The General Education requirement includes courses in English, speech, language, mathematics, history, philosophy, ethics, sociology, economics, science, the fine arts, political science, and leadership.

Course No.	Course Title	Credits
	COMMUNICATION (6 credits from following)	6
ENG 101	English Composition I (3) - Required	
ENG 111	Composition and Rhetoric (3) or	
SPE 201	Introduction to Speech (3)	
	LANGUAGE (2 credits from following)	2
LAN 123	Hebrew I (2) or	
LAN 133	Greek I (2) or	
LAN 143	Spanish I (2) or	
LAN 103	English As Second Language I (2)	
	ARTS AND HUMANITIES (6 credits from following)	6
PHL 211	Intro to Ethics and Society (3) - Required	
FNA 208	Film Appreciation (3) or	
MUS 201	Music Appreciation (3) or	
LIT 201	Introduction to Literature (3)	

	SOCIAL AND BEHAVIORAL SCIENCES (9 credits from following)	9
HIS 121	Survey of Western Civilization I (3) - Required	
SOC 271	Interpersonal Sociology (3) - Required	
POL 111	American National Government (3) or	
ECO 201	Introduction to Economics (3) or	
SOC 221	Introduction to Sociology (3) or	
PSY 221	General Psychology (3)	
	MATHEMATICS (3 credits from following)	3
MAT 110	College Algebra (3)	
MAT 211	General Statistics (3)	
	SCIENCE (4 credits from following)	4
SCI 110	Introduction to Astronomy (4) or	
SCI 211	Earth Systems Science (4) or	
SCI 221	Science and Scientific Method (4)	

Note: Certain General Education courses are required for the Associate of Arts Degree as follows:

- *SOC 271 Interpersonal Sociology* must be taken at American Pathways University by all A.A. students during the first term of a student's matriculation.
- Four courses that must be completed at APU by all A.A. students—*HIS 121 Survey of Western Civilization I*, *PHL 201 Figures in Western Philosophy*, *PHL 211 Introduction to Ethics and Society*, and *SCI 221 Science & Scientific Method*.
- Depending on a student's A.A. emphasis, the following Social and Behavioral Science courses are required—ECO 201 required for Business; POL 111 required for Management; PSY 221 required for Human Services, Psychology, and Ministry; and SOC 221 required for Professional Development.

The World of Work: A.A. Degree Emphasis Requirement (30 credits)

At least 30 credits must be from the foundational course requirements of a major field of study of one educational program. Courses designated by “†” must be included in the 30-credit requirement of the A.A. These 30 credits must be completed during the sophomore year and be 200-level courses. Where there is an insufficient number of 200-level courses (“†”) in the major field foundation course requirement, a student may select additional 200-level courses from the major field foundation within the educational program in order to complete the 30-credit requirement.

A.A. General Education and Emphasis Learning Outcomes

The Associate's degree has a detailed statement of learning outcomes, that is, the information and skills that a student should possess upon successfully completing the General Education requirements of the degree. These outcomes are stated in the Catalog and in course syllabi. The general vocational outcome of an A.A. Degree is for graduates to achieve regular first-time employment or self-employment or career advancement in the vocational emphases of allied health, business, management, and ministry. Specific learning outcomes for an A.A. Emphasis are found in the corresponding B.A. section of this Catalog.



BACHELOR OF ARTS (B.A.)

The Bachelor of Arts prepares students for success in selected vocations and graduate study. The B.A. requires a General Education Curriculum that features a broad range of studies in the arts and humanities, natural and social sciences, and communication. The B.A. requires completion of a major field program.

The baccalaureate requires 120 college credits and generally can be completed in four years of study. Of the credits required for a Bachelors degree, a minimum of 30 credits must be taken at APU. Subsequent Bachelor degrees earned at American Pathways University require a minimum of 30 credits in residence for each additional degree.

The B.A. degree gives students an advantage in pursuing vocational and career objectives. The University endeavors to assist students in job placement, but there is no guarantee of employment. For employment related categories associated with each B.A. Degree Major, see the B.A. Major Fields, Concentrations and Emphasis section below in this Catalog.

Bachelor of Arts Graduation Requirements

1. One year of residency with no fewer than 30 credits taken at American Pathways University.
2. Recommendation of the faculty.
3. Formal and timely application for graduation.
4. No outstanding financial obligations to the university.
5. A cumulative grade point average (GPA) of 2.0 or higher.
6. Completion of a minimum of 120 semester credits of the Bachelor of Arts acquirements: the General Education curriculum for the B.A. (44 credits), a major field program (60 credits), and personal development electives (16 credits).

• General Education Requirement	44 credits
• Major Field Foundation and Concentration	60 credits
• Personal Development and Electives	16 credits

B.A. Degree Majors

A student satisfies the requirements for a major in one of the following fields of study by completing the courses of the B.A. foundation requirement for Allied Health, Business, Management, or Ministry and the courses of a career concentration.

- **B.A. in Human Services:** Concentrations in addiction counseling and domestic violence counseling
- **B.A. in Psychology:** Concentrations in human resource management psychology, institutional psychology, and therapeutic psychology
- **B.A. in Business:** Concentrations in business management, entrepreneurship, project management, and business information technology
- **B.A. in Professional Studies:** Concentrations in human resource management and project management consultation
- **B.A. in Management:** Concentrations in transformational management, public policy leadership, or non-governmental organizational (NGO) management and leadership
- **B.A. in Ministry:** Concentrations in pastoral ministry, church education, chaplaincy, or spiritual formation counseling

B.A. Degree Minors

A minor entails the completion of 18 semester credits, depending on the field of study. A student whose vocational field yields a minimum of 18 college-equivalent credits in that field through the portfolio documentation process may make application to have those credits count toward an academic minor in that field.

B.A. General Education Learning Outcomes

The Bachelor's degree has a detailed statement of learning outcomes, that is, the information and skills that a student should possess upon successfully completing the General Education requirements of the degree and the foundation and concentration requirements of a Major Field for the B.A. degree. These outcomes are stated in this Catalog (see Addendum) and in course syllabi.

B.A. Major Field Learning Outcomes

Each major field and concentration has a detailed statement of learning outcomes, that is, the information and skills that a student should possess upon successfully completing the program's requirements. These outcomes are stated in the American Pathways University Academic Catalog (available from the Office of Academic Affairs or at the University's Website) and in course syllabi.

The World of Ideas: B.A. Degree General Education Requirement (44 credits)

General Education is required of every B.A. Degree student for graduation regardless of major field and concentration. The General Education requirement includes courses in English, speech, language, mathematics, history, philosophy, ethics, sociology, economics, science, the fine arts, political science, and leadership.

Course No.	Course Title	Credits
	COMMUNICATION (6 credits from following)	6
ENG 101	English Composition I (3) - Required	
ENG 111	Composition and Rhetoric (3) or	
SPE 201	Introduction to Speech (3)	
	LANGUAGE (6 credits from following)	6
LAN 123	Hebrew I (2) and	
LAN 124	Hebrew II (2) or	
LAN 133	Greek I (2) and	
LAN 134	Greek II (2) or	
LAN 143	Spanish I (2) and	
LAN 144	Spanish II (2) or	
LAN 103	English as Foreign Language I (2) and	
LAN 104	English as Foreign Language II (2)	
	Language Comprehension (2) - Required: LAN 256, or 257, or 258 or 259	
	ARTS AND HUMANITIES (9 credits from following)	9
PHL 201	Figures in Western Philosophy (3) - Required	
PHL 211	Intro to Ethics and Society (3) - Required	
FNA 208	Film Appreciation (3)	
MUS 201	Music Appreciation (3) or	
LIT 201	Introduction to Literature (3)	
	SOCIAL AND BEHAVIORAL SCIENCES (12 credits from following)	12
HIS 121	Survey of Western Civilization I (3) - Required	
SOC 271	Interpersonal Sociology (3) - Required	
HIS 131	Survey of Western Civilization II (3) or	
HIS 221	American/US History to 1865 (3) or	
HIS 231	American/US History since 1865 (3) or	
POL 111	American National Government (3) or	
ECO 201	Introduction to Economics (3) or	
SOC 221	Introduction to Sociology (3) or	
PSY 221	General Psychology (3)	
	MATHEMATICS (3 credits from following)	3

MAT 110	College Algebra (3) or	
MAT 211	General Statistics (3)	
	SCIENCE (8 credits from following)	8
SCI 201	Introduction to Astronomy (4) and/or	
SCI 211	Earth Systems Science (4) and/or	
SCI 221	Science and Scientific Method (4)	

Note: Certain General Education courses are required as follows:

- *SOC 271 Interpersonal Sociology* must be taken at American Pathways University by all students during the first term of a student's matriculation.
- Four courses that must be completed at APU—*HIS 121 Survey of Western Civilization I*, *PHL 201 Figures in Western Philosophy*, *PHL 211 Introduction to Ethics and Society*, and one science course.
- Depending on a student's major field program, the following Social and Behavioral Science courses are required—ECO 201 required for Business; POL 111 required for Management; PSY 221 required for Human Services, Psychology, and Ministry; and SOC 221 required for Professional Development.

The World of Work Requirements: A.A. Emphasis (30 credits) and B.A. Major (60 credits)

MAJOR FIELDS, CONCENTRATIONS AND EMPHASES

Each of the following B.A. Degree programs has a 36-credit foundational requirement shared in common by each 24-credit concentration for a total of 60 credits. A.A. Degree students must satisfy an emphasis requirement by completing courses designated by “†” of the B.A. foundational requirement for a total of 30 credits.

SCHOOL OF ALLIED HEALTH

A.A. and B.A. Degrees in Human Services and Psychology

The School of Allied Health provides degree programs in human services counseling and applied psychology—each degree with its own foundational curriculum (36 credits) and elective concentrations (24 credits). Completion of the foundation and a concentration satisfies the requirements of a Bachelor's Degree in Human Services or Psychology.

A Bachelor's Degree gives students an advantage in pursuing career objectives and professional advancement in human services or psychology. The Associate's Degree courses (designated by “†”) are designed to provide students with an entry-level vocational foundation. The University endeavors to assist students in job placement, but there is no guarantee of employment.

HUMAN SERVICES DEGREE PROGRAM (60 credits)

Credentials: The Associate of Arts and the Bachelor of Arts

The Human Services Degree provides preparation for careers in human services counseling, including addiction counseling and domestic violence counseling. Students complete the General Education requirements (44 credits), the foundation requirement (36 credits), and the courses of a concentration (24 credits). An additional 16 elective credits are required to complete a B.A. degree for a total of 120 credits.

During the sophomore year, A.A. degree-track students with an emphasis in human services must complete courses designated by “†” of the following listed courses of the B.A. Human Services Foundation Requirement for a total of 30 credits plus 30 General Education credits for a total of 60 credits.

Students interested in certification by the Colorado Department of Human Services as Certified Addiction Counselors (CAC) are advised that APU does not issue CAC certificates. *The concentration in addiction counseling* studies alcoholism, drug abuse, gambling, eating disorders, and violence addiction. Courses are part of the requirements for the Certified Addiction Counselor certificates (CAC 1, 2, 3) issued by the Colorado Department of Human Services – Division of Behavioral Health. CAC I, II, III certification require 1000, 2000, 3000 field hours, respectively. Completion of the concentration also prepares the student to take the NAADAC Level I and Level II (NCAC I and II) examinations. NAADAC is the Association for Addiction Professionals, the largest member organization serving addiction counselors, educators, and other addiction-focused health care professionals, who specialize in addiction prevention, treatment and education. Completion of the APU program prepares the student to take the NAADAC (NCAC II) examination, which is a prerequisite for licensure as an addiction counselor, but passing the NAADAC examination is not guaranteed.

The overall learning outcome of the B.A. in Human Services is for graduates to achieve regular first-time employment or self-employment or career advancement in the field of human services. Such employment or career advancement includes **career opportunities** in teaching, research, social work, health sciences, advertising, marketing, grant writing, personnel and business management, public administration, conflict mediation, drug counseling, domestic counseling, victim advocacy, and a variety of entry-level human services related employment positions typically filled by HR departments of service agencies, government, business, justice system, or community and social services. As a degree in the behavioral sciences, the B.A. in Human Services meets the educational requirement by the Colorado Division of Behavioral Health for the highest level of licensure as a Certified Addictions Counselor (CAC III).

Specific learning outcomes of the program include technical information and skills for employment, skills and qualifications necessary for advancement, and personal enrichment in the field.

Human Services Foundation Requirement (36 credits; A.A. required courses designated by †)

Course No.	Course Title	Credits
HSE 204	Counseling the Substance Abuser †	3
HSE 220	Multicultural Issues in Human Services	3
HSE 223	Group Counseling Skills †	3
HSE 226	Trauma Informed Care †	3
HSE 240	Psychopathology and the Mental Health Clinician †	3
HSE 246	Fundamentals of Motivational Interviewing †	3
HSE 248	Therapeutic Cognitive Behavior †	3
HSE 250	Addiction Treatment, Immunity and Infectious Disease †	3
HSE 251	Pharmacology of Drugs and Alcohol †	3
HSE 266	Ethical and Legal Issues in Human Services †	3
PHL 221	Critical Thinking †	3
PSY 205	Applied Psychology	3

Learning Outcomes for the human services foundation requirement: As a result of successfully completing the human services foundational requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Human Services Employment Opportunities.** Completion of the human services foundation requirement (including A.A. Degree requirements indicated by “†”) meets the educational requirement for licensure as a Certified Addictions Counselor level I and II by the Colorado Division of Behavioral Health. An additional 1,000 and 2,000 hours, respectively, of clinically supervised work experience is required for licensure and certification. Employment opportunities include **self-employment** in counseling and **employment or professional advancement** in positions that may be offered by HR departments involve teaching, counseling, research, social work, human sciences, drug and domestic counseling, victim advocacy, and human services.
- **Information and Skills.** Working knowledge of addiction pharmacology and diagnostic skills to

identify pharmacological syndromes in addiction and implement appropriate therapeutic intervention. Knowledge of demographics and application of appropriate counseling skills vis-à-vis psychopathology, pharmacology, and specific care paradigms and psychologies.

- **Advancement Skills and Qualifications.** Analytical skills of critical thinking, problem-solving, and decision-making. Utilization of client-centered, counselor-directed, didactic, and experiential techniques in counseling. Soft skills, including personal traits and interpersonal relationships valued by employers and essential to successful organizations.
- **Personal Enrichment in Field.** Professional ethical standards, dilemma resolution and best practices, applicable government regulations, intervention and therapeutic strategies and techniques, patient/counselor relationships, and testing and assessment methods.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Identify and analyze norms, social order, conflict, deviance, social changes, and minorities as these concepts and processes are relevant to the human services field;
 - Develop and apply psychological analysis of various components of group dynamics; and
 - Explore and evaluate (by case study method) dimensions of professional ethics (professional practice, personal and social ethics) with applications to one's profession (business, church, community leadership).

Concentration in Addiction Counseling (24 credits for a B.A. major)

Course No.	Course Title	Credits
HSE 355	Psychotherapy Internship I	3
HSE 356	Psychotherapy Internship II	3
HSE 451	Psychotherapy Internship III	3
HSE 460	Clinical Supervision in Human Services	3
HSE 470	Advanced Motivational Interviewing and Professional Practice	3
PSY 241	Abnormal Psychology	3
PSY 331	Social Psychology	3
PSY 481	Behavioral Psychology	3

Learning Outcomes for the addiction counseling concentration: As a result of successfully completing the addiction counseling requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Addiction Counseling Employment Opportunities.** Completion of the foundation requirement and the addiction counseling concentration meets the educational requirement for licensure as a Certified Addictions Counselor level I, II, and III by the Colorado Division of Behavioral Health. An additional 1,000, 2,000, and 2,000 hours, respectively, of clinically supervised work experience is required for licensure and certification. Employment opportunities include **self-employment** in counseling and **employment or professional advancement** in positions that may be offered by HR departments involve teaching, counseling, research, social work, human sciences, drug and domestic counseling, victim advocacy, and human services.
- **Information and Skills.** Principles, best practices, and regulatory requirements for clinical supervision. Resistance mitigation skills for particular recovery-stages and relapse-situations and motivational interviewing skills that promote essential change. Preparation for the NAADAC examination.
- **Advancement Skills and Qualifications.** Professional best practices, including therapeutic and relational counseling skills. Clinical records management skills and supervisory feedback techniques. Working knowledge of behavioral psychology and predictable human responses to environmental stimuli, including analytical skills of interpreting measurable data and human activity and utilizing the behavioral theories and techniques of Pavlov, Watson, and Skinner.
- **Personal Enrichment in Field.** Understanding and evaluation of counseling approaches, such as Reality, Behavior and Gestalt therapy and theories proposed by such original therapist as Rogers, Frankl, Adler and Freud.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this

program provides breadth preparation as follows:

- Ability to differentiate between substance abuse and dependence—the alcoholic and non-alcoholic;
- Counsel dual diagnosis clients using a multi-dimensional bio-psycho-social model and help clients assess their own level of cultural awareness, sensitivity, and competency; and
- Utilize pre- and post-test counseling, risk assessment, risk reduction, and HIV data in infectious disease/alcohol/drug treatment counseling.

Concentration in Domestic Violence Counseling (24 credits for a B.A. major)

Course No.	Course Title	Credits
HSE 357	Human Services Internship I	3
HSE 358	Human Services Internship II	3
HSE 390	Fundamentals of Intervention	3
HSE 440	Pathologies of Violence	3
HSE 450	Human Services Internship III	3
HSE 470	Advanced Motivational Interviewing and Professional Practice	3
HSE 480	Violence Offenders	3
PSY 331	Social Psychology	3

Learning Outcomes for the concentration in domestic violence counseling: As a result of successfully completing the marriage and family counseling requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Domestic Violence Counseling Employment Opportunities.** Completion of the foundation requirement and the domestic violence counseling concentration prepares graduates for **self-employment** in domestic violence counseling, conflict mediation, and personnel and business management and **employment or professional advancement** in positions that may be offered by HR departments involve teaching, counseling, research, social work, human sciences, grant writing, personnel and business management, drug and domestic counseling, victim advocacy, and human services.
- **Information and Skills.** Working knowledge of violence abusers and victims and the dynamics of perpetrator treatment. Development of a psychologically integrated model and skills of domestic violence intervention. Resistance mitigation skills for particular recovery-stages and relapse-situations and motivational interviewing skills that promote essential change.
- **Advancement Skills and Qualifications.** Working knowledge of the MCMI-III data and batterer typologies, risk assessment, and treatment planning.
- **Personal Enrichment in Field.** Evaluation, application, and contrast of violence and abuser related laws and the codes of ethics of the State of Colorado and American Association of Marriage and Family Therapist and resultant dilemmas.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Describe and utilize statistical and other metric techniques to describe and analyze human behavior;
 - Describe and demonstrate Family Life Cycle theory and theory of continuous/discontinuous changes; and
 - Application of an outline of the history of marriage and family theory in counselor-client contexts.

PSYCHOLOGY DEGREE PROGRAM (60 credits)

Credentials: The Associate of Arts and the Bachelor of Arts

The Psychology Degree provides preparation for careers that utilize human psychology in workplace and therapeutic settings, including human resource management, institutional applied psychology (such as HR departments and student services), and therapeutic applied psychology (such as counselors, caseworkers,

and paraprofessionals). Students complete the General Education requirements (44 credits), the foundation requirement (36 credits), and an elective concentration (24 credits). An additional 16 elective credits are required to complete a B.A. degree for a total of 120 credits.

During the sophomore year, A.A. degree-track students with an emphasis in applied psychology must complete courses designated by “†” of the following listed courses of the B.A. Psychology Foundation Requirement for a total of 30 credits plus 30 General Education credits for a total of 60 credits.

The professional practice of psychology beyond applied psychology (e.g., paraprofessionals), however, requires postgraduate-level training toward the master’s or doctorate degree. In addition to vocational concentrations, the undergraduate program develops a broad-based competency that creates a deeper understanding of human functioning and prepares students for graduate school.

The overall learning outcome of the B.A. in Psychology is for graduates to achieve regular first-time employment or self-employment or career advancement in the field of psychology. Such employment or career advancement includes **career opportunities** in teaching, research, social work, health sciences, advertising, marketing, grant writing, personnel and business management, public administration, conflict mediation, drug counseling, domestic counseling, victim advocacy, and a variety of entry-level psychology or para-psychology related employment positions typically filled by HR departments of service agencies, government, business, justice system, or community and social services. As a degree in allied health and the behavioral sciences, the B.A. in Psychology meets the educational requirement by the Colorado Division of Behavioral Health for the highest level of licensure as a Certified Addictions Counselor (CAC III).

Specific learning outcomes of the program include technical information and skills for employment, skills and qualifications necessary for advancement, and personal enrichment in the field.

Psychology Foundation Requirement (36 credits; A.A. required courses designated by †)

Course No.	Course Title	Credits
PSY 205	Applied Psychology †	3
PSY 215	Cognitive Psychology (Age Specific) †	3
PSY 231	Life Span Developmental Psychology †	3
PSY 241	Abnormal Psychology †	3
PSY 245	Counseling Skills Praxis †	3
PSY 341	Tests and Measurements (Experimental Psychology)	3
HSE 203	Counseling Skills †	3
HSE 204	Counseling the Substance Abuser †	3
HSE 223	Group Counseling Skills †	3
HSE 248	Therapeutic Cognitive Behavior †	3
HSE 311	Spiritual Alliances	3
PHL 221	Critical Thinking †	3

Learning Outcomes for applied psychology foundation requirement: As a result of successfully completing the psychology foundational requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Applied Psychology Employment Opportunities.** Completion of the psychology foundation requirement is preparation for employment opportunities including **self-employment** in a variety of enterprises and services involving human relationships, motivation, and behavior, such as advising, advocacy, mediation and conflict resolution, marketing and sales, and **employment or professional advancement** in positions that may be offered by HR departments requiring a paraprofessional psychology background may involve teaching, research, social work, human sciences, drug and domestic counseling, victim advocacy, mediation, and human services.
- **Information and Skills.** Working knowledge of age-specific and pathology-specific applied psychology (cognitive, developmental, abnormal) and related counseling skills and praxiology.
- **Advancement Skills and Qualifications.** Analytical skills of critical thinking, problem-solving,

and decision-making. Utilize psychology-enhanced research skills to formulate counseling strategies, practices, and techniques relative to human motivation and behavior. Evaluation and use of therapeutic tests, measurements, and alliances. Soft skills, including personal traits and interpersonal relationships valued by employers and essential to successful organizations.

- **Personal Enrichment in Field.** Broad-based competency and depth understanding of human functioning that leads to success and advancement in psychology-related professional endeavors and education.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Paraprofessional skills in public and private human services venues, including clinics and hospitals, social services casework, educational advising, human resource departments, and church and para-church ministries; and
 - Working knowledge of general psychology, human resource skills, or cognitive fields in vocations or graduate studies for which the bachelor's degree with a psychology major is prerequisite or desirable.

Concentration in Human Resource Management, with a psychology emphasis (24 credits for a B.A. major)

Course No.	Course Title	Credits
PSY 301	Psychology and Group Dynamics or PSY 481 Behavioral Psychology	3
BUS 201	Group and Organizational Dynamics or PSY 308 Career Psychology	3
BUS 202	Leadership and Management	3
BUS 311	Interpersonal Relationships and Dynamics	3
BUS 331	Human Resource Management	3
BUS 431	Small Business Administration	3
BUS 489	Empowering People	3
HSE 246	Fundamentals of Motivational Interviewing	3

Learning Outcomes for the concentration in human resources management, with a psychology emphasis:
As a result of successfully completing the psychology human resource management requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Human Resources Management Employment Opportunities.** Completion of the psychology foundation requirement and the human resources management concentration, with an emphasis in psychology, prepares graduates for **self-employment** in a variety of human resource management enterprises and services in personnel and business management and **employment or professional advancement** in positions that may be offered by HR departments requiring a psychology background may involve teaching and training personnel, personnel counseling, research, social work, human sciences, mediation and conflict resolution, drug and domestic counseling, victim advocacy, and human services.
- **Information and Skills.** Working knowledge of the interpersonal relationships of group and organizational dynamics and human resources leadership and counseling skills, including use of psychometric tools and analysis applicable to career psychology, development, and guidance.
- **Advancement Skills and Qualifications.** Working knowledge of behavioral psychology and predictable human responses to environmental stimuli, including analytical skills of interpreting measurable data and human activity and utilizing the behavioral theories of Pavlov, Watson, and Skinner.
- **Personal Enrichment in Field.** Comprehension of and competency in business HR leadership and management skills of planning, recruitment, and administration, including personnel performance evaluation, empowerment and motivational skills, and delegation and decision-making.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Skills that facilitate HR planning, recruitment, staffing, performance management, compensation, and benefits management, including skills utilizing effective human

- management theory and practice in a business, government or other career setting;
- Ability to utilize a systems management model to identify and solve organizational problems in business, including advanced skills in decision-making and problem solving techniques in management settings;
- Competency in the effective use of verbal and nonverbal communication skills, feedback processes, conflict resolution techniques, clear lines of authority, and group and task management to promote healthy work relationships and freedom for frontline personnel to timely respond to business needs; and
- Management skills for financial planning, budgeting, control, capital investment, and risk.

Concentration in Institutional Applied Psychology (24 credits for a B.A. major)

Course No.	Course Title	Credits
PSY 301	Psychology and Group Dynamics	3
PSY 308	Career Psychology	3
PSY 331	Social Psychology	3
PSY 401	Environmental Psychology	3
PSY 441	Neural Psychology	3
PSY 481	Behavioral Psychology	3
PSY 490	Psychology Capstone	3
HSE 460	Clinical Supervision in Human Services	3

Learning Outcomes for the institutional applied psychology concentration: As a result of successfully completing the institutional applied psychology requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Institutional Applied Psychology Employment Opportunities.** Completion of the psychology foundation requirement and the institutional applied psychology concentration prepares graduates for **self-employment** in a variety of organizational/industrial enterprises and services and **employment or professional advancement** in positions that may be offered by HR departments requiring a psychology background may involve teaching, research, social work, human sciences, mediation and conflict resolution, drug and domestic counseling, victim advocacy, and human services.
- **Information and Skills.** Working knowledge of and competency in skills of interpersonal relationships of group and organizational dynamics, human resources, leadership, and communication for decision-making, conflict resolution, and institutional productivity.
- **Advancement Skills and Qualifications.** Principles, best practices, and regulatory requirements for clinical supervision. Working knowledge of behavioral psychology and predictable human responses to environmental stimuli, including analytical skills of interpreting measurable data and human activity and utilizing the behavioral theories and techniques of Pavlov, Watson, and Skinner.
- **Personal Enrichment in Field.** An appreciation for the human brain and nervous system and related functions and abilities in an institutional context and personal hands-on workplace experience of institutional applied psychology in such venues of clinics, hospitals, social services, casework, educational advising, human resources departments, churches, and para-church ministries.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Ability to evaluate human personality, behavior, and individuality in institutional contexts and group dynamics;
 - Able to understand and apply commonly used approaches in assessment and measurement of human personality, behavior, and social intercourse;
 - Working understanding of how the brain is organized and functions, the relationship between the mind and body, neuroscience, biological psychology, and human behavior; and
 - Understand and use the psychological paradigms and motivational predicates of human behavior (e.g., Maslow's Hierarchy of Needs), motivational theories, and leadership styles that are useful for applications of psychology in organizational and institutional environments.

Concentration in Therapeutic Applied Psychology (24 credits for a B.A. major)

Course No.	Course Title	Credits
PSY 311	Age Specific Developmental Psychology (Child & Adolescent)	3
PSY 335	Human Nature & Psychological Method	3
PSY 401	Environmental Psychology	3
PSY 461	Death and Dying	3
PSY 471	Psychology of Religion	3
PSY 481	Behavioral Psychology	3
PSY 490	Psychology Capstone	3
HSE 429	Grief and Loss	3

Learning Outcomes for the therapeutic applied psychology concentration: As a result of successfully completing the therapeutic applied psychology requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Therapeutic Applied Psychology Employment Opportunities.** Completion of the psychology foundation requirement and the therapeutic applied psychology concentration prepares graduates for **self-employment** in a variety of parapsychology enterprises and services and **employment or professional advancement** in positions that may be offered by HR departments requiring a paraprofessional psychology background may involve teaching, research, social work, human sciences, mediation and conflict resolution, drug and domestic counseling, victim advocacy, human services, clinic and hospital venues, educational advising, human resource departments, church and para-church ministry.
- **Information and Skills.** Working knowledge of age-specific development and corresponding therapeutic skills. Counseling skills to provide therapeutic assistance and coping techniques for people dealing with death, dying, loss, or change across the spectrum of human experience and relationships.
- **Advancement Skills and Qualifications.** Working knowledge of how environment and ergonomics affect human well-being and therapeutic strategy and psychological care.
- **Personal Enrichment in Field.** An appreciation of human nature, psychological method, and the positive and negative affects of religious attitudes and secular culture on human psychology (soul) and effective therapeutic treatment.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Psychology background for future graduate studies for which the bachelor's degree with a psychology major is prerequisite or desirable;
 - Identify the founders and evaluate the theories of human personality of the major psychotherapy systems, including their therapeutic processes, content, effectiveness, and inter-relationships; and
 - Analyze and apply selected psychotherapy systems, strategies, and techniques;

SCHOOL OF BUSINESS

A.A. and B.A. Degrees in Business and Professional Studies

The School of Business provides degree programs in business and professional studies—each degree with its own foundational curriculum (36 credits) and elective concentrations (24 credits). Completion of the foundation and a concentration satisfies the requirements of a Bachelor's degree in Business or Professional Studies.

The Bachelor's Degree gives students an advantage in pursuing career objectives and professional advancement in business and professional endeavors. The Associate's Degree courses (designated by “†”) are designed to provide students with an entry-level vocational foundation. The University endeavors to

assist students in job placement, but there is no guarantee of employment.

BUSINESS DEGREE PROGRAM (60 credits)

Credentials: The Associate of Arts and the Bachelor of Arts

The Business Degree provides preparation for careers in business applications, including business management, business entrepreneurship, project management, and business information technology. Students complete the General Education requirements (44 credits), the foundational requirement (36 credits), and the courses of a concentration (24 credits). An additional 16 elective credits are required to complete a B.A. degree for a total of 120 credits.

During the sophomore year, A.A. degree-track students with an emphasis in business must complete courses designated by “†” of the following listed courses of the B.A. Business Foundation Requirement for a total of 30 credits plus 30 General Education credits for a total of 60 credits.

The overall learning outcome of the B.A. in Business is for graduates to achieve regular first-time employment or self-employment or career advancement in the field of business. Such employment or career advancement includes **career opportunities** in market research, advertising, marketing, grant writing, personnel and business management, business information technology, entrepreneurship, public administration, project management, conflict mediation, and a variety of business and services employment positions typically filled by HR departments of service agencies, government, business, and non-profit or community service organizations.

Specific learning outcomes of the program include technical information and skills for employment, skills and qualifications necessary for advancement, and personal enrichment in the field.

Business Applications Foundation Requirement (36 credits; A.A. required courses designated by †)

Course No.	Course Title	Credits
BUS 201	Group and Organizational Dynamics †	3
BUS 202	Leadership and Management †	3
BUS 212	Business and Interpersonal Skills †	3
BUS 221	Decision Making and Problem Solving †	3
BUS 241	Financial Management †	3
BUS 243	Accounting Systems †	3
BUS 244	Finance Systems †	3
BUS 285	Business Law †	3
BUS 411	Systems Management	3
PHL 221	Critical Thinking †	3
PHL 281	Personal and Social Ethics	3
PSY 205	Applied Psychology †	3

Learning Outcomes for the business applications foundation requirement: As a result of successfully completing the business foundational requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Business Applications Employment Opportunities.** Completion of the business foundation requirement is preparation for employment opportunities including **self-employment** in a variety of enterprises and services involving business management, entrepreneurship, and technology and **employment or professional advancement** in positions that may be offered by HR departments requiring a business background may involve industrial organization and leadership training, management, business technology, marketing and sales, government, NGO and non-profits, domestic and international commerce, health care, accounting, financial planning and services, economics, personnel resources, recruitment and services, and project planning and management.
- **Information and Skills.** Working knowledge of appropriate organizational structures for a variety

of business operations and ability to analyze financial reports in order to make effective business decisions. Comprehension of accounting and finance systems and business and contract law. Competencies in time management and interpersonal skills and techniques, including negotiation, workplace communication and relationships, conflict resolution, and training and coaching personnel.

- **Advancement Skills and Qualifications.** Analytical skills of critical thinking, decision-making, and problem-solving. Leadership and management techniques including systems management, situational management and leadership, and related competencies. Use of the systems management model to identify and solve organizational problems in business. Soft skills, including personal traits and interpersonal relationships valued by employers and essential to successful organizations.
- **Personal Enrichment in Field.** Ethical standards and ethical dilemma resolution, with applications to personal, social, professional life in the world of work.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Leadership techniques related to group and organizational dynamics; and
 - Manage healthy workplace relationships, communications, and feedback.

Concentration in Business Management (24 credits for a B.A. major)

Course No.	Course Title	Credits
BUS 311	Interpersonal Relationships and Dynamics	3
BUS 331	Human Resource Management	3
BUS 342	Business Accounting	3
BUS 362	Logistics Management or BUS 391 Project Management Scope	3
BUS 381	Project Management Systems	3
BUS 421	Leadership and Management Plan	3
BUS 431	Small Business Admin. or BUS 441 Nonprofit Business Admin.	3
BUS 489	Empowering People	3

Learning Outcomes for the business management concentration: As a result of successfully completing the business management requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Business Management Employment Opportunities.** Completion of the business applications foundation requirement and the business management concentration prepares graduates for **self-employment** in a variety of business enterprises and services and **employment or professional advancement** in positions that may be offered by HR departments requiring a business background may involve general business management and administration, human resource management including teaching/training/coaching, administrative assistant, contract administrator, accounting, financial analyst and comptroller, project manager, and non-profit management, such as community-based service organizations, clinics, churches, and para-church ministries.
- **Information and Skills.** Working knowledge of HR planning and management skills, recruitment and compensation, performance evaluation, and procedures for empowerment of personnel to promptly use authority and freedom to address existential internal organizational needs and changing external conditions. Leadership and management techniques, including systems management and situational leadership. Project management competencies, including scope, logistics, and systems.
- **Advancement Skills and Qualifications.** Competencies in interpersonal relationships, organizational dynamics, and group behavior to promote efficient task management and resolution of group conflicts. Comprehension of the unique characteristics of non-profit business administration.
- **Personal Enrichment in Field.** Consideration and development of an effective ethical model in a management environment.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Effective verbal and nonverbal communication and feedback techniques.

- Fulfill the certification requirements for Project Management Professional; and
- Ability to pass the certification test given by the Project Management Institute (PMI) and qualify for “Certified Associate in Project Management” awarded by PMI.

Concentration in Business Entrepreneurship (24 credits for a B.A. major)

Course No.	Course Title	Credits
BUS 362	Business Planning	3
BUS 371	Entrepreneurship	3
BUS 375	Brand Creation and Management	3
BUS 377	Marketing Strategies and Social Networking	3
BUS 421	Leadership and Management Plan	3
BUS 431	Small Business Administration	3
BUS 489	Empowering People	3
BUS 493	Legal Issues in Business Planning	3

Learning Outcomes for the business entrepreneurship concentration: As a result of successfully completing the business entrepreneurship requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Business Entrepreneurship Employment Opportunities.** Completion of the business applications foundation requirement and the business entrepreneurship concentration prepares graduates for **self-employment** in a variety of business enterprises and services and **employment or professional advancement** in positions that may be offered by HR departments requiring a business entrepreneurship background in business concepts, procedures, practices and networking may involve partnerships, C-level and mid-level management, business consultation, accounts management, marketing, leads follow up, sales representative, research and development (R&D), not-for-profit fund raising, networking, and leadership and personnel recruitment and training.
- **Information and Skills.** Working knowledge of the mindset and techniques of entrepreneurship, including inspiration, initiative, and innovation. Competencies in market research, organizational science, business planning, marketing, and business technology. Brand management and best practices for superior customer service and reviews.
- **Advancement Skills and Qualifications.** Comprehension of and utilization of business law and legal resources relative to insurance, zoning, contracting, labor laws, regulating agencies, and tax implications. Development of high performance teams for administration, manage change, competitive advantage, and delivery of products and services.
- **Personal Enrichment in Field.** Understand the place of ethics and best practices at each stage of entrepreneurial endeavor, from concept development, product/services creation, organizational efficiency/continuity, and colleague, client and customer relations. Acquaintance with the success stories, strategies, and techniques of the great entrepreneurs of history.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Understanding of social media, websites, and the internet for business application; and
 - Business economics, including incorporation, assets, leverage, investors, IPOs, and the stock market.

Concentration in Project Management (24 credits for a B.A. major)

Course No.	Course Title	Credits
BUS 381	Project Management Systems	3
BUS 391	Project Management Scope	3
BUS 395	Project Time and Schedule Management	3
BUS 396	Project Cost Management	3
BUS 397	Project Human Resources and Communication Management	3
BUS 481	Project Risk Management	3
BUS 485	Project Procurement Management	3
BUS 491	Advanced Project Management	3

Learning Outcomes for the project management concentration: As a result of successfully completing the business project management requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Project Management Employment Opportunities.** Completion of the business applications foundation requirement and the project management concentration prepares graduates for **self-employment** in a variety of business enterprises and services and **employment or professional advancement** in positions that may be offered by HR departments requiring a project management background in initiating, planning, executing, controlling, and completing specific project goals, criteria, timetables and budget may involve projects and consultations in the public, private, and not-for-profit sectors.
- **Information and Skills.** Working knowledge of project planning and scheduling, time phased budgeting, human resource planning, vendor selection criteria, and project review checklists. Ability to develop a WBS and sequence it into a Gantt Chart, PERT Chart, and a Network Diagram with an analysis of the Critical Path.
- **Advancement Skills and Qualifications.** Client and stakeholder communication and coordination skills and techniques. Competencies in project technical feasibility, resource availability, procurement and allocation, monitoring and tracking progress, and contingency, cost and risk management.
- **Personal Enrichment in Field.** Preparation for passing the Global Exam for PMP® or CAPM®.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Project management competencies demonstration by passing a PMI exam equivalent in preparation for PASSING the Global Exam for PMP® or CAPM®; and
 - Project management certification is offered separately and tests are proctored daily by PMI®.

Concentration in Business Information Technology (24 credits for a B.A. major)

Course No.	Course Title	Credits
BUS 345	Business Information Systems	3
BUS 376	Designing Business Presentations	3
BUS 412	Information Systems Management	3
CAP 201	Fundamentals of Computing	3
CAP 215	Computer Applications for Business	3
CAP 331	Website Design and Management	3
CAP 411	Harnessing the Web for Business	3
CAP 412	Data Mining for Business	3

Learning Outcomes for the business information technology concentration: As a result of successfully completing the business information technology requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Business Information Technology Employment Opportunities.** Completion of the business applications foundation requirement and the business information technology concentration prepares graduates for **self-employment** in a variety of business enterprises and services and **employment or professional advancement** in positions that may be offered by HR departments requiring an information technology background in information systems and management, business IT applications, and commercial use of the World Wide Web may involve positions and consultations in the public, private, and not-for-profit sectors.
- **Information and Skills.** Working knowledge of IT systems and business operations. Competencies in designing business presentations, website design and management, and business use of the web.
- **Advancement Skills and Qualifications.** WWW business data mining and analysis for use in business decisions and marketing. Competencies in adding business value via the use of business information technology.
- **Personal Enrichment in Field.** Ethical and legal aspects of information technology and business applications.

- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Internet connectivity and harnessing the web for business;
 - Marketing strategies using information systems and internet technologies; and
 - Trends in information technology and business.

PROFESSIONAL STUDIES DEGREE PROGRAM (60 credits)

Credentials: The Associate of Arts and the Bachelor of Arts

The Professional Studies Degree provides preparation for professional career development for middle-management professionals seeking career advancement, including to executive management, and for those preparing to become managers, including human resource management and project management consultation. Students complete the General Education requirements (44 credits), the foundational requirement (36 credits), and an elective concentration (24 credits). An additional 16 elective credits are required to complete a B.A. degree for a total of 120 credits.

During the sophomore year, A.A. degree-track students with an emphasis in professional studies must complete courses designated by “†” of the following listed courses of the B.A. Professional Studies Foundation Requirement for a total of 30 credits plus 30 General Education credits for a total of 60 credits.

“It is not so very important for a person to learn facts. For that he does not really need a college. He can learn them from books. The value of an education ... is not learning of many facts but the training of the mind to think something that cannot be learned from textbooks” (Albert Einstein). This is the essence of Professional Studies at American Pathways University. The Professional Development program offers a deep view of the arts, humanities, and sciences attractive to graduate schools, corporate leadership, public service, and entrepreneurship. In addition to the concentrations listed here, the University is also able to design a vocational concentration in collaboration with the student and qualified educators and professionals both at the University and in the general community.

The overall learning outcome of the B.A. in Professional Studies is for graduates to achieve regular first-time employment or self-employment and especially career advancement in their current position in the field of business. Such employment or career advancement includes **career opportunities** in market research, advertising, marketing, grant writing, personnel and business management, business information technology, entrepreneurship, public administration, project management, conflict mediation, and a variety of business and services employment positions typically filled by HR departments of service agencies, government, business, and non-profit or community service organizations.

Specific learning outcomes of the program include technical information and skills for employment, qualifications necessary for advancement, and personal enrichment in the field.

Professional Development Foundation Requirement (36 credits; A.A. required courses designated by †)

Course No.	Course Title	Credits
LIT 209	Classic & Popular Literature †	3
LIT 211	Shakespeare †	3
LIT 231	Proverbial Literature †	3
LDR 281	Intercultural Communication †	3
PHL 221	Critical Thinking †	3
PHL 231	Ethics in the Urban World †	3
PHL 241	Argument and Persuasion †	3
PHL 281	Personal and Social Ethics †	3
PSY 205	Applied Psychology †	3
SOC 461	Urban Sociology and Anthropology	3

THE 201	Faith and Work †	3
THE 251	Biblical and Religious Topics	3

Learning Outcomes for the professional development foundation requirement: As a result of successfully completing the professional development foundational requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Professional Development Employment Opportunities.** Completion of the professional development foundation requirement is preparation for employment opportunities including **self-employment** in a variety of enterprises and services involving business management, communications, cultural literacy, interpersonal relations, and persuasion and **employment or professional advancement** in positions that may be offered by HR departments requiring a professional studies background in business management, middle-management and executive leadership may involve industrial organization and leadership training, management, consultants and executive assistants, public relations, business technology, marketing and sales, government employment, social and human services of NGO and non-profit agencies, domestic and international commerce, health care, accounting, financial planning and services, economics, personnel resources, recruitment and services, project planning and management, and human resource directors and lead staff.
- **Information and Skills.** Working knowledge of cultures, social mores, and human psychology and related interpersonal and intercultural communication skills of listening, speaking, reading, and writing.
- **Advancement Skills and Qualifications.** Analytical skills of critical thinking, problem-solving, and decision-making. Persuasion skills across a broad spectrum of groups, individuals, and settings utilizing an integrated, interdisciplinary, and reasoned argument to achieve goal ownership and motivate productive action. Soft skills, including personal traits and interpersonal relationships valued by employers and essential to successful organizations.
- **Personal Enrichment in Field.** Professional ethics applied to middle and upper management. Cultural awareness and professional utilization of perspectives and information derived from the Western Intellectual Tradition, including the Bible to Shakespeare to popular literature.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - A fundamental understanding and working knowledge of global trends and issues related to multiculturalism and ethnocentrism vis-à-vis American cultural and professional diversity; and
 - A fundamental understanding and working knowledge of the humanities, natural sciences, social sciences, and theology, including major concepts, events, and significance relative to professional life.

Concentration in Human Resource Management, with a business emphasis (24 credits for a B.A. major)

Course No.	Course Title	Credits
BUS 201	Group and Organizational Dynamics or PSY 308 Career Psychology	3
BUS 202	Leadership and Management	3
BUS 311	Interpersonal Relationships and Dynamics	3
BUS 331	Human Resource Management	3
BUS 431	Small Business Administration	3
BUS 489	Empowering People	3
HSE 246	Fundamentals of Motivational Interviewing	3
PSY 301	Psychology and Group Dynamics or PSY 481 Behavioral Psychology	3

Learning Outcomes for the human resources management concentration, with a business emphasis: As a result of successfully completing the business human resource management requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Business Human Resources Management Employment Opportunities.** Completion of the

professional development foundation requirement and the human resources management concentration, with an emphasis in business, prepares graduates for **self-employment** in a variety of human resource management enterprises and services in personnel and business management and **employment or professional advancement** in positions that may be offered by HR departments requiring a business background may involve employment market research, recruitment and interviewing, employment agreements, personnel training and management, workforce motivation and productivity, mediation and conflict resolution, and ombudsman and advocacy.

- **Information and Skills.** Comprehension of and competency in business HR leadership and management skills of planning, recruitment, and administration, including personnel performance evaluation, empowerment and motivational skills, and delegation and decision-making.
- **Advancement Skills and Qualifications.** Working knowledge of the interpersonal relationships of group and organizational dynamics and human resources leadership and counseling skills, including use of psychometric tools and analysis applicable to career psychology, development, and guidance.
- **Personal Enrichment in Field.** Working knowledge of behavioral psychology and predictable human responses to environmental stimuli, including analytical skills of interpreting measurable data and human activity and utilizing the behavioral theories of Pavlov, Watson, and Skinner.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Skills that facilitate HR planning, recruitment, staffing, performance management, compensation, and benefits management, including skills utilizing effective human management theory and practice in a business, government or other career setting;
 - Ability to utilize a systems management model to identify and solve organizational problems in business, including advanced skills in decision-making and problem solving techniques in management settings;
 - Competency in the effective use of verbal and nonverbal communication skills, feedback processes, conflict resolution techniques, clear lines of authority, and group and task management to promote healthy work relationships and freedom for frontline personnel to timely respond to business needs; and
 - Management skills for financial planning, budgeting, control, capital investment, and risk.

Concentration in Project Management Consultation (24 credits for a B.A. major)

Course No.	Course Title	Credits
BUS 241	Financial Management	3
BUS 281	Project Management Systems	3
BUS 285	Business Law	3
BUS 421	Leadership and Management Plan	3
BUS 491	Advanced Project Management	3
BUS 493	Legal Issues in Business Planning	3
LDR 341	Research and Urban Analysis	3
LDR 401	Local Government Politics and Policy	3

Learning Outcomes for the project management consultation concentration: As a result of successfully completing the project management consultation requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Project Management Consultation Employment Opportunities.** Completion of the professional development foundation requirement and the project management consultation concentration prepares graduates for **self-employment** in a variety of business enterprises and services and **employment or professional advancement** in positions that may be offered by HR departments requiring a project management background in initiating, planning, executing, controlling, and completing specific project goals, criteria, timetables and budget may involve projects and consultations in the public, private, and not-for-profit sectors.
- **Information and Skills.** Working knowledge of project management systems, including planning

and scheduling, time phased budgeting, human resource planning, vendor selection criteria, and project review checklists. Ability to develop a WBS and sequence it into a Gantt Chart, PERT Chart, and a Network Diagram with an analysis of the Critical Path.

- **Advancement Skills and Qualifications.** Client and stakeholder consultation, communication and coordination skills and techniques. Competencies in project technical feasibility, resource availability, procurement and allocation, monitoring and tracking progress, and contingency, cost and risk management. Working knowledge of business law, financial management, urban analysis and public policy, and local government.
- **Personal Enrichment in Field.** Leadership and management planning and techniques. Preparation for passing the Global Exam for PMP® or CAPM®.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Project management competencies demonstration by passing a PMI exam equivalent in preparation for PASSING the Global Exam for PMP® or CAPM®; and
 - Project management certification is offered separately and tests are proctored daily by PMI®.

SCHOOL OF MANAGEMENT

A.A. and B.A. Degrees in Management and Leadership

The School of Management provides a degree program in management and leadership—each major emphasis with a shared foundational curriculum (36 credits) and elective concentrations (24 credits). Completion of the foundation and a concentration satisfies the requirements of a Bachelor’s Degree in Management or Leadership.

The Bachelor’s Degree gives students an advantage in pursuing career objectives and professional advancement in management or leadership. The Associate’s Degree courses (designated by “†”) are designed to provide students with an entry-level vocational foundation. The University endeavors to assist students in job placement, but there is no guarantee of employment.

The overall learning outcome of the B.A. with majors in Management or Leadership is for graduates to achieve regular first-time employment or self-employment or career advancement in the fields of management and leadership. Such employment or career advancement includes **career opportunities** in market research, advertising, marketing, grant writing, personnel and business management, executive leadership, entrepreneurship, public administration, conflict mediation, and a variety of management, leadership and organizational related employment positions typically filled by HR departments of service agencies, government, business, non-profit or community service organizations.

Specific learning outcomes of the program include technical information and skills for employment, skills and qualifications necessary for advancement, and personal enrichment in the field.

MANAGEMENT AND LEADERSHIP DEGREE PROGRAM (60 credits)

Credentials: The Associate of Arts and the Bachelor of Arts

The Management and Leadership Degree provides preparation for careers in management and leadership, including transformational management, urban policy leadership, and non-governmental organizational management and leadership. Students complete the General Education requirements (44 credits), the foundation requirement (36 credits), and the courses of a concentration (24 credits). An additional 16 elective credits are required to complete a B.A. degree for a total of 120 credits.

During the sophomore year, Management A.A. degree-track students with an emphasis in management or leadership must complete courses designated by “†” of the following listed courses of the B.A. in Management and Leadership Foundation Requirement for a total of 30 credits plus 30 General Education

credits for a total of 60 credits.

Management Foundation Requirement (36 credits; A.A. required courses designated by †)

Course No.	Course Title	Credits
LDR 202	Leadership and Management †	3
LDR 211	Group and Organizational Dynamics †	3
LDR 221	The City: Context for Change †	3
LDR 231	Community and Social Analysis †	3
LDR 241	Urban Leadership and Management †	3
LDR 251	Research and Urban Analysis †	3
LDR 461	Urban Anthropology	3
LDR 471	Urban World and Globalism	3
BUS 241	Financial Management †	3
BUS 281	Project Management Systems †	3
PHL 221	Critical Thinking †	3
PSY 205	Applied Psychology †	3

Learning Outcomes for the management and leadership foundation requirement: As a result of successfully completing the management and leadership foundational requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Management and Leadership Employment Opportunities.** Completion of the management and leadership foundation requirement is preparation for employment opportunities including **self-employment** in a variety of enterprises and services involving management and leadership and **employment or professional advancement** in positions that may be offered by HR departments of private entities and public agencies requiring a management background may involve market research, advertising and marketing, personnel recruitment, development and management, business and executive management and leadership, public administration, ombudsman and advocacy, and conflict mediation and arbitration.
- **Information and Skills.** Working knowledge of group dynamics and psychology and organizational leadership and management skills. Competencies in project management systems and financial management.
- **Advancement Skills and Qualifications.** Analytical skills of critical thinking, problem-solving, and decision-making. Working knowledge of management theory and public policy, urban analysis and globalism data, and community and social analysis research skills. Soft skills, including personal traits and interpersonal relationships valued by employers and essential to successful organizations.
- **Personal Enrichment in Field.** Comprehension of the urban context, anthropology, and change dynamics. Use of systems thinking to understand how the city, civic entities, and urban renewal work politically, economically, socially, and demographically.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Utilization of ethnographic research to explain attitudes and behaviors of urban constituencies, ethnicities and precincts;
 - Ability to utilize leadership models for initiation, formation and consolidation of community and organizational change; and
 - Comprehend localism and globalism perspectives, trends, and objectives.

Concentration in Transformational Management (24 credits for a B.A. major)

Course No.	Course Title	Credits
LDR 412	Transformative Systems Management	3
LDR 451	Autobiography: Tracking Personal Change	3
LDR 463	Power and Powerlessness	3
LDR 473	Transformational Family Systems	3

LDR 483	Change Agents: Individuals & Institutions	3
BUS 391	Project Management Scope	3
BUS 431	Small Business Administration	3
PHL 281	Personal and Social Ethics	3

Learning Outcomes for the transformational management concentration: As a result of successfully completing the transformational management requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Transformational Management Employment Opportunities.** Completion of the management and leadership foundation requirement and the transformational management concentration prepares graduates for **self-employment** in a variety of management enterprises and services specializing in organizational change and **employment or professional advancement** in positions that may be offered by HR departments requiring a transformational management or leadership background may involve market research, recruitment and interviewing, employment agreements, personnel training and management, workforce motivation and productivity, mediation and conflict resolution, and ombudsman and advocacy.
- **Information and Skills.** Working knowledge of small business administration and organizational models, mission, culture, management, and workforce. Skills for assessing organizational strengths, weaknesses, essential resources, product or services, and outcomes. Comprehend the role and skills of a change-agent to determine scope, set priorities, cast vision, motivate others, and implement transforming processes.
- **Advancement Skills and Qualifications.** Competencies in managing strategic and tactical organizational change and identifying transformational resources, including board, executive and management leadership, necessary personnel, qualified workforce, budget, and timetable.
- **Personal Enrichment in Field.** Professional ethics applied to management of organizational restructuring and renewal. Personal comprehension of individual change, power, and powerlessness. Appreciation of the differences and appropriate applications of servant leadership vis-à-vis transformational, transactional, and situational management and leadership.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Ability to utilize an action plan template for short-term, intermediate, and long-term goals; and
 - Able to track and effect change utilizing autobiography and transformational family systems.

Concentration in Public Policy Leadership (24 credits for a B.A. major)

Course No.	Course Title	Credits
LDR 371	Demographics and Planning	3
LDR 401	Local Government Politics and Policy	3
LDR 431	Community Economic Development	3
LDR 481	Intercultural Communication	3
BUS 391	Project Management Scope	3
BUS 431	Small Business Administration	3
PHL 281	Personal and Social Ethics	3
SOC 461	Urban Sociology and Anthropology	3

Learning Outcomes for the urban policy leadership concentration: As a result of successfully completing the urban policy leadership requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Urban Policy Leadership Employment Opportunities.** Completion of the management and leadership foundation requirement and the policy leadership concentration prepares graduates for **self-employment** in a variety of public policy leadership enterprises and services and **employment or professional advancement** in positions that may be offered by HR departments requiring a public policy background may involve local government agency work or political organization planning, development and facilitation of the public and social welfare, including community organizer, political consultant, political party staff, business development associate, administrative

assistant, grants management, and a variety of other civil and public service jobs.

- **Information and Skills.** Working knowledge of urban and inner-city precincts and local government politics and policy involving resource allocation, community development, and renewal and redistribution. Social analysis, public administration, and political skills to promote the common good. Business administration and project scope management skills.
- **Advancement Skills and Qualifications.** Competencies in community analysis, models, planning, resources, and renewal. Skills in forming alliances and coordinating political and economic resources to achieve public policy goals.
- **Personal Enrichment in Field.** Professional ethics applied to public policy and program leadership. Comprehension of public servant leadership principles and best practices. Intercultural communication competency and skills.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Comprehension of public policy and the general welfare of the inner city;
 - Working knowledge of concepts of compassion, opportunity, equality, and justice, relative to urban policies and inner city issues, needs, and cultures;
 - Effective cross-cultural communication skills between persons of different racial, ethnic, or minority demographics;
 - Comprehension and application of social science theory and research methods to the socio-political context of public policy, community development, and urban ministry; and
 - Working knowledge of the public policy agendas and interrelationships of local government, community service agencies, and faith-based organizations.

Concentration in Non-Governmental Organizational Management and Leadership (24 credits for a B.A. major)

Course No.	Course Title	Credits
LDR 350	Faith-Based Leadership I	3
LDR 361	Faith-Based Communities and Renewal	3
LDR 411	Building Indigenous Communities	3
LDR 421	Urban Life and Christian World View	3
LDR 443	Leadership in Faith-Based Communities	3
LDR 450	Faith-Based Leadership II	3
PHL 301	Faith-Based Community Foundations	3
BUS 391	Project Management Scope or BUS 431 Small Business Administration	3

Learning Outcomes for Non-Governmental Organizational (NGO) concentration: As a result of successfully completing the NGO management and leadership requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Faith-Based Community Leadership Employment Opportunities.** Completion of the management and leadership foundation requirement and the NGO management and leadership concentration prepares graduates for **self-employment** in a variety of NGO and faith-based community enterprises and services and **employment or professional advancement** in positions that may be offered by HR departments requiring an NGO, charitable or faith-based community background may involve program management, grant writing and development, agency community services, public housing and health, job training and placement, family support and safe houses, counseling, food programs, prisoner half-way houses, addiction recovery, case management, and other social welfare organizations and programs.
- **Information and Skills.** Working knowledge of community analysis techniques and data collection to facilitate needed services and community development. Skills to recruit, train, and develop community leadership, such as mentoring, apprenticeship, and on-the-job training. Competencies in business administration, project management, and principles and techniques of building indigenous communities and programs.
- **Advancement Skills and Qualifications.** Comprehension of the power of faith-based programs. Competency in leadership and management skills, including servant and transformational

leadership applied to churches, inner-city ministries, welfare service agencies, and other non-governmental organizations (NGOs).

- **Personal Enrichment in Field.** Professional ethics applied to leadership of faith-based organizations and community development. Development of a faith-based worldview and analytical paradigm of urban life.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Comprehension and application of social science theory and research methods to the socio-religious context of community development and urban ministry;
 - Ability to utilize urbanology to define and influence the role of NGOs and faith-based organizations; and
 - Preparation to develop and utilize strategies for rebuilding communities through mobilizing assets, skills, and capacities of residents, citizen associates, local institutions, and faith-based organizations.

SCHOOL OF MINISTRY

A.A. and B.A. Degrees in Ministerial Studies and Theological Studies

The School of Ministry provides a degree program in ministry and theology—each major emphasis with a shared foundational curriculum (36 credits) and elective concentrations (24 credits). Completion of the foundation and a concentration satisfies the requirements of a Bachelor's Degree in Ministerial Studies or Theological Studies.

The Bachelor's Degree gives students an advantage in pursuing career objectives in ministry or theology. The Associate's Degree courses (designated by “†”) are designed to provide students with an entry-level vocational foundation. The University endeavors to assist students in job placement, but there is no guarantee of employment.

The overall learning outcome of the B.A. with majors in Ministry or Theology is for graduates to achieve regular first-time employment or self-employment or career advancement in the fields of the clergy, church education, chaplaincy, and spiritual counseling. Such employment or career advancement includes **career opportunities** in pastoral services, chaplaincy, teaching, research, social work, public relations, advertising, marketing, sales, grant writing, personnel and organizational management, executive administration, entrepreneurship, personal, spiritual and familial counseling, victim advocacy and conflict mediation, and a variety of ministerial related positions typically filled by HR departments of denominational and mission organizations, faith-based social service agencies, business and corporations, military and health services chaplaincy, justice system, and non-profit or community service organizations.

Specific learning outcomes of the program include technical information and skills for employment, skills and qualifications necessary for advancement, and personal enrichment in the field.

MINISTRY AND THEOLOGY DEGREE PROGRAM (60 credits)

Credentials: The Associate of Arts and the Bachelor of Arts

The Ministry and Theology Degree provides preparation for careers in church and para-church ministries, including pastoral ministry, church education, chaplaincy, and spiritual formation counseling. Students complete the General Education requirements (44 credits), the foundation requirement (36 credits), and the courses of a concentration (24 credits). An additional 16 elective credits are required to complete a B.A. degree for a total of 120 credits.

During the sophomore year, Ministry A.A. degree-track students with an emphasis in ministry or theology

must complete courses designated by “†” of the following listed courses of the B.A. in Ministerial and Theological Foundation Requirement for a total of 30 credits plus 30 General Education credits for a total of 60 credits.

Ministerial Foundation Requirement (36 credits; A.A. required courses designated by †)

Course No.	Course Title	Credits
THE 201	Faith and Work †	3
THE 207	Introduction to Spiritual Formation †	3
THE 210	Introduction to the Bible	3
THE 215	Apologetics and Persuasion †	3
THE 219	Life of Christ I: Kingdom of God †	3
THE 220	Life of Christ II: Nature of Man †	3
THE 221	Life of Christ III: Redemption †	3
THE 222	Life of Christ IV: World Religion †	3
THE 241	Devotional Theology †	3
THE 251	Biblical and Religious Topics †	3
PHL 221	Critical Thinking †	3
PSY 205	Applied Psychology	3

Learning Outcomes for the ministerial and theological foundation requirement: As a result of successfully completing the ministerial and theological foundational requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Ministerial Employment Opportunities.** Completion of the ministerial and theological foundation requirement is preparation for employment opportunities including **self-employment** in a variety of enterprises and services involving professional ministry and church work, such as pastoral services, religious education, chaplaincy, spiritual counseling and **employment or professional advancement** in positions that may be offered by HR departments of churches and para-ecclesiastical organizations requiring a ministerial background may involve teaching, research, social work, human sciences, drug and domestic counseling, victim advocacy, mediation, and human services.
- **Information and Skills.** Working knowledge of religious tenets, practices, counseling, and people skills related to nurturing spiritual formation, the devotional life, and the cure and care of souls. Competency in the art of persuasion, skills of biblical exegesis, and ability to integrate of faith and work.
- **Advancement Skills and Qualifications.** Analytical skills of critical thinking, problem-solving, and decision-making. Comprehension and application of the message, model, and methods of Jesus Christ to the ministerial profession. Soft skills, including personal traits and interpersonal relationships valued by employers and essential to successful organizations.
- **Personal Enrichment in Field.** A practical approach to devotional spiritual life as applied to such experiences as rejection, relationships, self-confidence, family life, life purpose, and personal traits.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Apply biblical literature in its own times, historically, and in modern culture;
 - Articulate redemptive concepts for personal, public, and corporate life; and
 - Understand human nature and apply psychological reactions to everyday life.

Concentration in Pastoral Ministry (24 credits for a B.A. major)

Course No.	Course Title	Credits
THE 345	Homiletics	3
THE 371	Theological Concepts of Leadership	3
THE 381	Church Development or HIS 341 History of Christianity in America	3
THE 394	Evangelism and Discipleship	3
THE 481	Cure and Care of Souls	3
HSE 429	Grief and Loss	3

PSY 245	Counseling Skills Praxis	3
PSY 461	Death and Dying	3

Learning Outcomes for the pastoral ministry concentration: As a result of successfully completing the pastoral ministry requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Pastoral Ministry Employment Opportunities.** Completion of the ministerial and theological foundation and the pastoral ministry concentration prepares graduates for **self-employment** in a variety of religious enterprises and services and **employment or professional advancement** in positions that may be offered by HR departments of churches and para-ecclesiastical organizations requiring a ministerial background may involve teaching, research, social work, human sciences, drug and domestic counseling, victim advocacy, mediation, human services, and non-clinical pastoral counseling or training of individuals and groups in such areas as pastoral leadership, counseling psychology, crisis intervention, individual and group maturation, pastoral care, and theological and spiritual counseling.
- **Information and Skills.** Working knowledge of church organization and competency in people and leadership skills. Communication skills in homiletic development, text exposition, and practical exhortation. Competencies of persuasion and motivation involved in the work of spiritual direction, such as evangelism and discipleship. Diagnostic skills of the spiritual condition of a soul and competencies to provide healing and nurturing.
- **Advancement Skills and Qualifications.** Best practices of curing and caring for spiritual needs and the soul. Counseling skills involved in providing comfort and guidance in the areas of grief, loss, dying, and death. Ability to start, organize, and lead a new church plant.
- **Personal Enrichment in Field.** Concepts and practices of servant leadership and church development. Comprehension of the oratory philosophy and techniques of the greatest orators of the last 100 years and application to the development and delivery of sermons.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Understand how to train leaders and the next generation of leaders;
 - Utilization of the techniques of mentoring in one-on-one relationships;
 - Understand the dynamics & techniques of leading small and large groups; and
 - Evaluation and utilization of a variety of ecclesiastical organizational paradigms and a range of Christian religious traditions and practices.

Concentration in Church Education (24 credits for a B.A. major)

Course No.	Course Title	Credits
THE 311	Biblical Interpretation	3
THE 347	Theological Education by Extension	3
THE 348	Church School Curricula & Administration	3
THE 401	The Pentateuch I or THE 402 The Pentateuch II	3
THE 411	Letters of Paul I or THE 412 Letters of Paul II or THE 342 Christology	3
THE 431	Wisdom Literature or THE 421 Prophets of Israel	3
EDU 301	Curriculum Design, Management & Training	3
EDU 303	Teaching Techniques & Learning Environments	3

Learning Outcomes for the church education concentration: As a result of successfully completing the church education requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Church Education Employment Opportunities.** Completion of the ministerial and theological foundation and the church education concentration prepares graduates for **self-employment** in a variety of religious enterprises and services and **employment or professional advancement** in positions that may be offered by HR departments of churches, para-ecclesiastical organizations, and other entities requiring an educational background may involve teaching and teacher training, research and curriculum development, school and Theological Education by Extension (TEE)

learning center administration, continuing and extension education, social work, human sciences, drug and domestic counseling, victim advocacy, mediation, and human services.

- **Information and Skills.** Working knowledge and skills of church school administration, theological education by extension, curriculum development, teaching techniques, teacher training, and learning environments.
- **Advancement Skills and Qualifications.** Competencies in principles of biblical interpretation and knowledge of a broad range of biblical content. Comprehension of the dynamics and relative value of pedagogy, andragogy, and synergogy in the process of teaching and learning.
- **Personal Enrichment in Field.** Understand the theological concepts, practical wisdom, and structured religious life of the Hebrews and the First Century church as they apply to religious education, modern life and institutions, and the seminal challenges of injustice, idolatry, and immorality.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Preparation for admission to graduate studies at many seminaries;
 - Use the tools of biblical higher criticism to identify the provenance, authorship and audience of the Pentateuch, the Prophets and Wisdom Literature of Israel, and the Pauline letters, and reflect on the relevance of these to the contemporary world and modern life; and
 - Competency to identify classical Christian theological systems compared to modern trends and themes in theology.

Concentration in Chaplaincy (24 credits for a B.A. major)

Course No.	Course Title	Credits
THE 351	Rescue Mission Chaplaincy Practicum I	3
THE 392	Rescue Ministry	3
THE 394	Evangelism and Discipleship	3
THE 450	Rescue Mission Chaplaincy Practicum II	3
THE 481	Cure and Care of Souls	3
HSE 311	Spiritual Alliances or PSY 331 Social Psychology	3
HSE 429	Grief and Loss or PSY 461 Death and Dying	3
PSY 245	Counseling Skills Praxis or THE 431 Wisdom Literature	3

Learning Outcomes for the chaplaincy concentration: As a result of successfully completing the chaplaincy requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Chaplaincy Employment Opportunities.** Completion of the ministerial and theological foundation and the chaplaincy concentration prepares graduates for **self-employment** in a variety of religious enterprises and services and **employment or professional advancement** in positions that may be offered by HR departments of churches, para-ecclesiastical organizations, and other entities such as rescue missions, hospitals, rest homes and hospices requiring a ministerial background may involve teaching, research, social work, human sciences, drug and domestic counseling, victim advocacy, mediation, human services, care giving, and non-clinical pastoral counseling or training of individuals and groups in such areas as the chaplaincy, counseling psychology, crisis intervention, individual and group maturation, pastoral care, and theological and spiritual counseling.
- **Information and Skills.** Working knowledge of the mission and manner of the ministry of chaplaincy, with specific competencies related to rescue mission clientele, such as the indigent. Competencies of persuasion and motivation involved in the work of spiritual direction, such as evangelism and discipleship. Diagnostic skills of the spiritual condition of a soul and competencies to provide healing and nurturing.
- **Advancement Skills and Qualifications.** Competency to identify or develop collaborative networks for the benefit of chaplaincy clientele. Best practices of curing and caring for spiritual needs and the soul. Counseling skills involved in providing comfort and guidance in the areas of grief, loss, dying, and death.

- **Personal Enrichment in Field.** Working knowledge of professional spiritual and ministerial alliances. Growth in the capacity of wisdom—a reality-based worldview and the ability to process and practice life-knowledge to attain desired outcomes.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Qualify for admission to graduate studies at many seminaries;
 - Understand and utilize the classical techniques and disciplines of spiritual life leading to greater personal growth and design and develop a personal spiritual growth strategy;
 - Comprehend and contrast city rescue mission and other chaplaincies, specifically the application of a gospel ministry and “Tough Love” emphasis in the rescue mission context; and
 - Management skills to organize and oversee the work of the chaplaincy and, in particular, the mission chapel and preaching and teaching in the rescue mission context.

Concentration in Spiritual Formation Counseling (24 credits for a B.A. major)

Course No.	Course Title	Credits
THE 394	Evangelism and Discipleship	3
THE 396	Spiritual Formation and Nurture	3
THE 431	Wisdom Literature	3
THE 481	Cure and Care of Souls	3
HSE 223	Group Counseling Skills or PSY 245 Counseling Skills Praxis	3
HSE 246	Fundamentals of Motivational Interviewing	3
HSE 429	Grief and Loss or PSY 461 Death and Dying	3
PSY 471	Psychology and Religion	3

Learning Outcomes for the spiritual counseling concentration: As a result of successfully completing the spiritual formation counseling requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Spiritual Formation Counseling Employment Opportunities.** Completion of the ministerial and theological foundation and the spiritual formation counseling concentration prepares graduates for **self-employment** in a variety of religious enterprises and services and **employment or professional advancement** in positions that may be offered by HR departments of churches and para-ecclesiastical organizations requiring a counseling background may involve teaching, research, social work, human sciences, drug and domestic counseling, victim advocacy, mediation, human services, and non-clinical spiritual counseling or training of individuals and groups in such areas as spiritual leadership, counseling psychology, crisis intervention, individual and group maturation, spiritual care of souls, and theological and spiritual counseling.
- **Information and Skills.** Working knowledge of the psycho-somatic-spiritual dynamics of religious life and practices. Individual and group counseling skills and techniques of motivational interviewing. Competencies of persuasion and motivation involved in the work of spiritual direction, such as evangelism and discipleship.
- **Advancement Skills and Qualifications.** Diagnostic skills of the spiritual condition of a soul and competencies to provide healing and nurturing. Counseling skills involved in providing comfort and guidance in the areas of grief, loss, dying, and death.
- **Personal Enrichment in Field.** Understand religious concepts, practical biblical wisdom, and structured religious life vis-à-vis human psychology, personal aspiration, and spiritual disciplines.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Ability to utilize practical common sense paradigms and principles in helping people solve everyday personal problems and circumstantial dilemmas;
 - Comprehension of various life-span passages of human development, including family life, work, success, failure, crises, loss, death and dying and competency to provide counsel and support to people as they experience them; and
 - Preparation to help people achieve spiritual vitality, psychological health, and practical wisdom in the full spectrum of a purposeful and joyful life.

GRADUATE SCHOOL

M.A. Degree in Professional Studies, with Concentrations in Executive Leadership or Professional Educator

MASTER'S DEGREE PROGRAMS (36 credits)

Credential: The Master of Arts

Consistent with a *University* education and graduate-level studies, the Master of Arts is designed to provide an integration and synthesis of breadth studies (through an *interdisciplinary foundation*) and depth studies (through *professional concentrations*).

A Master's level interdisciplinary foundational requirement and a field-related professional concentration prepare students for career development, professional advancement, and community and organizational leadership. Students complete the foundational requirement (15 credits) and an elective professional concentration (21 credits, including a capstone thesis) in leadership or education. The capstone thesis requires an integration and synthesis of graduate-level foundational leadership, ethics, consequential ideas, analysis, and research methods with a professional concentration. Completion of the foundation, a concentration, and a capstone thesis satisfies the requirements of the Master of Arts.

The Master's Degree gives students an advantage in pursuing vocational and career objectives. The University endeavors to assist students in job placement, but there is no guarantee of employment.

The overall **learning outcome of the M.A. in Professional Studies** is for graduates to achieve regular first-time employment or self-employment or career advancement in the field of executive leadership or professional educator. Such employment or career advancement includes **career opportunities** in market research, advertising, marketing, grant writing, personnel management and organizational psychology and management, executive leadership, public administration, project management, conflict mediation, and a variety of leadership, domestic counseling, and education related employment positions typically filled by HR departments of service agencies, government, business, corporate, and non-profit or community service organizations.

Specific learning outcomes of the program include technical information and skills for employment, skills and qualifications necessary for advancement, and personal enrichment in the field.

Master's Degree Graduation Requirements

1. One year of residency with no fewer than 30 credits taken at American Concentrations University.
2. Recommendation of the faculty.
3. Formal and timely application for graduation.
4. No outstanding financial obligations to the university.
5. Completion of a minimum of 36 semester credits of the Master's requirements: the M.A core curriculum (15 credits) and the professional concentration (21 credits).
6. A cumulative grade point average (GPA) of 3.0 or higher.

M.A. in Professional Studies Foundation Requirement (15 credits)

Course No.	Course Title	Credits
GNS 501	Professional Ethics	3
GNS 511	Consequential Ideas and Socio-Political Systems	3
GNS 521	Analytical Thinking and Methods	3
GNS 531	Professional Leadership	3
GNS 541	Research and Analysis	3

GNS 590	Master's Capstone Thesis (see specific concentration)	
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Foundation courses are team-taught by the faculty of the M.A. concentrations in leadership and education.

Learning Outcomes for the Master's Degree foundation requirement: As a result of successfully completing the foundational requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Professional Studies Employment Opportunities.** Completion of the professional studies foundation requirement is preparation for employment opportunities including **self-employment** and **employment or professional advancement** positions that may be offered by HR departments in executive leadership or professional educator as delineated by the following corresponding concentrations.
- **Information and Skills.** Competencies in professional leadership, ethics, and research relative to the following enhanced capabilities:
 - **Thinking**—the ability to use knowledge acquisition, cultural literacy, and logical and critical thinking skills to acquire information in a field of study, social ethics, and leadership principles and skills applicable to successful careers and functional communities;
 - **Doing**—the ability to use leadership techniques and marketable skills in the community and career pursuits conducive to financial responsibility and self-reliance; and
 - **Being**—the ability to personal growth, values and integrity in problem solving and decision-making in areas such as sanctity of life, human rights, civic participation, and social justice.
- **Advancement Skills and Qualifications.** Enhanced analytical skills of critical thinking, problem-solving, and decision-making. Advanced soft skills valued by employers and essential to a successful organization, such as personal traits (e.g., habits, integrity, dependability, conscientiousness) and interpersonal relationships (e.g., communication, interpersonal skills, teamwork, managing people, leadership).
- **Personal Enrichment in Field.** Working knowledge of socio-economic-political systems, consequential ideas, and eventful leadership examples and models of the Western Intellectual and American Democratic Traditions.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Integration and synthesis of graduate-level interdisciplinary foundational professional studies in leadership, ethics, consequential ideas, analysis, and research methods with a specific professional concentration in executive leadership or professional educator;
 - Enhanced cognitive, effective, and affective skills that promote successful lives, ethical conduct, civic responsibility, and functional communities;
 - Competencies in synthesizing the past, present, and future in order to move from the immediate to the timeless and the individual to the universal; and
 - Comprehension of contemporary personal morality and social justice issues and consequences relative to the Judeo-Christian Tradition, Greek and Renaissance Humanism, American democratic exceptionalism, conservatism and liberalism, socio-economic-political paradigms of capitalism, socialism and communism, modern psychology, and the Scientific Method.

Concentration in Executive Leadership (21 credits for an M.A. concentration)

Course No.	Course Title	Credits
IDS 510	Controversies in Technology, Ethics and Management	3
IDS 521	Leadership and Management Systems	3
IDS 522	Leadership and Management Scope	3
IDS 523	Leadership and Management for a Globalizing World	3
IDS 531	Sociological and Psychological Perspectives	3
IDS 541	Industrial and Organizational Psychology	3
GNS 590	Capstone Thesis: Leadership (concentration synthesis of foundation)	3

Learning Outcomes for the executive leadership concentration: As a result of successfully completing the

leadership concentration requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Executive Leadership Employment Opportunities.** Completion of the professional studies foundation requirement and the executive leadership concentration prepares graduates for **self-employment** in a variety of management enterprises, services, and consultations and **employment or professional advancement** in positions that may be offered by HR departments requiring an executive management and leadership background may involve CEO and vice presidential management in advanced market research, advertising and marketing, personnel recruitment, training and evaluation, employment agreements, benefits and management, workforce motivation, productivity, mediation and conflict resolution, industrial organization, psychology and consultation, public administration and, public relations.
- **Information and Skills.** Working knowledge of how science and technology drive managerial, commercial, and ethical considerations of executive leadership. Advanced leadership skills involving project scope, planning, cost, risk, human relations, communication, and management.
- **Advancement Skills and Qualifications.** Comprehension and utilization by executive leadership of sociological method, psychological motifs, and bureaucratic management. Techniques of the marketplace, democratic institutions, and management for dealing with controversial issues. Advance management skills in industrial, organizational, and project systems, scope, and globalization.
- **Personal Enrichment in Field.** Management best practices. Leadership perspectives and applications of consequential ideas and modern world movements, including the sociological paradigms of Peter Berger, Emil Durkheim, Max Weber, Robert Merton, and William Julius Wilson.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Integration and synthesis of the professional concentration of executive leadership with graduate-level interdisciplinary foundational professional studies in leadership, ethics, consequential ideas, analysis, and research methods;
 - Preparation for testing for Certified Associate in Project Management and Project Management Professional certification;
 - Comprehend how employee behaviors and attitudes can be improved through the power of motivating and inspiring ideas, hiring practices, training programs, and feedback;
 - Comprehend how management systems can assist organizational systems during periods of change, development, and expansion to achieve positive outcomes; and
 - Competency in designing discrete and comprehensive industrial and organizational outcomes, quantitative and qualitative product and services evaluation standards, and personnel and market assessment surveys, protocols, procedures and tools.

Concentration in Professional Educator (21 credits an M.A. concentration)

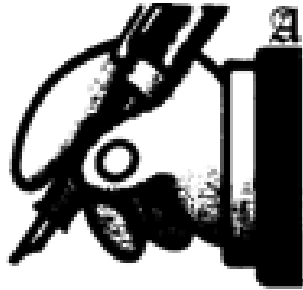
Course No.	Course Title	Credits
EDU 501	Classroom Environments and School Culture	3
EDU 502	Relational Dynamics and Communication	3
EDU 503	Cultural Awareness and Understanding	3
EDU 504	Methods in Education I: Learning Outcomes, Standards, and Assessment	3
EDU 505	Methods in Education II: Student-Centered Learning & Instrctnl Methods	3
EDU 506	Methods in Education III: Differentiated & Responsive Instruction	3
GNS 590	Capstone Thesis: Education (concentration synthesis of foundation)	3

Learning Outcomes for the professional educator concentration: As a result of successfully completing the professional educator concentration requirement, including field information and skills, advancement skills and qualifications and personal enrichment, the student will be able to:

- **Professional Educator Employment Opportunities.** Completion of the professional studies foundation requirement and the professional educator concentration prepares graduates for **self-employment** in a variety of education enterprises, services, and consultation specializing in K-12, government, and corporate educational programs and **employment or professional advancement**

in positions that may be offered by HR departments and alternative education programs, such as the schools of the national StreetSchool Network™, requiring a professional educator background may involve teaching students, personnel training, curriculum and learning and training materials development, educational administration including management, principal and office staff, and leadership of at-risk youth educational programs.

- **Information and Skills.** Working knowledge of research-based and proven educational strategies, standards, methodology, assessment, and outcomes for educating all learners and especially students of at-risk environments. Competency in skills and techniques of student-center learning, instructional methods, including differentiated and responsive instruction, and learning environment management.
- **Advancement Skills and Qualifications.** Comprehension of and competencies in educational rigor, personal/social/academic development, career preparation, and ethical/spiritual/character development. A spectrum of competencies, techniques, and resources for teaching at-risk learners and training corporate personnel. Competency in techniques to provide encouragement and positive reinforcement for insecure, reluctant, and struggling learners
- **Personal Enrichment in Field.** Educational instruction and management best practices for the corporate world, public and private education, and diverse cultural/social/economic environments. An appreciation for specific factors and dynamics that impact the educational achievement of all learners, and especially of at-risk learners.
- **Other Field Related Outcomes.** In addition to the preceding depth preparation in the field, this program provides breadth preparation as follows:
 - Integration and synthesis of the professional concentration of professional educator with graduate-level interdisciplinary foundational professional studies in leadership, ethics, consequential ideas, analysis, and research methods;
 - Competency in communication, motivation methods, and instructional techniques; and
 - Methods of incorporating the liberating arts (social and natural sciences and the humanities) while teaching learners in urban, suburban, inner city, and corporate contexts in order to develop well-rounded competence and confidence, individual initiative, and self-reliance.



*Introducing Students to the
World of Ideas & Essential Knowledge*



*Preparing Graduates for
the World of Work & Career Advancement*

OTHER EDUCATIONAL PROGRAMS

UNDERGRADUATE CERTIFICATE PROGRAM

Certificate programs are available to students that complete a student information form. Class attendance, satisfactory completion of course assignments, and a passing grade for each course are required to earn the following certificates. Earned credits with a grade of at least C- may be transferred to a degree program upon completing the application checklist process with an advisor.

Course No.	Certificate Awarded and Course Titles	Credits
	Diploma of Practical Theology	18
THE 217	•Prologue to the Life of Christ: Incarnation (3)	3
THE 218	•Challenges to the Life of Christ: Temptations (3)	3
THE 219	•Life of Christ I: Kingdom of God (3)	3
THE 220	•Life of Christ II: Nature of Man (3)	3
THE 221	•Life of Christ III: Redemption (3)	3
THE 222	•Life of Christ IV: World Religion (3)	3
	Diploma of Biblical Theology	18
THE 342	•Christology (3) or THE 431 Wisdom Literature	3
THE 401	•The Pentateuch I (3)	3
THE 402	•The Pentateuch II (3)	3
THE 411	•Letters of Paul I (3)	3
THE 412	•Letters of Paul II (3)	3
THE 421	•Prophets of Israel (3)	3
	Diploma of Project Management	18
BUS 281	•Project Management Systems (3)	3
BUS 391	•Project Management Scope (3)	3
BUS 395	•Project Time and Schedule Management (3)	3
BUS 396	•Project Cost Management (3)	3
BUS 481	•Project Risk Management (3)	3
BUS 491	•Advanced Project Management (3)	3
	Diploma of Liberal Arts	19
PHL 201	•Figures in Western Philosophy (3)	3
PHL 211	•Introduction to Ethics and Society (3)	3
PHL 221	•Critical Thinking (3)	3
LIT 201	•Introduction to Literature (3)	3
HIS 121	•Survey of Western Civilization (3)	3
SCI 221	•Science and Scientific Method (4)	3
	Certificate of Practical Psychology	18
PSY 215	•Cognitive Psychology (Age Specific) (3)	3
PSY 231	•Life Span Developmental Psychology (3)	3
PSY 241	•Abnormal Psychology (3)	3
PSY 311	•Age Specific Developmental Psychology (Child & Adolescent) (3)	3
PSY 331	•Social Psychology (3)	3
PSY 341	•Tests and Measurements (Experimental Psychology) (3)	3
	Certificate of Urban Studies	18
LDR 221	•The City: Context for Change (3)	3
LDR 231	•Community and Social Analysis (3)	3
LDR 411	•Building Indigenous Communities (3)	3
LDR 463	•Power and Powerlessness (3)	3
LDR471	•Urban World and Globalism (3)	3
PHL 231	•Ethics in the Modern World (3)	3

	Certificate of Urban Chaplaincy	9
THE 351	•Rescue Mission Chaplaincy (3)	3
THE 392	•Rescue Ministry (3)	3
THE 450	•Rescue Mission Chaplaincy Practicum (3)	3
	Certificate of New Life Sociology	7
SOC 151	•Fundamentals of Social Change (2)	3
SOC 152	•Dynamics of Social Change (2)	3
SOC 251	•Sociology of Self-Sufficiency (1)	3
SOC 252	•Assessment of Self-Sufficiency (1)	3
SOC 253	•Outcomes of Self-Sufficiency (1)	3
	Certificate of Cross-Cultural Adaptation	12-18
STA 201	•Central America Field Studies	3
STA 202	•Cross-Cultural Adaptation — East European	3
STA 203	•Cross-Cultural Adaptation — Africa	3
STA 204-6	•Cross-Cultural Adaptation — Women of the World	3

MINORS AND SPECIALIZATIONS

B.A. Minor in Practical Theology (18 credits)

B.A. students majoring in business, human services, or leadership & management may add a minor in practical theology. Learning outcomes may be found in the core requirements of the Practical Theology Cluster.

Course No.	Course Title	Credits
THE 217	Prologue to the Life of Christ: Incarnation	3
THE 218	Challenges to the Life of Christ: Temptations	3
THE 219	Life of Christ I: Kingdom of God	3
THE 220	Life of Christ II: Nature of Man	3
THE 221	Life of Christ III: Redemption	3
THE 222	Life of Christ IV: World Religion	3

B.A. Minor in Psychology (18 credits)

B.A. students majoring in business, human services, leadership & management, or practical theology may add an applied psychology enhancement by completing the following courses for a minor in psychology. PSY 221 General Psychology is prerequisite to a psychology minor.

Course No.	Course Title	Credits
PSY 215	Cognitive Psychology (Age Specific)	3
PSY 231	Life Span Developmental Psychology	3
PSY 241	Abnormal Psychology	3
PSY 311	Age Specific Developmental Psychology (Child & Adolescent)	3
PSY 331	Social Psychology	3
PSY 341	Tests and Measurements (Experimental Psychology)	3

B.A. Minor in Urban Studies (18 credits)

B.A. students majoring in business, human services, or practical theology may add an urban studies enhancement by completing the following courses for a minor in urban studies. Learning outcomes may be found in the core requirements of the Management and Leadership Cluster.

Course No.	Course Title	Credits
LDR 221	The City: Context for Change	3
LDR 231	Community and Social Analysis	3
LDR 411	Building Indigenous Communities	3
LDR 463	Power and Powerlessness	3
LDR 471	Urban World and Globalism	3
PHL 231	Ethics in the Urban World	3

A.A. Emphases (30 credits)

Students must select one of the major fields of study for emphasizes in a vocational emphasis. Students must complete a minimum of 30 credits in such an emphasis in order to satisfy the A.A. Degree requirement. Courses listed in the major field foundational requirement and career pathway that are designated by “†” are required. A.A. students should consult with the Director of the department of his/her interest or the Office of the Vice President for Academic Affairs.

GENERAL EDUCATIONAL DEVELOPMENT**GED High School Equivalency Certificate Preparation**

For applicants without a high school diploma seeking admission to the University, APU offers a preparatory course, EDU 100 General Educational Development (3 credits), to prepare for the GED test. This course is also available for other students seeking to broaden their knowledge.

The General Education Development (GED) tests are a series of examinations that are designed to determine whether the person taking them has the literacy and computational skills equivalent to those of the upper-two thirds of the students currently graduating from high schools in the United States. The GED tests measure broad concepts and general knowledge, not how well the students remember details, precise definitions, or historical facts. Thus, the tests do not penalize candidates who lack recent academic or classroom experience or who have acquired their education informally.

STUDY ABROAD PROGRAMS**Central America**

Academic credit (3-6 credits) is available through the Central America Field Studies (STA 201) course. For more information, see the Vice President for Academic Affairs or the Study Abroad Program Director.

Europe

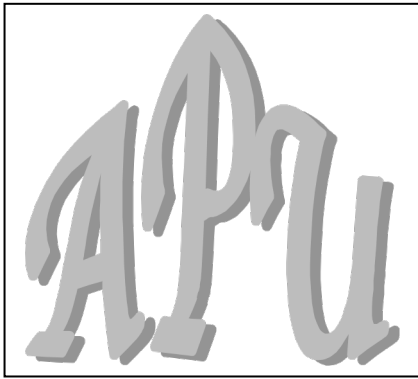
Issues of cultural adaptation are encountered in the context of a multicultural team working with gypsy orphans in Romania. Emphasis is on becoming a language and culture learner and identifying key cultural elements. Academic credit is awarded as STA 202 Cross-Cultural Adaptation (3-6 credits). For more information, see the Vice President for Academic Affairs or the Study Abroad Program Director.

Africa

Issues of cultural adaptation are encountered in the context of a multicultural team working with HIV orphans in Kenya and Zimbabwe; emphasis is on becoming a language- and culture-learner and identifying key cultural elements. Academic credit is awarded as STA 203 Cross-Cultural Adaptation (3-6 credits). For more information, see the Vice President for Academic Affairs or the Study Abroad Program Director.

Women of the World

Focus on first-hand cross-cultural adaptation by first world women relative to second & third world women of Africa, Romania, or Armenia emphasizing being a language/culture-learner, identifying key cultural elements, promoting human rights, developing resources, and building cultural bridges & infrastructure. Academic credit is awarded as STA 204-206 Cross-Cultural Adaptation (3-9 credits). For more information, see the Vice President for Academic Affairs or the Study Abroad Program Director.



DEGREE TRACK SCHEDULES

The following academic schedules permit a student entering the University to complete all academic requirements within the normal FTE (full time equivalent) time allotted for completion. Students are required to complete their last 30 credits at APU and all APU credits must be completed within a maximum time of 150% of the normal FTE time allotted for completion.

The following A.A. and B.A. schedules list *General Education*, the major field *Foundational* requirements, and the A.A. *Emphasis* or B.A. *Concentration* requirements. In order to achieve greater breadth of knowledge, students are encouraged to utilize elective credits to enroll in courses of other academic disciplines while completing program requirements. Elective credit may also be used to complete a Minor in another field or enhance the vocational cluster and pathway. See your Academic Advisor for guidance in course selection. Note: Lower Division course numbers are 100-299; Upper Division course numbers are 300-499.

The A.A., B.A., and M.A. degree tracks on the following pages illustrate typical course sequences and timetables, but may vary to fit a student's need if approved by an advisor. Generally, undergraduate courses must be taken in order from lower-division to upper-division as depicted in the A.A. (2-year) and B.A. (4-year) illustrations. The Master's illustration depicts graduate-level courses that are taken over an 18-24 month period. All degrees must be completed within a maximum 150% of the illustrated timetable (i.e., A.A. must be completed within 3 years; B.A. within 6 years; and M.A. within 3 years).



ASSOCIATE DEGREE TRACK

A.A. General Education and Field Emphasis Courses (60 Credits)

Yr	1 st Semester	Crdt	2 nd Semester	Crdt
1	ENG 101 English Composition I HIS 121 Western Civilization I MAT 110 College Algebra or MAT 211 General Statistics FNA 208 Film Appreciation or MUS 201 Music Appreciation SOC 271 Interpersonal Sociology <div style="text-align: right;">Total Credits</div>	3 3 3 3 3 3	ENG 111 Composition & Rhetoric or SPE 201 Intro. to Speech POL 111 American National Gov't or PSY 221 General Psychology or SOC 221 Intro to Sociology or ECO 201 Intro to Economics SCI 221 Science & Scientific Method Language PHL 211 Intro to Ethics & Society <div style="text-align: right;">Total Credits</div>	3 3 4 2 3 15
2	A.A. Field Emphasis Requirement (Courses designated by “†” from a B.A. Major Foundation) <div style="text-align: right;">Total Credits</div>	15 15	A.A. Field Emphasis Requirement (Courses designated by “†” from a B.A. Major Foundation) <div style="text-align: right;">Total Credits</div>	15 15

BACCALAUREATE DEGREE TRACK

B.A. General Education and Major Field Courses (120 credits)

Yr	1 st Semester	Crdt	2 nd Semester	Crdt
1	ENG 101 English Composition I HIS 121 Western Civilization I MAT 110 College Algebra or MAT 211 General Statistics FNA 208 Film Appreciation or MUS 201 Music Appreciation SOC 271 Interpersonal Sociology <div style="text-align: right;">Total Credits</div>	3 3 3 3 3 3	ENG 111 Composition & Rhetoric or SPE 201 Intro. to Speech POL 111 American National Gov't or PSY 221 General Psychology or SOC 221 Intro to Sociology or ECO 201 Intro to Economics SCI 221 Science & Scientific Method Language PHL 211 Intro to Ethics & Society <div style="text-align: right;">Total Credits</div>	3 3 4 2 3 15
2	PHL 201 Figures in Western Philosophy SCI 201 Intro to Astronomy or SCI 211 Earth Systems Science HIS 131 Western Civilization II or HIS 221 US History I (to 1865) or HIS 231 US History II (from 1865) Language Major Field Foundation Requirements <div style="text-align: right;">Total Credits</div>	3 4 3 2 3 15	Language Major Field Foundation Requirements Electives <div style="text-align: right;">Total Credits</div>	2 9 4 15
3	Major Field Foundation Requirements Elective <div style="text-align: right;">Total Credits</div>	12 3 15	Major Field Foundation Requirements Elective <div style="text-align: right;">Total Credits</div>	12 3 15
4	Major Field Concentration Requirements Elective <div style="text-align: right;">Total Credits</div>	12 3 15	Major Field Concentration Requirements Elective <div style="text-align: right;">Total Credits</div>	12 3 15

MASTER'S DEGREE TRACK

M.A. in Professional Studies Degree (36 credits), with a Foundational Requirement and a Professional Concentration (Executive Leadership and Professional Educator)

FOUNDATIONAL REQUIREMENT (First Year)

Required Inter-Disciplinary Studies for the Master's Degree (15 credits)

Course No.	Course List	Credits
GNS 501	Professional Ethics	3
GNS 511	Consequential Ideas and Socio-Political Systems	3
GNS 521	Analytical Thinking and Methods	3
GNS 531	Professional Leadership	3
GNS 541	Research and Analysis	3
GNS 590	Master's Capstone Thesis (see specific concentration)	

PROFESSIONAL CONCENTRATIONS (Second Year)

Elective Concentration in Executive Leadership (21 credits, including a Thesis)

Course No.	Course Title	Credits
IDS 510	Controversies in Technology, Ethics and Management	3
IDS 521	Leadership and Management Systems	3
IDS 522	Leadership and Management Scope	3
IDS 523	Leadership and Management for a Globalizing World	3
IDS 531	Sociological and Psychological Perspectives	3
IDS 541	Industrial and Organizational Psychology	3
GNS 590	Capstone Thesis: Leadership (concentration synthesis of foundation)	3

Elective Concentration in Professional Educator (21 credits, including a Thesis)

Course No.	Course Title	Credits
EDU 501	Classroom Environments & School Culture	3
EDU 502	Relational Dynamics and Communication	3
EDU 503	Cultural Awareness and Understanding	3
EDU 504	Methods in Education I: Learning Outcomes, Standards, and Assessment	3
EDU 505	Methods in Education II: Student-Centered Learning & Instrctnl Methods	3
EDU 506	Methods in Education III: Differentiated & Responsive Instruction	3
GNS 590	Capstone Thesis: Education (concentration synthesis of foundation)	3





UNIVERSITY CALENDAR

SCHOOL YEAR

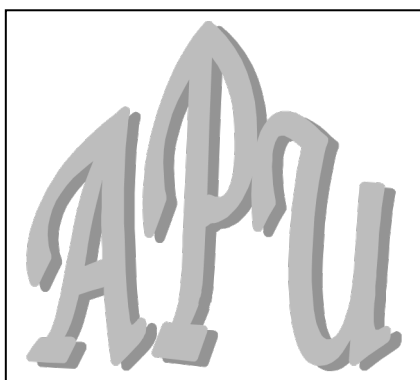
- **Fall Semester:** Courses are scheduled from September to mid-January: September 1–January 14.
- **Spring Semester:** Courses are scheduled from mid-January to end of May: January 15–May 31.
- **Summer Semester:** Courses are scheduled from June through August: June 1–August 31.

Holidays: Classes are not scheduled during New Years Day, Easter weekend, Memorial Day weekend, Independence Day (4th of July), Labor Day weekend, Thanksgiving weekend, and Christmas break.

APU's course scheduling options are flexible. Some courses may follow a **traditional 15-week format** throughout the semester (Option A). Other courses follow a **shorter accelerated format**, but with the same clock (contact) hours as 15-week courses (Option B). Some courses follow a **one-course block format**, with several blocks during the semester, but with the same clock (contact) hours as 15-week courses (Option C). See in this Catalog REGISTRATION, STUDENT CLASSIFICATION, CREDIT, Section *Course Scheduling Options: A, B, C*.

No student may register for more than 15 credits per semester, except with the permission of the student's advisor, program director, and Vice President for Academic Affairs. Students must register for courses using the APU Website Registration Form (americanpathways.edu) before attending class.





COURSE DESCRIPTIONS

EXPLANATION OF COURSE NUMBERS AND CREDITS

Course credits are denoted in parenthesis; e.g., (3) denotes 3 credits.

Generally, courses are numbered in the following manner:

- | | |
|---|---|
| • Courses numbered 100-200 | Freshman and sophomore* courses |
| • Courses numbered 300-400 | Reserved to Junior and Senior students |
| • Courses numbered 500-599 | Master's level courses |
| • Courses numbered 250-255, 350-355, 450-455 | Denote practicum courses and internships |
| • Courses numbered sequentially (e.g., 351, 352, 353) | Denote a series of related courses (usually not required to be taken consecutively) |

*Approved degree-track Sophomore students may enroll in a limited number of 300-level courses.

Course number designations and disciplines are denoted as follows:

No.		DISCIPLINE	No.		DISCIPLINE
BUS	--	Business	LDR	--	Leadership
CAP	--	Computer Applications	LIT	--	Literature
ECO	--	Economics	MAT	--	Mathematics
EDU	--	Education	MUS	--	Music
ENG	--	English	PHL	--	Philosophy
FNA	--	Fine Arts	POL	--	Political Science
GNS	--	General Studies	PSY	--	Psychology
HIS	--	History	SCI	--	Science
HSE	--	Human Services	SOC	--	Sociology
HUM	--	Humanities	SPE	--	Speech
IDS	--	Interdisciplinary Studies	STA	--	Study Abroad
LAN	--	Language	THE	--	Theology

COURSE DESCRIPTIONS

Course Descriptions Available on the University Website

Course descriptions are available on-line at the University website (americanpathways.edu). They are also included in the syllabus for each course.

BUSINESS (BUS)

BUS 101 Introduction to Business (3)

Business Knowledge has radically changed business systems, organization structures and processes. This course introduces students to modern strategy and tactical tools used in business today.

BUS 201 Group and Organizational Dynamics (3)

How group behavior affects organizational effectiveness, decision-making, and group conflicts; strategies for efficient group and task management.

BUS 202 Leadership and Management (3)

Motivational theory related to individual and group functions; functional and dysfunctional leadership styles; synthesis of those functional styles that work best to create the ultimate style.

BUS 212 Business and Interpersonal Skills (3)

Business enterprise: customer expectations, time management, negotiating skills, workplace coaching, conflict resolution, listening & communication skills, problem solving, team leading, decision-making.

BUS 221 Decision Making and Problem Solving (3)

Basic skills of evaluation and analysis, critical thinking, problem solving strategies, creativity, decision-making, and communication, with applications to business and management.

BUS 241 Financial Management (3)

Budgeting, financial planning, controlling financial performance, evaluating capital investments, and managing risk in capital budgeting.

BUS 243 Accounting Systems (3)

Accounting uses inputs and produces outputs that help management, suppliers and government assess the health of a company. This course introduces the history, why and how current accounting systems exist and introduces debits and credits using accounting systems.

BUS 244 Finance Systems (3)

Financial systems help track and communicate information for key Business Leaders to make decisions with. Selecting the type of structure and knowing how to read the information is key to good decisions.

BUS 281 Project Management Systems (3)

Basics of Project Management, utilizing the Project Management Body of Knowledge (detailed by the Project Management Institute); preparation for testing for "Certified Associate in Project Management."

BUS 285 Business Law (3)

Business Law forms a foundation for doing business and sets expectations and rules for all parties adherence. Beginning with Contract Law, an analysis of how business law affects business decisions.

BUS 311 Interpersonal Relations and Dynamics (3)

Healthy work relationships, effective verbal/nonverbal communication/feedback, and conflict resolution.

BUS 331 Human Resources Management (3)

HR planning, recruitment, and staffing: Federal employment guidelines & Colorado law, performance management & development, compensation & benefits, employee relations; tracking systems.

BUS 335 Introduction to Real Estate (3)

Real Estate as an economic good, the bundle of property rights, the transaction process in real estate and liquidity, valuation of real estate interests, highest and best use, feasibility analysis, tax considerations in real estate investment, optimal leveraging strategies, institutional real estate investment and portfolio considerations, securitized and structured real estate interests, investment performance of alternative

property classes, the role of the developer, public sector involvement in the real estate market, corporate real estate asset management, and the future of real estate. A hands-on approach to analysis of real estate deal opportunities and case presentations by several members of the real estate professional community.

BUS 342 Business Accounting (3)

Fundamentals of accounting for business: recording & communicating, issues of cost & short-term decisions, the expenditure cycle, the revenue cycle, the conversion cycle, the cash cycle.

BUS 345 Business Information Systems (3)

Selection and Application of Technology to a Business Venture is very important. Culture, location and financial abilities will dictate which technology will be best for each business. This class helps the students understand what is available and how each piece might add the greatest value to different types of business. Data storage, analysis tools and business automation will be researched and used in class.

BUS 351 Business Incubator I (3)

Field experience in starting and running a small business: meetings with the Local Business Incubator and evaluation of essential requirements of a startup business by donation of 12 hours of professional work.

BUS 361 Business Planning (3)

Preparation of a business plan, using market research and organizational science, for a start-up business or for an existing enterprise—use of software that evaluates financial competitive activity and social issues.

BUS 362 Logistics Management (3)

Logistics involves physical flow of materials, final goods and related information from origin to consumption to meet customer requirements.

BUS 371 Entrepreneurship (3)

Entrepreneurial creation and expansion of the enterprise: organization, management, responsibility, resources, market research, stocks, innovation, and case studies of the great entrepreneurs of history.

BUS 375 Brand Creation and Management (3)

Brand Management: tangible/intangible characteristics of a business – tangibles like product quality or technology and intangibles like customer experience and satisfaction will be researched and understood.

BUS 376 Designing Business Presentations (3)

Communication to Customers, Executives, Suppliers and the Team is a Key to strong business success. How you put the information needed together is a key to their understanding. This course will introduce existing and new tools to communicate and have the students use these tools in Business settings.

BUS 377 Marketing Strategies and Social Networking (3)

Different business models require a variety of Marketing Strategies. Strategies selection requires primary and secondary research on the target markets. Students should understand how and where to find this data and compile it for business use. Marketing strategy utilizing the newest social networking available through e-mail, electronic brochures, Facebook and Twitter tools available for little or no cost.

BUS 391 Project Management Scope (3)

Development of clear “scope statements” for discovery and documentation of agreements for executive management: project management, financial & risk planning, communication planning, HR planning.

BUS 395 Project Time and Schedule Management (3)

Developing a Project Plan into an Operating Time Table. Developing a Work Breakdown Structure, Sequencing the Activities and understanding their dependencies and the Critical Path of the Project Plan.

BUS 396 Project Cost Management (3)

Estimating Costs by Activity in a Project and developing them into a Time Phased Budget. Learning about Earned Value formulas and using them for Project Tracking Forecasting and Reporting.

BUS 397 Project Human Resources and Communications Management (3)

Developing a Human Resource Strategy that integrates the needs of your Project and then Implementing the Planning, Hiring, Training and Executing of a Project or Endeavor.

BUS 411 Systems Management (3)

Evaluation of organizations using a systems model: analysis of solving organizational problems, with application to work-related issues and projects in business and community.

BUS 412 Information Systems Management (3)

Information Systems has a changing role in Business Strategy. Identifying the characteristics of useful information and how to store data and mine this data for Business uses.

BUS 421 Leadership and Management Plan (3)

Using theories of management and leadership, research and organizational science, and observation to develop a management and leadership system for start-up businesses or for existing enterprises.

BUS 431 Small Business Administration (3)

Characteristics and problems of a small business; how to establish and operate a small business; how management structures can reflect Christian values.

BUS 441 Nonprofit Business Administration (3)

Fund raising & contributions; accounting & financial reporting; nonprofit sector policies and procedures; state and Federal employment guidelines; benefit regulations and compliances; tracking systems.

BUS 451 Business Incubator II (3)

Field experience in an entrepreneurial situation in a small, mid-sized or mega-business under the mentorship of practitioners in the field.

BUS 452 Management Field Project (3)

Field experience in a managerial situation in a small, mid-sized, or mega-business under the mentorship of practitioners in the field.

BUS 453 Entrepreneurship Field Project (3)

Starting and running a small business—a class project application to the Local Business Incubator for a startup business: business plan, risk assessment, legal review, financial review, and stakeholder review.

BUS 454 Project Management Field Project (3)

Business internship: implement all 10 Knowledge Areas from PMI® PMBOK into a current business.

BUS 481 Project Risk Management (3)

Principles and methods of identifying, assessing and managing risks in projects and business venues.

BUS 485 Project Procurement Management (3)

Negotiation and Purchasing from External or Internal organizations is a key to the success of all projects. Selecting Vendors, understanding the Logistics and Performance Reviews with the Vendors is taught.

BUS 489 Empowering People (3)

People are every organizations most important asset. Empowering people to make great decisions makes an organization more effective. This course uses proven strategies to build up people to make them capable and willing to make good decisions.

BUS 491 Advanced Project Management (3)

Advanced analysis of scope, risk, cost, HR, communication, time, quality, procurement, integration management, and professional responsibility in preparation for Project Management Professional certification. Certification at the highest level of a Profession's Standards shows the Global Marketplace

you are ready to perform using the International Standards set by the Industry. While there is no guarantee, this capstone course prepares a student for certification by the Project Management Institute. PMI offers the Project Management Professional (PMP®) or Certified Associate in Project Management (CAPM®). The course reviews past learning in preparation to sit for PMI Globally recognized Certifications by teaching and testing learning using practice testing software.

BUS 493 Legal Issues in Business Planning (3)

Legal requirements and resources in planning for insurance needs, zoning, contracting, and labor laws.

COMPUTER APPLICATIONS (CAP)

CAP 201 Fundamentals of Computing (3)

Basic computing concepts, processes, terminology, computer systems & hardware, software applications, and personal computing platforms for home, finance, business administration, and entrepreneurial careers.

CAP 215 Computer Applications for Business (3)

Practical applications in business and management: word processing, accounting software, database management, desktop publishing, communications (email, e-commerce, Internet and World Wide Web).

CAP 301 CAD Applications (3)

Using CAD (Computer-Aided Design) on the personal computer, with specialized state-of-the-art software in industrial design ranging from buildings to equipment.

CAP 311 Video Digitizing (3)

Converting pictures or drawings into digital code so that it can be reproduced on a computer screen including storing video images and displaying them fast enough to indicate movement.

CAP 321 Internet Connectivity Applications (3)

Introduction to the "Information Superhighway," with a focus on internet connectivity, email, *ftp* (Internet File Transfer System Program), *telnet*, the World Wide Web, the USENET.

CAP 331 Website Design and Management (3)

Essentials of Website design and management.

CAP 341 Programming Applications (3)

Programming concepts and techniques, with applications for a variety of settings.

CAP 411 Harnessing the Web for Business (3)

The WEB is becoming the great equalizer and allows business to have explosive growth. Google, Amazon, e-Bay, Craigslist and Facebook are examples of very successful use of the Web. For each of these there are thousands of examples of failure too. This class looks at both success and failures to understand how the Web can be a valuable tool.

CAP 412 Data Mining for Business (3)

Predictive Analytics or Data Mining has always been done by successful businesses that assess future needs and how to fill them. Today Information Systems can super charge and give support to mental Exercises from the past. This course combines both to more effectively grow knowledge to create business or personal expansion.

ECONOMICS (ECO)

ECO 201 Introduction to Economics (3)

Supply & demand, consumer utility, production & costs, competition & monopoly, resource allocation, public goods, income distribution & economic regulation, urban economics, social responsibility & ethics.

EDUCATION (EDU)

EDU 201 Introduction to Education (3)

Survey of American higher education, learning and teaching models, pedagogy and andragogy, testing and assessment, and directed study, mentored and guided development.

EDU 203 Effective Teaching and Classroom Management (1)

The characteristics of an effective teacher, well-managed classroom including developing a discipline plan, implementing classroom procedures, designing lessons for student mastery.

EDU 221 Principles and Methods of Teaching (3-4)

Survey of curriculum design with emphasis on formulating objectives, reaching different learning styles, evaluation procedures, and mastering effective teaching techniques. Principles reinforced through teaching the classroom at the secondary level.

EDU 251, 252, 253 Cooperative Education I, II, III (3, 3, 3)

College-equivalent fieldwork: professional assignment with a business, government agency, or nonprofit organization—earns 3 credits per 100 hours of work and a maximum of three fieldwork assignments.

EDU 301 Curriculum Design, Management & Training (3)

Curriculum design (with emphasis on objectives, learning styles, outcomes and assessment), program management, and teacher training programs.

EDU 303 Teaching Techniques & Learning Environments (3)

Techniques and characteristics of effective teaching and learning environments, including classroom management, lessons plans, technology, and methods.

EDU 501 Classroom Environments & School Culture (3)

Principles, policies, procedures, and strategies for establishing a climate for success within the urban classroom, with the goal of the educator being breaking through negative perceptions and feelings and inspiring students to believe in themselves and engage in learning. Students will learn strategies ranging from developing an effective and welcoming physical classroom environment to establishing boundaries within the classroom, while inspiring students to learn and achieve. Students will develop a comprehensive plan for establishing a climate of support and success within their classrooms.

EDU 502 Relational Dynamics & Communication (3)

Theories, strategies, and models for communicating with students in order to manage student behavior, developing effective conflict management, promoting student/teacher relationships, and encouraging the development of positive self-esteem. Praxis is considered for implementing such skills in the classroom environment and in student-teacher communication.

EDU 503 Cultural Awareness & Understanding (3)

Understanding cultural differences, at-risk environments, and impoverished communities and developing strategies for scaffolding instruction for all learners, break through prejudices, and establishing a supportive and inclusive school culture.

EDU 504 Methods in Education I: Learning Outcomes, Standards, and Assessment (3)

Methods of developing instruction driven by standards, course content, and student understanding through learning goals and plans, essential understandings, and assessments that show evidence of authentic learning, which will be further used to drive instruction and develop effective unit and lesson plans.

EDU 505 Methods in Education II: Student-Centered Learning & Instructional Methods (3)

Researched and proven strategies for fostering learning through engaging and meaningful experiences; structures and best practices of inquiry-based, project-centered, and cooperative learning models for students, where students are at center stage and play a critical role in the instruction, discussion, and

collaboration within the classroom; unit and lesson planning directly derived from state standards, desired learning outcomes, and evidence from assessment; developing meaningful and purposeful learning experiences that engage the learner in exploration, cooperation, and inquiry; use of information technology teaching tools by teachers in the classroom to excite and enhance learning.

EDU 506 Methods in Education III: Differentiated & Responsive Instruction (3)

Sound pedagogy for meeting the needs of each student within the classroom, including those with special needs, those who are English language learners, and those with varying learning styles and intellectual abilities; learning to evaluate and recognize students who require differentiation and to respond with effective and meaningful instruction for each student within the classroom.

EDU 507 Advocacy & Student Support (3)

Enhanced understanding of the needs of urban youth and the role of the educator in reaching and teaching each student; proven methodologies for influencing and encouraging students who may see little future for themselves in school or in life, including such critical elements of student advocacy and transformational support as mentorship, accountability, and relationship building; develop a future focus with students and establish college, training, and career plans to inspire and support students in believing in their own abilities and future.

EDU 550 Education Practicum I (3)

Supervised and mentored field experience in elementary, secondary, college, online, and corporate education contexts.

EDU 551 Education Practicum II (3)

Advanced supervised/mentored field experience in elementary, secondary, college, online, and corporate education contexts.

ENGLISH (ENG)

ENG 099 Developmental Writing Skills (3)

Basic grammar & writing skills: sentence, paragraph & essay structure. Does not count toward graduation.

ENG 101 English Composition I (3)

Effective communication through rhetoric, argumentation, vocabulary, and intensive writing projects, utilizing English grammar, correct English usage, sentences, parts of speech, tense, punctuation and capitalization. Prerequisite: Meet placement criteria or ENG 099.

ENG 102 English Composition II (3)

Sequential course to provide intensive consideration of essay development and to introduce procedures and techniques in preparing the referenced paper. Prerequisite: ENG 101.

ENG 111 Composition and Rhetoric (3)

Analysis of selected speeches and writing for effective oral communication, with demonstration of delivery of the written word.

FINE ARTS (FNA)

FNA 201 Music Appreciation (3)

Music forms, terms & compositions: e.g., Classical, Modern, Jazz, Gospel, Popular, Rock, Hip-Hop, Rap.

FNA 208 Film Appreciation (3)

Review of classic and contemporary film, with emphasis on understanding the structure and themes of film as the 20th Century's greatest contribution to the arts.

GENERAL STUDIES (GNS)

GNS 501 Professional Ethics (3)

The relationship of moral and ethical principles to the broader professional framework in which they occur. Students will apply ethical principles to specific moral issues of the workplace and community such as social justice, business ethics, health care, war, sexuality, abortion, passive and active euthanasia.

GNS 511 Consequential Ideas and Socio-Political Systems (3)

The great formative ideas and their socio-political consequences, including the Judeo-Christian Tradition, Greek Humanism (Socrates, Plato, Aristotle), Renaissance Humanism (Petrarch), the Scientific Method and Revolution, Liberalism (John Stuart Mill, On Liberty, The Subjugation of Women), Conservatism (Edmund Burke), American Democratic tradition (John Locke, Thomas Jefferson, James Madison, Alexis De Tocqueville, Fredrick Douglass, Elizabeth Cady Stanton, Abraham Lincoln, William James, Martin Luther King, Jr.), Socialism and Capitalism (Karl Marx, Vaclav Havel, Paul Johnson), and the psychology revolution (Plato, William Wendt, Sigmund Freud, William James).

GNS 521 Analytical Thinking and Methods (3)

Classical epistemologies and anti-epistemologies—empiricism, rationalism, analytic philosophy and linguistic analysis, revelation, skepticism, postmodernism—in the social sciences, humanities, and natural sciences; focus on the Socratic Method, logic, critical thinking, and the scientific method (natural and social sciences). Explore key theories, including induction and deduction (Aristotle), sociological method (Robert K. Merton), argumentation paradigm (Stephen Toulman), scientific method (Albert Einstein), revelatory-rationalist method (Saint Paul, C. S. Lewis); statistical method (Blaise Pascal, Rodney Stark); integrationist method (Thomas Aquinas); natural law (James Q. Wilson, *The Moral Sense*).

GNS 531 Professional Leadership (3)

Forms of social and professional leadership in their historical, literary, and philosophical context, such as the European Renaissance of the 14th through early 21st centuries, with focus on Plato, Machiavelli, Sidney Hook, George Washington, Abraham Lincoln; Billy Graham; John Paul II; Franklin D. Roosevelt; Martin Luther King, Jr., Ronald Reagan; Ken Blanchard, and Saul Alinsky.

GNS 541 Research and Analysis (3)

The nature of the scientific method and basic techniques in social science research as applied to the collection, analysis, and interpretation of social, economic, and management data. Research designs and methodologies, and analysis of existing research toward professional applications. Research methodologies include action research, thought experiments, statistical research, qualitative research, quantitative research, historiography, and literary analysis.

GNS 590 Master's Capstone Thesis (3)

The Capstone Thesis is a research narrative (75-100 pages) evolving from professional studies foundational courses and elective concentration courses. The thesis is a concentration-specific application in a professional domain (leadership or education) of the foundational requirement consideration of leadership, ethics, consequential ideas, analysis, and research methods. The thesis must be approved and written under the guidance of a faculty advisor and presented to a review panel before submission of the Thesis in partial fulfillment of the requirements for the Master of Arts in professional studies.

HISTORY AND CIVILIZATION (HIS)

HIS 121 Survey Of Western Civilization I (3)

Examines the origins of the institutions and beliefs of western civilization: traces their development by Greece & Rome and their preservation and enhancement in the early medieval period of European history. This course must be completed at APU.

HIS 131 Survey Of Western Civilization II (3)

The transition of European society from medieval times through the Renaissance to the modern era, noting

the profound economic, social and political changes in cultural, political and intellectual revolutions.

HIS 221 American/U.S. History To 1865 (3)

Survey of American history from its European beginnings to the Civil War, providing description and analysis of the major development of politics, economics, society, and foreign policy.

HIS 231 American/U.S. History Since 1865 (3)

Survey of American history from the Civil War to modern times: analysis of the development of politics, economics, society, & foreign policy and the people & forces that shaped the American experience.

HIS 241 Colorado History (3)

The discovery, growth, and development of Colorado from the Indian occupation to the present, with emphasis on the nineteenth and twentieth centuries and the immigration of various ethnicities, exploration, trapping, mining, agriculture, and industrialization, pioneer life, labor movements, and political history.

HIS 321 History of Christianity To 1564 (3)

From the Apostolic Age to the Protestant Reformation: focus on major personalities, major theological and organizational traditions—including Catholicism, Eastern Orthodoxy, and major Protestant traditions that emerged in the sixteenth century—Lutheran, Anglican, Reformed, and Anabaptist.

HIS 331 History of Christianity Since 1564 (3)

From the Protestant Reformation to the 21st Century: focus on major personalities and major theological and organizational traditions—including Evangelicalism, Protestant liberalism, Neo-Orthodoxy, Post-Modernism, evangelism and world missions.

HIS 341 History of Christianity in America (3)

Christian experience in America from the Colonial era to the present—including leaders, theology, and polity among the major denominations—and the influence of theological ideas on social and public policy.

HUMAN SERVICES (HSE)

HSE 203 Counseling Skills (3)

Fundamentals of counseling skills. Introduction to the counseling approaches of Family Systems Therapy, Reality Therapy, Behavior Therapy, Gestalt Therapy, Carl Rogers, Viktor Frankl, Alfred Adler, and Sigmund Freud.

HSE 204 Counseling the Substance Abuser (3)

This course is specifically oriented to assessing and counseling the addicted client. Course work is designed to provide the trainee with knowledge of and experience in applying the fundamentals of research, evidence-based treatment, client assessment, treatment planning, client records, and individual counseling skills. Completion of this course satisfies CAC I certification requirements in addiction counseling skills and in client record management, as well as domestic violence counseling.

HSE 220 Multicultural Issues and Variables in Treatment (3)

Students develop awareness and appreciation of cultural diversity and the effects of historical oppression of African, Asian, European, Hispanic, and Native people. This course examines the spectrum of culturally informed treatment and resistive clients, with an emphasis on the impact and identification of diverse cultural values and biases in the therapeutic process. Completion of this course satisfies CAC I certification requirement in culturally informed treatment.

HSE 223 Group Counseling Skills (3)

Introduction to the basic theories of small groups through experiential learning to develop skills and strategies for effective group participation and leadership. The universality of feelings and concerns are shared so that one can recognize the dynamics of interpersonal interaction, predict dynamics accurately, demonstrate effective leadership skills, and learn to exercise control of the group process and interaction.

in small-group situations. Completion of this course satisfies CAC II certification requirement in group counseling skills.

HSE 226 Trauma Informed Care (3)

The causes and symptoms of Posttraumatic Stress Disorder and the relationship of the disorder to substance abuse and violence in the form of domestic disturbances is studied along with interventions and treatment. Completion of this course satisfies CAC II certification requirement in trauma informed care for diverse populations.

HSE 240 Psychopathology and the Mental Health Clinician (3)

An introduction to biological, psychosocial, and sociocultural etiological perspectives of psychopathology and the basic treatment approaches and critical analysis of the advantages and disadvantages of mental disturbance labeling and societal implications. Emphasis on integrated treatment of co-occurring mental health, substance use disorders, and spiritual alliances, including shared decision making, integration of services, community outreach, reduction of negative consequences, long-term care as needed, motivation-based treatment, and multiple psychotherapeutic interventions. Completion of this course satisfies CAC II certification requirements in clinical assessment and treatment planning and in co-occurring disorders.

HSE 246 Fundamentals of Motivational Interviewing (3)

The primary goals of motivational interviewing are to engage clients, elicit change talk, and evoke motivation to make positive behavioral changes through goal-oriented counseling that helps clients explore and resolve ambivalence. Students learn interviewing skills specific to various stages of recovery and relapse in order to minimize or avoid resistance and to promote essential changes in substance abuse or domestic violence clients. Completion of this course satisfies CAC II certification requirement in motivational interviewing.

HSE 248 Therapeutic Cognitive Behavior (3)

This course examines the early and current development of cognitive behavior therapy as pioneered by Drs. Aaron Beck and Albert Ellis. Cognitive behavior has become one of the most widely used therapies during the last two decades. Students will apply C.B.T. by examining thoughts and beliefs connected to moods, behaviors, physical experiences, and events. Completion of this course satisfies CAC II certification requirement in cognitive behavioral therapy.

HSE 250 Addiction Treatment and Infectious Diseases (3)

Health issues including communicable and sexually transmitted diseases that are most likely to affect addicted individuals. Health issues found among individuals who might abuse mind-altering chemicals. Students perform risk assessments and prepare educational materials for clients. Completion of this course satisfies CAC I certification requirements in principles of addiction treatment and in infectious disease in addiction treatment.

HSE 251 Pharmacology of Drugs and Alcohol (3)

As a cornerstone of addiction counseling, the professional of behavioral health must understand the composition, classification, effects, uses, and abuses of drugs and alcohol. Students learn the ways that psychoactive substances impact the central nervous and immune systems. Related socioeconomic, cultural, ethnic, and familial diversity, moral-ethical, and political issues are integrated into the course content and treatment services considered. Completion of this course satisfies CAC I and II certification requirements in pharmacology I and II.

HSE 266 Ethical and Legal Issues in Human Services (3)

Basic understanding of the legal and ethical issues in the human services profession and provides an opportunity for students to apply standards from the code of ethics as well as laws in situations that often arise in agencies providing case management and counseling. Completion of this course satisfies CAC I and II certification requirements in ethics and jurisprudence and in professional ethics.

HSE 311 Spiritual Alliances (3)

Counseling resources of spiritual alliances (church, synagogue, mosque, agency counseling, individual

practitioners, educational programs, other faith based organizations) and family systems models in history and current theory and practice. Critical analysis of Transpersonal Psychology and new age spiritual modalities.

HSE 323 Group Counseling Skills (3)

The fundamentals and advanced dynamics of group facilitation: didactic & experiential learning opportunities; stages of growth, curative factors, group process & leadership styles, principles and practice of facilitation techniques; faith based approaches.

HSE 355 Psychotherapy Internship I (3)

Supervised direct client contact in approved areas. Partially meets Colorado Division of Behavioral Health requirements for the Certified Addictions Counselor (CAC Level I).

HSE 356 Psychotherapy Internship II (3)

Supervised direct client contact in approved areas. Partially meets Colorado Division of Behavioral Health requirements for the Certified Addictions Counselor (CAC Level II).

HSE 357 Human Services Internship I (3)

Supervised direct client contact in approved areas. Partially meets Colorado Division of Behavioral Health requirements for the Certified Addictions Counselor (CAC Level I).

HSE 358 Human Services Internship II (3)

Supervised direct client contact in approved areas. Partially meets Colorado Division of Behavioral Health requirements for the Certified Addictions Counselor (CAC Level II).

HSE 390 Fundamentals of Intervention (3)

Community resources including Domestic Violence Treatment Service, Addiction Service and Mental-Health Treatment Service, and diagnosis, including domestic violence CAC certification elective credit. Skills necessary to provide appropriate, accurate, professional testimony as expert witnesses in the court system, including domestic violence CAC certification elective credit. Dialectical Behavior Therapy (DBT) assists clients with personality disorders to become more functional through an enhanced awareness of the techniques of other approaches to therapeutic intervention.

HSE 429 Grief and Loss (3)

Use of didactic and experiential techniques to recognize loss and stages of grief vis-à-vis developmental life stages and events and coping mechanisms of substance abuse; strategies of counselors to minimize feelings of helplessness and burnout.

HSE 440 Pathologies of Violence (3)

Substance abuse, violence, abuses of women and children, crime, terrorism, corruption, criminality, discrimination, isolation, stigmatization and human rights violations. A psychologically integrated model of domestic violence intervention including review of the MCMI-III data and batterer typologies, risk assessment, treatment planning. Non-adversarial communication, anger management, loving without hurting/being hurt, conflict resolution and negotiating safety, aggressive replacement training, neuro-linguistic programming.

HSE 450 Human Services Internship III (3)

Supervised direct client contact in approved areas. Partially meets Colorado Division of Behavioral Health requirements for the Certified Addictions Counselor (CAC Level III).

HSE 451 Psychotherapy Internship III (3)

Supervised direct client contact in approved areas. Partially meets Colorado Division of Behavioral Health requirements for the Certified Addictions Counselor (CAC Level III).

HSE 460 Clinical Supervision in Human Services (3)

Provides students with theoretical principles and practical application of clinical supervision in the human

services field. The course will address specific regulatory requirements of clinical supervision. Evidence-based support for counseling and clinical supervision will be addressed. Completion of this course satisfies CAC III certification requirements in clinical supervision I and II, as well as domestic violence counselor supervisors.

HSE 470 Advanced Motivational Interviewing and Professional Practice (3)

Interviewing skills specific to various stages of recovery and relapse that minimize or avoid resistance and promote essential changes in substance abuse or domestic violence clients. Focus on skill demonstrations, giving and receiving appropriate feedback, and directive counseling to help the client to examine and resolve ambivalence. The therapeutic professional practice and relationship as partnership or companionship compared with other counseling approaches (Family Systems Therapy, Reality Therapy, Behavior Therapy, Gestalt Therapy, Carl Rogers, Viktor Frankl, Alfred Adler, and Sigmund Freud). Completion of this course satisfies CAC III certification requirements in advanced motivational interviewing and in professional practice.

HSE 480 Violence Offenders (3)

Intimate partner patterns of abuse, dynamics of perpetrator treatment, from arrest to aftercare, victim and family considerations. Victim dynamics, victim's issues (including Susan's Story I and II), psychology of criminal conduct, defiance and criminal behavior, women defendants. Other specific offender topics include identity and coming-out, homophobia and civil rights, life-partnerships and co-parenting, treatment planning and accessibility.

INTERDISCIPLINARY STUDIES (IDS)

IDS 504 Ideas and American History (3)

A non-sectarian review and evaluation of the influence of theological thought in American political, social, and economic life, including Deism and the Declaration of Independence, the Puritans and Calvinist theology in the writing of the Constitution and the Federalist Papers, and other metaphysical and moral philosophies, such as Transcendentalism, Social Darwinism, the Social Gospel, Pragmatism, Secular Humanism and John Dewey, New Deal Liberalism, Martin Luther King and the Civil Rights movement, Reagan Conservatism, Evangelicalism, and post-Vatican II Catholicism that have shaped the American experience and democratic institutions.

IDS 505 Cities and Globalization (3)

Contemporary urban theory and comparative urban analysis, emphasizing how globalization is shaping urban form and problems. See how world cities have emerged in a global context, and learn about the development of public policies toward urban growth and change.

IDS 506 Made in America: The Continuing Revolution (3)

Delve into the ideas and politics of the world's first modern revolution (1765-1801) that transformed thirteen colonies of the British Empire into a nation that has become a global super power.

IDS 507 Western Literature and Globalization (3)

Evaluate the relationship between one of the most important books in history—the Bible—and geopolitical change, minorities, languages, and multilingualism/multiculturalism, and the ways that biblical concepts, idioms, and metaphors have become part of the global lingua franca for commerce, government, science, and technology.

IDS 509 Imagine the Soul of the American West (3)

The West is "America, only more so" (Stegner). This course will explore the reality and myth of the American West, as both a place in the mind and a state of mind—a cultural reference point for understanding the soul of America that often ignores historical reality, evokes nostalgia for a mythic past, and wrestles with American historical and cultural contradictions. Read novels, short stories, poems, historiography, essays, legal documents, and view films, photography and paintings.

IDS 510 Controversies in Technology, Ethics and Management (3)

An evaluation of how scientific developments drive ethical issues in medicine, including scientific advances in stem cells, genetic engineering, and reproductive technologies and how individuals, the marketplace, and democratic and managerial institutions deal with them.

IDS 521 Leadership and Management Systems (3)

Advanced project management including human relations approaches, program, evaluation, review technique. Preparation for testing for "Certified Associate in Project Management."

IDS 522 Leadership and Management: Scope (3)

Scope theory and statements, discovery and documentation of agreements for executive management including project management, financial and risk planning, communication planning, and human relations management planning.

IDS 523 Leadership and Management for a Globalizing World (3)

Advanced analysis of scope, risk, cost, human relations communication, management of human resources, communication, time, quality procurement, integration management, professional responsibility, preparation for Project Management Professional certification.

IDS 531 Sociological and Psychological Perspectives (3)

Theories of the great sociologists, with psychological perspectives and application to modern society, including the sociological method (Peter Berger), suicide theory (Emil Durkheim), bureaucracy (Max Weber), unintended consequences (Robert Merton), poverty theory (William Julius Wilson).

IDS 541 Industrial and Organizational Psychology (3)

Science and application of I/O psychology (work psychology) and project management to human capital, workplaces, and organizations.

LANGUAGE (LAN)**LAN 103 English Foreign Language I (2)**

Basic principles of English for reading and comprehension, including grammar and pronunciation. Limited to students whose native language is not English.

LAN 104 English Foreign Language II (2)

Intermediate English for speaking and writing, including vocabulary building. Limited to students whose native language is not English.

LAN 123 Hebrew I (2)

Basic principles of classical Hebrew for reading & comprehension, including grammar and pronunciation.

LAN 124 Hebrew II (2)

Intermediate Biblical Hebrew for reading and comprehension of the Old Testament in its original language, including vocabulary building.

LAN 133 Greek I (2)

Basic principles of Greek for reading & comprehension, including grammar and pronunciation.

LAN 134 Greek II (2)

Intermediate Greek for reading and comprehension, including vocabulary building.

LAN 143 Spanish I (2)

Basic principles of Spanish for reading and comprehension, including grammar and pronunciation.

LAN 144 Spanish II (2)

Intermediate Spanish for speaking and writing, including vocabulary building.

LAN 255 Language Comprehension (2)

Language reading and comprehension. Prerequisites: Two terms (6 credits) in the language.

LAN 256 English Foreign Language Comprehension (2)

English language reading and comprehension. Prerequisites: Two terms (6 credits) in the language.

LAN 257 Hebrew Language Comprehension (2)

Hebrew language reading and comprehension. Prerequisites: Two terms (6 credits) in the language.

LAN 258 Greek Language Comprehension (2)

Greek language reading and comprehension. Prerequisites: Two terms (6 credits) in the language.

LAN 259 Spanish Language Comprehension (2)

Spanish language reading and comprehension. Prerequisites: Two terms (6 credits) in the language.

LEADERSHIP (LDR)

LDR 202 Leadership and Management (3)

Motivational theory related to individual and group functions; functional and dysfunctional leadership styles; synthesis of those functional styles that work best to create the ultimate style.

LDR 211 Group and Organizational Dynamics (3)

How culture aids and hinders organizational effectiveness and leadership: planned change as a social process & a model to describe the stages of the process; the process of organizational formation & change; how group behavior affects organizational effectiveness, decision-making, and group conflicts; strategies for efficient group and task management.

LDR 221 The City: Context for Change (3)

Using systems thinking and models to explore how the city works—politically, economically, socially, and demographically, with emphasis on forces that shape neighborhoods and transform them.

LDR 231 Community and Social Analysis (3)

Community analysis and its relevance to social justice action; analytical approaches to problems and exploration of suggestions and questions they raise for community and faith-based leadership responses; focus on Denver's changing landscapes, people, and churches.

LDR 241 Urban Leadership and Management (3)

Essential qualities to personal leadership and development in self and others, including mentoring, apprenticeship, praxis relationship, and urban leadership models; practical strategies for ministry and ways that churches and faith-based organizations organize and implement such strategies, including mentoring, tutoring, health clinics, affordable housing, street outreach, shelters, and education.

LDR 251 Research and Urban Analysis (3)

Application of principles and methods of social science research to urban issues and urban leadership: scientific inquiry; role of theory; conceptualization; observation, measurement, & presentation of data.

LDR 281 Intercultural Communication (3)

Concepts, principles, and skills for improving communication between persons from different minority, racial, ethnic, and cultural backgrounds; emphasis is on public speaking and small group meeting formats.

LDR 350 Faith-Based Leadership I (3)

Faculty-directed research project that applies leadership concepts to faith-based organizations and community organizing.

LDR 361 Faith-Based Communities and Renewal (3)

Religious and democratic renewal for humane, spirit-grounded social change; exposure to persons of different generations, faith commitments, racial and ethnic groups, educational levels, and nationalities.

LDR 371 Demographics and Planning (3)

Analysis urbanization, problems, and opportunities for faith-based organizations: strategies for community planning, organizational theory, critical management theory, public policy issues related to urban ministry.

LDR 401 Local Government Politics and Policy (3)

Introduction to fundamental forces that shape local government policies (e.g., liberal-democratic tendencies & free market forces; policy formation values & resource allocation; thinking strategically).

LDR 411 Building Indigenous Communities (3)

The role of faith-based community organizing for revitalization and building communities from the inside out; strategies for locating assets, skills & capacities of residents, citizen, and local institutions; how the post-modern visual culture impacts human perspectives, how to build reclaiming structures.

LDR 412 Transformative Systems Management (3)

Organizational evaluation using a systems model: analysis of solving organizational problems, with application to work-related issues, projects in business and community, and to strategic change leadership.

LDR 421 Urban Life and Christian World View (3)

Components of a coherent world view vis-à-vis a sense of community, vision, and purpose; significant contemporary worldviews, critical and appreciative analysis of worldviews; Christian theology and its relationship to social ministry and evangelism; exploration of the importance of a Christian worldview for contemporary urban life and “doing theology in ministry from the bottom up.”

LDR 431 Community Economic Development (3)

Community-based economic development for self-sufficient ministries and faith-based organizations; models, tools and methods to engage congregations in community development.

LDR 443 Leadership in the Faith-Based Organization (3)

Character and competencies for leaders in the urban context including how to start a non-profit organization, how to raise funds, how to build a leadership team.

LDR 450 Faith-Based Leadership II (3)

A continuation of LDR 350.

LDR 451 Autobiography: Tracking Personal Change (3)

How family, ethnic, economic, philosophical, and theological backgrounds and influences shape a person’s life, sense of calling, and purpose; students identify and analyze key events in their life journey.

LDR 461 Urban Anthropology (3)

Cultural systems of cities & linkages to other population groups & worldwide urban system; ethnographic research of cultural systems, attitudes, & behaviors of U.S. domestic minorities; focus on the African-American and Hispanic-American experience in the United States, including religious movements; the farm workers and Civil Rights movements; and the Third Reconstruction of the American experience.

LDR 463 Power and Powerlessness (3)

Development and scope of services and communities through servant leadership in which the least are the greatest, the last are first, and the lost are found.

LDR 471 Urban World and Globalism (3)

Introduction to urbanology: the ethos of the city, the international urbanization milieu, the social & scriptural role of faith-based organizations, and models of current ministry positions in urban settings;

what changes in the cultural landscape mean for the individual, the local community, and the church.

LDR 473 Transformational Family Systems (3)

The complex world of family and its meaning for mission in the city; review of functional and dysfunctional family structures; how to serve high-risk youth and their families.

LDR 483 Change Agents: Individuals & Institutions (3)

Principles, psychology, and dynamics of change for individuals and institutions and the role of transformational leadership.

LITERATURE (LIT)

LIT 201 Introduction to Literature (3)

Introduction to the four major literary genres: non-fiction, fiction, poetry, and drama: reading and textual analysis (interpretation) of the English Bible and other Western literature, including Homer's Iliad and Odyssey, novel, and a Shakespearean or modern drama. This course must be completed at APU.

LIT 209 Classic and Popular Literature (3)

Reading, analysis, and enjoyment of classic and popular literature: a classic novel, novella, & short story; a popular novel (romance, fantasy, science fiction, mystery, adventure); a Shakespearean & modern play.

LIT 211 Shakespeare (3)

A study of selected works of Shakespeare and a few of the adaptations to other media, including the films *Kiss Me Kate*, *West Side Story*, and *10 Things I Hate About You*.

LIT 231 Proverbial Literature (3)

Analysis of the interrelated worldviews of Proverbs, the Book of Job, and Ecclesiastes, with applications for modern life.

LIT 261 Literature and Spiritual Life (3)

Literature and spirituality of common life experiences (rejection, relationships, self-confidence, life purpose, family life) and spiritual disciplines (meditation, prayer, fasting, simplicity, solitude, service, confession, worship).

LIT 301 Literary Analysis (3)

Literary analysis/hermeneutics applied to biblical literature: lower & higher criticism; analysis of biblical literary genres; historic debates & current issues of biblical interpretation; resources for biblical research.

LIT 303 Genre Literature (3)

Literary analysis applied to specific literary forms, such as the classical Greek genres of poetry, drama, and prose or modern genres, including drama, comedy, tragedy, tragicomedy, romance, satire, novel, novella, short story, science fiction, pulp fiction, apocalyptic, biography, autobiography.

LIT 310 Bible as Literature (3)

Biblical authorship, literature, themes, hermeneutics, culture, history, geography, and the place of the Bible in history, literature, legal and ethical systems, and culture and religious life.

MATHEMATICS (MAT)

MAT 110 College Algebra (3)

Using algebra to interpret and draw inferences from mathematical models; representing mathematical information symbolically, graphically, numerically, and verbally; and problem solving including algebraic expressions, complex numbers, solutions to functions including exponential and logarithmic.

MAT 211 General Statistics (3)

Normal distributions, calculations, time series, correlation, multi-data analysis, causation, experimentation, probability, random variables, binominal distributions, mean, median, mode with applications to professional fields and for general usage.

PHILOSOPHY (PHL)

PHL 201 Figures in Western Philosophy (3)

Figures studied will include three to five of the following: Plato, Aristotle, Jesus of Nazareth, Augustine, Aquinas, Descartes, Hobbes, Leibniz, Berkeley, Hume, Kant, James, Nietzsche, Sartre, Marx, Derrida Lewis, with emphasis on their logical, critical thinking, epistemological, metaphysical, ethical, aesthetic, and axiological insights and contributions.

PHL 211 Introduction to Ethics and Society (3)

Analysis of traditional and contemporary problems in ethics & morality in context of social & political philosophy: unbridled materialism, narcissistic humanism, power & violence. This course must be completed at APU.

PHL 221 Critical Thinking (3)

Introduction to critical thinking skills: informal and formal logic, problem-solving, and decision-making.

PHL 231 Ethics in the Urban World (3)

Introduction to ethical issues of justice and compassion and how individuals and organizations can practice and sustain ethical choices in an urbanized world, with a focus on ethical issues encountered as the church moves out into its community and guiding principles for faith-based organizations and individuals to make choices reflecting God's concern for justice and compassion and how to create and sustain Christian mission in a programmed world.

PHL 241 Argument and Persuasion (3)

Evaluation, confirmation, & application of truth claims; Analysis of classical apologetic presentations and defenses of Christian faith and truth claims compared to other philosophical systems.

PHL 281 Personal and Social Ethics (3)

Exploration of three dimensions of ethics (personal ethics, social ethics, professional practice), with applications to one's personal and professional life (business, church, community leadership).

PHL 301 Faith-Based Community Foundations (3)

The ethical and biblical basis for doing faith-based community development; focus on what it means to be human and Christian and what the Bible says about faith-based organizations.

PHL 311 Critical Thinking and Analysis (3)

Critical thinking, informal and formal logic, problem-solving, decision-making, research and analysis, and induction, with applications to education, business, management, church, media, government.

PHL 331 Faith and Social Responsibility (3)

Relationship of church and community: a biblical approach to the poor & marginalized amid affluence, the development of a practical theology for urban ministry, and examples of faith-based social activism.

POLITICAL SCIENCE (POL)

POL 101 Politics of Sports (3)

Focus on the internal and external political dimensions of sports and consideration of solutions to the problems that exist as a result.

POL 111 American National Government (3)

The American political process with emphasis on the federal government: organization, formal and

informal sources of power and influence, political attitudes and behavior of American citizens, civil rights, constitutional evolution, factors of change and stability.

POL 121 World Geography (3)

A regional study of the planet emphasizing its ecological, economic, and political interdependency: includes geopolitics and environmental factors that contribute to cultural diversity and the complex relationship between the developed and underdeveloped worlds.

POL 201 Introduction to Political Science (3)

Introduction to politics, including the American political ideals and system compared to other systems (e.g., Socialism, Marxism, Fascism), political philosophy (e.g., from the Greeks to Christendom to Jefferson to the post-modern era), economic theory, geopolitical issues, and social responsibility & ethics.

POL 221 Race, Gender and Justice (3)

The politics of race and gender in America, with focus on the Civil Rights Movement and women's rights.

POL 231 Politics of Civil Rights (3)

History and current issues of the Civil Rights movement in the United States.

POL 241 American Political Systems (3)

Organization, powers, functions, and practical workings of state, country, town city governments of the United States, with emphasis on federal-state relations and Colorado state government and constitution.

POL 250 Political Science Internship (3)

Students are placed in state or local legislative staff positions or in campaign offices according to their own interests and goals. Generally, the work assignment is up to 20 hours a week for a semester.

POL 251 Government Internship (3)

Students are placed in state or local government agency relationships according to their own interests and goals. Generally, the work assignment is up to 20 hours a week for a semester.

POL 261 Political Theory (3)

Examination of Western Civilization's political ideas and ideals from Plato and Aristotle through Edmund Burke, John Adams and Thomas Jefferson, Karl Marx, Martin Luther King, Jr., with focus on the state, humanity, justice, and politics.

PSYCHOLOGY (PSY)

PSY 205 Applied Psychology (3)

Overview of the field of psychology including applications of learning, perception, motivation, emotion, heredity, personality, development, abnormal and psychotherapy; development, implementation, and interpretation of research data.

PSY 215 Cognitive Psychology (Age Specific) (3)

Examines how humans think, problem solving, and subnormal ability with some of its causes & effects.

PSY 221 General Psychology (3)

Introduction to the field of psychology including learning, perception, motivation, emotion, heredity, personality, development, abnormal and psychotherapy.

PSY 231 Life-Span Developmental Psychology (3)

This course is for students who do not have a specific age group they wish to work with in the future.

PSY 241 Abnormal Psychology (3)

An overview & critical examination of Abnormal Psych with very limited exposure to the DSM.

PSY 245 Counseling Skills Praxis (3)

Foundational understanding & skill development in the practice of individual, family, and group counseling, by means of instructional, case studies, experiential, and praxiological course components.

PSY 301 Psychology and Group Dynamics (3)

The psychology and dynamics of the nature and process of groups, including group formation, dissolution, communication, leadership, facilitation, decision-making, conflict resolution, and therapy. Development and application of group-related psychology and skills.

PSY 308 Career Psychology (3)

Overview of the various psychometric tools and analysis and understanding of the underlying research of those tools as it applies to career psychology, development and guidance. The student will gain an ability to evaluate, give guidance, and appreciate the uniqueness of an individual in need of career assistance.

PSY 311 Age Specific Developmental Psychology (Child & Adolescent) (3)

Consideration of human development geared to the age with which the student wishes to work.

PSY 331 Social Psychology (3)

An examination of how human social interactions affects the individual.

PSY 335 Human Nature and Psychological Method (3)

Exploration of theories of human nature and psychological method and preparation of students who wish to work in the helping field to examine how what we believe human nature to be impacts the methodologies we choose in helping.

PSY 341 Tests & Measurements (Experimental Psychology) (3)

An examination of tests & measures used in psychology & a critical look at how & why they are developed.

PSY 350 Institutional Psychology Practicum I (3)

An opportunity for students to put into practice things learned in class & through hands on experience gain new understanding of the use of psychology in mental health by organizations.

PSY 351 Therapeutic Psychology Practicum I (3)

Opportunities for students to put into practice things learned in class & through hands on experience gain new understanding of the use of psychology in mental health in a therapeutic context.

PSY 401 Environmental Psychology (3)

An examination of the interaction & relationship of humans & their environment. Students will explore & evaluate current different environments for their “ergonomic” effectiveness.

PSY 441 Neural Psychology (3)

An examination of the brain/nervous system & related functions/abilities.

PSY 450 Institutional Psychology Practicum II (3)

Opportunities for students to put into practice things learned in class & through hands on experience gain new understanding of the use of psychology by organizations.

PSY 451 Therapeutic Psychology Practicum II (3)

Opportunities for students to put into practice things learned in class & through hands on experience gain new understanding of the use of psychology in mental health in a therapeutic context.

PSY 461 Death and Dying (3)

Death and dying, as the ultimate loss, are life experiences integral to human existence. What and how humans experience, give order to, make sense of, and live out loss in our lives. Counsel skills and

therapies to assist others dealing with loss within societal, cultural, philosophical, and spiritual contexts.

PSY 471 Psychology of Religion (3)

The development of religious attitudes and the psychological factors involved in religious cultures. This course will explore religion from a psychological and a theological, perspective.

PSY 481 Behavioral Psychology (3)

In contrast to cognitive psychology which focuses on consciousness, mental states, and subjective phenomena such as ideas and emotions, behavioral psychology studies objectively observable and measurable data and mental and physical activity that can be explained in terms of human response to external stimuli. Focus on the theories of Ivan Pavlov, John B. Watson, and B. F. Skinner, among others.

PSY 490 Capstone in Psychology (3)

Individually or collaboratively, using various methods (paper, research, experimentation, or current work, etc.) students demonstrate the range and scope of their understanding and/or mastery of psychological principles and practices.

SCIENCE (SCI)

SCI 201 Introduction to Astronomy (4)

A survey of modern observations of astronomy (e.g., the moon, planets, stars, and their formations) history & social implications of astronomy. Lab work gives a greater appreciation of the universe.

SCI 211 Earth Systems Science (4)

Exploration of the solid earth, oceans and atmosphere as an integrated set of systems that act together to control climate, topography and other physical aspects of the natural environment, including lab work.

SCI 221 Science and The Scientific Method (4)

The Scientific Method—including the exact and inexact sciences, and the history of science from Aristotle to Roger Bacon, to Isaac Newton, to Albert Einstein and the 20th century. Includes introductions to the eighteen great scientific discoveries of the 19th and 20th centuries—including relativity, quantum mechanics, atomic physics, nuclear physics, and ecosystems. Lab work is included.

SOCIOLOGY (SOC)

SOC 151 Fundamentals of Social Change (2)

Establish a vision and confirm the student's potential for individual social change resulting in a life of productive self-sufficient citizenship.

SOC 152 Dynamics of Social Change (2)

The role of motivation and structures for individual social change. Prerequisite: SOC 151.

SOC 221 Introduction to Sociology (3)

Patterns and processes of human social relations: the sociological method, socialization, cultures & subcultures, prejudices, stereotypes, racism and discrimination, urbanization and urbanology; domestic violence dynamics, and conflict resolution. Review of the great sociologists, including Emile Durkheim, Max Weber, Robert Merton, Talcott Parsons, and William Julius Wilson.

SOC 251 Sociology of Self-Sufficiency (1)

Develop the plan outlined in the prerequisite courses for individual social change resulting in a life of productive self-sufficient citizenship. Prerequisites: SOC 151, 152.

SOC 252 Assessment of Self-Sufficiency (1)

Demonstrating the student's attainment of individual social change resulting in a life of productive self-sufficient citizenship. Prerequisite: SOC 251.

SOC 253 Outcomes of Self-Sufficiency (1)

The rehabilitation process and rewards of individual social change resulting in a life of productive self-sufficient citizenship. Prerequisite: SOC 252.

SOC 271 Interpersonal Sociology (3)

Introduction to individual and group behaviors, work ethic, professionalism, and human resource skills necessary for personal, educational, and professional success. Orientation to student life, decorum and services, including the APU physical campus, learning resources, academic standards and advisement.

SOC 272 Professional Development (3)

Employment research, search, and acquisition skills. Topics include matching qualifications with vocational requirements, resume preparation, and job applications. Also includes writing effective cover letters, follow-up letters, resignation letters, and recommendation letters. Classroom activities include discussion of basic interviewer questions and techniques and interviewee responses and strategies. Students are exposed to basic motivation theories, values clarification, and philosophic principles.

SOC 350 Servant Corps Internship I (3)

Service learning program: social work, education, human & family services, child development, non-profit administration, personal growth, and rescue mission work amid a residential rehabilitation community.

SOC 351 Servant Corps Internship II (3)

Continuation of SOC 350. Service learning program: social work, education, human & family services, child development, non-profit administration, personal growth, and rescue mission work amid a residential rehabilitation community.

SOC 421 Sociology of Urban Life and World View (3)

Components of a coherent world view vis-à-vis a sense of community, vision, and purpose; significant contemporary worldviews, critical and appreciative analysis of worldviews; Christian theology and its relationship to social ministry and evangelism; exploration of the importance of a Christian worldview for contemporary urban life and “doing theology in ministry from the bottom up.”

SOC 461 Urban Sociology and Anthropology (3)

Cultural systems of cities & linkages to other population groups & worldwide urban system; ethnographic research of cultural systems, attitudes, & behaviors of U.S. domestic minorities; focus on the African-American and Hispanic-American experience in the United States, including religious movements; the farm workers and Civil Rights movements; and the Third Reconstruction of the American experience.

SPEECH (SPE)**SPE 201 Introduction to Speech (3)**

Preparation, techniques, delivery, and objectives of public oral communication in large and small groups.

SPE 281 Cross-Cultural Communication (3)

Concepts, principles, and skills for improving communication between persons from different minority, racial, ethnic, and cultural backgrounds; emphasis is on public speaking and small group meeting formats.

STUDY ABROAD (STA)**STA 201 Central America Field Studies (3-6)**

Field study in Central America.

STA 202 Cross-Cultural Adaptation—Europe (3-6)

Focus on cultural adaptation in the context of a multicultural team working with gypsy orphans in Romania; emphasis is on becoming a language/culture-learner and identifying key cultural elements.

STA 203 Cross-Cultural Adaptation—Africa (3-6)

Focus on cultural adaptation in the context of a multicultural team working with HIV orphans in Kenya and Zimbabwe; emphasis is on becoming a language/culture-learner and identifying key cultural elements.

STA 204, 205, 206 Cross-Cultural Adaptation—Women of the World (3-9)

First-hand cross-cultural adaptation by first world women relative to second & third world women of Africa (STA 204), Romania (STA 205), or Armenia (STA 206) emphasizing being a language/culture-learner, identifying key cultural elements, promoting human rights, developing resources, and building cultural bridges & infrastructure.

THEOLOGY AND MINISTRY (THE)**THE 201 Faith and Work (3)**

Philosophical and practical evaluation of work in its occupational, vocational, and service applications as an endeavor of human spirituality and divine teleology.

THE 207 Introduction to Spiritual Formation (3)

Analysis of philosophical, foundational, and existential components and practices of human spirituality for personal application; Analysis of the ministerial role and techniques of nurturing in others the application of the philosophical, foundational, and existential components and practices of human spirituality.

THE 210 Introduction to the Bible (3)

Biblical authorship, literature, themes, hermeneutics, culture, history, geography, and the place of the Bible in history, literature, legal and ethical systems, and culture and religious life.

THE 215 Apologetics and Persuasion (3)

Evaluation of tools for evaluating, confirming, & applying truth claims; Analysis of classical apologetic presentations and defenses of Christian faith and truth claims compared to other philosophical systems.

THE 217 Prologue to the Life of Christ: Incarnation (3)

Analysis of the political, cultural, and religious context of the First Century into which Jesus Christ came and lived as the incarnate word of God.

THE 218 Challenges to the Life of Christ: Temptations (3)

Via Christ's temptations, an analysis of cultural and ethical values and consideration of classical Christian responses, relationships, and roles of cultural and ethical engagement.

THE 219 Life of Christ I: Kingdom of God (3)

Analysis of the Sermon on the Mount and the Kingdom of God as the transformational principles and the seminal message of Jesus Christ.

THE 220 Life of Christ II: Nature of Man (3)

Analysis of the nature of man and the inherent conflict between personal freedom and integrity and the religious and political establishment.

THE 221 Life of Christ III: Redemption (3)

The redemptive paradigm & expectations of Jesus compared with other transformational philosophies of such sources as Plato, Marx, and modern social analysis.

THE 222 Life of Christ IV: World Religion (3)

Founders, organization, and agenda of the primitive Christian church that have led to the development of a

world religion and the spiritual foundation of Western Civilization.

THE 241 Devotional Theology (3)

Literature and spirituality of common life experiences (rejection, relationships, self-confidence, life purpose, family life) and spiritual disciplines (meditation, prayer, fasting, simplicity, solitude, service, confession, worship).

THE 251 Biblical and Religious Topics (3)

The Biblical themes of the Hebrew religious system, Jesus' Gospel of the Kingdom of God, and Paul's teaching on grace & the Body of Christ; Evaluation of historical and modern religious concepts.

THE 306 Spiritual Formation (3)

Analysis of the ministerial role and techniques of nurturing in others the personal application of the philosophical, foundational, and existential components and practices of human spirituality.

THE 311 Biblical Interpretation (3)

Literary analysis/hermeneutics applied to biblical literature: lower & higher criticism; analysis of biblical literary genres; historic debates & current issues of biblical interpretation; resources for biblical research.

THE 342 Christology (3)

A study of the Christological apologetic of the Epistle to the Hebrews, which utilizes Old Testament symbolisms and comparisons, that demonstrates the preeminent reality of a Christocentric theological system, redemptive paradigm, and religious praxiology.

THE 345 Homiletics (3)

Personal preparation, text construction, delivery techniques, and outcome objectives of public oral communication in large & small groups, emphasizing the modalities of homiletics & religious instruction.

THE 347 Theological Education By Extension (3)

Introduction to T.E.E., a proven andragogical method for the religious instruction of adults in America, Europe, and the Third World; evaluation of "learning" as "long-term change shown in appropriate ways."

THE 348 Church School Curricula & Administration (3)

Church school curricula development, publishers, and administration of church educational programs.

THE 350 Rescue Ministry Practicum (3)

Internship in the work of the Rescue Mission, including practice in operations, management and distribution of donations, outreach, supervision of volunteers, security, and other responsibilities.

THE 351 Rescue Mission Chaplaincy Practicum I (3)

Internship in the normal duties of rescue mission chaplaincy: the mission chapel & services, managing volunteers, addressing client material & spiritual needs, and public speaking.

THE 361 Biblical Greek I (2)

Basic principles of Koine Greek for reading & comprehension, including grammar and pronunciation.

THE 362 Biblical Greek II (2)

Intermediate Greek for reading and comprehension of the New Testament in its original language, including vocabulary building. Prerequisite: THE 361.

THE 363 Biblical Greek III (2)

Reading in the Greek New Testament and other Middle Greek texts. Prerequisites: THE 361 and THE 362.

THE 371 Theological Concepts of Leadership (3)

Analysis of the biblical leadership roles of prophet, priest, and king, the model of Jesus Christ, and First Century church leadership positions vis-à-vis the principles and practices of servant leadership.

THE 381 Church Development (3)

Analysis of five components of a start-up organization, group dynamics and leadership necessary for effective organization, organizational culture, and traditions related to long-term continuation and vitality.

THE 382 Starting Urban Churches (3)

Analysis of the aesthetic, environmental, and theological aspects of the city & the emergence of churches in an urban venue; development of strategies, methodologies, and techniques for starting city churches.

THE 392 Rescue Ministry (3)

A practical introduction to the history, work, and operation of Rescue Missions, with specific application to aspiring Mission chaplains, and broad application to evangelical urban ministry in general.

THE 394 Evangelism and Discipleship (3)

Spiritual formation outreach and cultivation skills, including communicating spiritual precepts, one-to-one mentoring, and spiritual disciplines that help novitiates move toward spiritual formation, personal fulfillment, and philanthropic service.

THE 396 Spiritual Formation and Nurture (3)

Spiritual formation counseling and cultivation skills, including counseling methods, spiritual coaching, and spiritual exercises that help counselees move toward spiritual formation, personal fulfillment, and philanthropic service.

THE 401 The Pentateuch I (3)

Analytical and practical study of the first five books of the Bible: creation narratives, fall of man, divine judgment, Patriarchs of Israel, the divine plan for the ages in the Messiah. Primary focus on Genesis.

THE 402 The Pentateuch II (3)

Analytical and practical study of the first five books of the Bible: revelation of God in redemption, the Exodus, giving and codification of the Law, the Hebrew sacrificial system in Exodus thru Deuteronomy.

THE 411 Letters of Paul I (3)

The life and writings of St. Paul, a seminal mind and founder of modern civilization: Paul's first missionary journey and concomitant letter of Galatians and the Christocentric gospel of grace and liberty.

THE 412 Letters of Paul II (3)

Continuation of THE 411: Paul's second and third missionary journeys and imprisonments, his concomitant Prison and Pastoral Epistles, and his historical significance and impact.

THE 421 Prophets of Israel (3)

Survey of the historical context and prophetic themes of the major & minor Old Testament prophets. An in-depth analysis of the life, times, and message of Jeremiah as an exemplar of the prophets of Israel.

THE 431 Wisdom Literature (3)

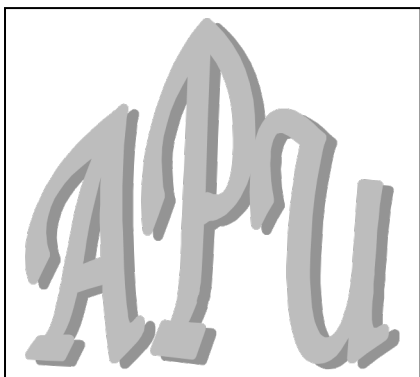
Analysis of the interrelated worldviews of Proverbs, the Book of Job, and Ecclesiastes, with applications for modern life.

THE 450 Rescue Mission Chaplaincy Practicum II (3)

Internship in advanced chaplaincy skills and field experience: case work & management, spiritual & material needs assessment, pastoral care & services.

THE 481 Cure and Care of Souls (3)

The "care of souls" practiced by the Christian church and the impact of psychology & psychotherapy; the role & techniques of a pastoral care giver in ministry & religious life to diagnose, heal, & nurture the soul.



ADMISSION TO THE UNIVERSITY

GENERAL ADMISSION POLICY

Nondiscriminatory Policy

American Pathways University is an equal opportunity educational institution. The University does not discriminate on the basis of gender, race, religion, national origin, age, disability, creed, or veteran status in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations.

General Admission Policy

All qualified students are welcome at American Pathways University, especially members of APU Strategic Alliance organizations and residents of the University's service area neighborhoods of Denver, Commerce City and Aurora, Colorado.

Enrollment Cap Policy

While American Pathways University scrupulously adheres to its nondiscriminatory policy, it does have an enrollment cap for each academic term and academic year. Therefore, applicants who are otherwise qualified for admission may not be admitted for a particular term because the enrollment cap has been met. Such students will be placed on admission standby (that is, they may still apply and be given standby status but their subsequent admission is contingent on a sufficient number previously admitted students failing to actually enroll and thus opening enrollment space for them).



ADMISSION REQUIREMENTS TO UNDERGRADUATE AND GRADUATE PROGRAMS

The application process is an opportunity to introduce yourself to APU so we may evaluate your potential for academic success to achieve personal and professional goals, character growth, and seriousness and dedication of purpose. **A High school transcript, GED, or college transcript is required for admission.** College entrance assessment instruments (e.g., SAT, ACT, GRE), essays, recommendations, activities, work experience, and interviews may be used to evaluate applicant's placement and ability to benefit. Students must apply for admission and complete a Student File as follows prior to enrollment in classes.

University Entrance Requirements	Special Student Enrollment*	Certificate Programs	Associate of Arts Program	Bachelor of Arts Program	Master of Arts Program
1. Student Information Form	X				
2. University Application Form and Fee		X	X	X	X
3. Reference Letter (APU Alliance member, employer, or teacher)		X	X	X	X
4. Personal Narrative Essay (according to APU guidelines)					X
5. Official High School Transcript (2.0 GPA minimum) or GED		X	X	X	
6. B.A. Transcript (2.5 GPA minimum)					X
7. Official Transfer Credit Transcripts (if any)			X	X	X
8. Proof of Income		X	X	X	X
9. Enrollment Agreement	X	X	X	X	X
10. Student Matriculation Survey	X	X	X	X	X
11. Complete Admissions Checklist Interview (with APU advisor)		X	X	X	X
12. University Acceptance Letter		X	X	X	X

Students who apply and matriculate at the University certify that their personal and professional goals are compatible with the mission of the University and objectives of their chosen program of study and agree to abide by University standards and show consideration for all members of the University community.

SPECIAL STUDENT ADMISSION*

Students who take courses without entering a certificate or degree program must complete a Student Information Form, sign an Enrollment Agreement, register, and pay course and learning materials fees.

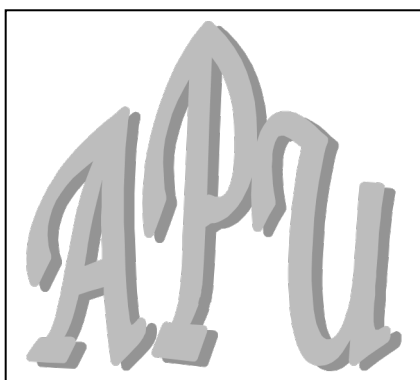
ENROLLMENT

Confirmation of Intent to Enroll

After receiving admission notification, accepted students must confirm their intent to enroll in American Pathways University by making an online tuition deposit of \$50 at www.americanpathways.edu within one week after receipt of an Acceptant Letter, which will be applied to tuition upon enrollment.

Suspension and Readmission

Suspended students, including those who have not registered for a course for more than twelve months, must apply for readmission using the University's Application Form, pay the appropriate fee(s), and meet all the standard entrance requirements. In addition to reapplication, students placed on probation or dismissed for disciplinary or academic reasons may be asked to meet certain counseling requirements and/or other conditions set forth by a reinstatement and/or readmission review committee.



REGISTRATION, STUDENT CLASSIFICATION, CREDIT

SEMESTER SYSTEM

The University academic terms are the semester system. The unit of academic credit is the *semester credit*.

CLASS SIZE

Class size varies, but generally range 3 to 10 students with an ideal average faculty:student ratio of 1:10.

ENROLLMENT POLICIES

Student Classification, Standing, Suspension

Classification	Good Standing	Suspension
Regular Student	<ul style="list-style-type: none"> •Student file up-to-date •Academic progress & 2.0 GPA min. •Paid-up account balance •Good campus deportment 	<ul style="list-style-type: none"> •Incomplete student file •Inactive course enrollment •Unpaid account balance •Inappropriate conduct
Certificate Student	<ul style="list-style-type: none"> •Student file up-to-date •Academic progress & 2.0 GPA min. •Paid-up account balance •Good campus deportment 	<ul style="list-style-type: none"> •Incomplete student file •Inactive course enrollment •Unpaid account balance •Inappropriate conduct
Special Student	<ul style="list-style-type: none"> •Student information form •Course registration (\$15 fee) •Academic performance •Good campus deportment 	<ul style="list-style-type: none"> •Failure to course register •Unpaid registration fee •Sub-par academic performance •Inappropriate conduct
Graduate Student	<ul style="list-style-type: none"> •Student file up-to-date •Academic progress & 3.0 GPA min. •Paid-up account balance •Good campus deportment 	<ul style="list-style-type: none"> •Incomplete student file •Inactive course enrollment •Unpaid account balance •Inappropriate conduct
Leave of Absence	<ul style="list-style-type: none"> •Application for leave of absence •Leave approval up to one year 	<ul style="list-style-type: none"> •Failure to renew leave for one year •Inactive for over two years
Stopout/Dropout	<ul style="list-style-type: none"> •Consultation with academic advisor •Written notification to leave school 	<ul style="list-style-type: none"> •Inactive for over one year •Failure to notify school

Students are classified according to their educational objective, total credits earned, load, and progress.

- Regular Students** are degree seeking and making satisfactory progress toward program completion.
- Certificate Students** are seeking a knowledge and skills certificate in an area of study or a career.
- Special Students** are pursuing knowledge out of love of learning without a degree or certificate goal.
- Graduate Students** are enrolled in and making progress toward completion of a Master's program.

Enrollment Agreement

Students and the University sign an enrollment agreement specifying the student's classification (regular, certificate, or special) and the obligations owed by each to the other.

Course Registration

Students are expected to register for courses each term before attending classes.

Course Load

A normal course load is 12-15 credits each semester for full-time students. Term load over 15 credits requires the approval of the student's Program Director and the Vice President for Academic Affairs.

Course Cancellation

Courses may be cancelled with fewer than five students enrolled, in which case students will be allowed to take approved alternate courses or independent studies to maintain normal progress toward graduation.

Dropping and Adding Courses

Students may drop a course prior to the drop course deadline by completing a Course Withdrawal form (available from the Registrar) and a grade of "W" for withdrawal is entered on the student's transcript. Students who withdraw prior to the first second half course session will receive full tuition refund, less any institutional financial aid. Courses may only be added prior to the first class session of the course.

Leave of Absence

Students may take an approved leave of absence of up to three consecutive terms from the University and maintain good standing status, providing a Leave of Absence form is completed and signed by their academic department advisor prior to the leave. APU will reactivate the student's good status automatically if the student registers for courses within this timeframe.

Withdrawal from the University

Students may withdraw from the University in good standing after consultation with the Vice President for Academic Affairs and their academic department advisor by completing a School Withdrawal form and all Course Withdrawal forms and payment of any outstanding Student Account balance. Withdrawal in good standing is required to receive appropriate refunds and an official transcript record.

Executive Withdrawal from Courses and the University

When deemed in the best interest of a student or the University, the Vice President for Academic Affairs may grant a student executive withdrawal from the University or from specific courses, with tuition refunded less financial aid and fees. Basis for such withdrawal include: 1) Death or illness of immediate family member; 2) Student illness requiring hospitalization; 3) Abusive relationship or divorce proceeding; 4) Documented disability; 5) Work-related transfer, change of work or unexpected loss of

employment; 6) Natural disaster; 7) Financial hardship; and 8) Loss of transportation.

EARNED CREDIT POLICIES

Credit Hour

American Pathways University uses the semester credit hour to award credit. Depending on the subject and learning objectives, the University offers courses for 1, 2, 3 or 4 credits. Courses with a separate laboratory requirement are awarded an additional 1 hour of credit. A technical science course has a 1-credit supervised lab in addition to 3 credits of didactic instruction for a total of 4 credits.

Credit Hour/Carnegie Unit is a measure of the relative course clock-hour distribution of the learning paths of instructional didactics, supervised lab, outside preparation, and program application (e.g., internships or externships). Some APU didactic class sessions are 60 minutes instead of the traditional Carnegie 50-minute sessions. As a result, a 15-week Carnegie course may be completed in thirteen weeks. The following charts illustrate clock hour allocations and scheduling options. (Note: clock hour allocations for a “Course with Lab” may vary from the example given depending on the specific course content; students should consult the course syllabus and instructor for clock hour allocations of a specific course.)

Clock-Hour Distribution

3-Credit Course	Clock Hours	Instructional Didactics	Supervised Lab	Student Preparation	Contact Hours	Total Hours
Carnegie System	Weight	1.0		2.0		
	Hours	45		90	45	135
Course With Laboratory	Weight	1.0	0.67	1.33		
	Hours	45	30	60	75	135
Externship	Hours				135	135
M.A. Thesis	Hours	35	15	125	50	175

Course Scheduling Options: A, B, C

Option	Scheduling	Wks	3-Credit Didactic		3-Credit Didactic/Lab		4-Credit Didactic/Lab	
			Mtgs/Wk	Hrs/Wk	Mtgs/Wk	Hrs/Wk	Mtgs/Wk	Hrs/Wk
A	Traditional	15	1	2.5	1/1	3.1	1/1	3.9
B	Accelerated	13	1	2.9	1/1	3.5	1/1	4.5
C	Block	8	2	4.7	1/1	5.7	1/1	7.3

Completion of Courses at American Pathways University

Courses must be taken in order. The prerequisite policy of APU requires lower-division courses be completed prior to registration for upper-division courses. Lower-division courses are freshman and sophomore level (courses numbered 100 and 200, respectively). Upper-division courses are junior and senior level (courses numbered 300 and 400, respectively). Exceptions to APU’s prerequisite policy must be approved by the Vice President for Academic Affairs. See *Degree Track Schedules* in this Catalog.

Length Of Time To Complete A Program

Program	Credential Awarded	Credit Hours	Clock/Contact Hours	Length in Months
Associate Program	A. A. (Associate of Arts)	60	915	24
Bachelor Program	B. A. (Bachelor of Arts)	120	1830-2100	48
Master’s Program	M.A. (Master of Professional Studies)	36	545	24

Credit by Examination and Assessment

Students may be granted a maximum of 34 academic credits for high quality college-equivalent learning conducted by non-collegiate organizations. Such credits are assessed as follows.

- ***Credit by Examination***

Credit may be earned through demonstration of college-level learning through proficiency examinations offered by testing services, including *CLEP*, *DANTES*, *TECEP*, and *RCE*.

- ***Credit by Evaluation***

Credit may be awarded for listed non-collegiate sponsored courses by (1) the *College Credit Recommendation Service (CREDIT)* of the American Council on Education (ACE), found in the National Guide to Educational Credit for Training Programs (aka, “ACE Guide”) and (2) the *National PONS*, found in the College Credit Recommendations, and Military Credit, as delineated in the Guide to the Evaluation of Educational Experiences in the Armed Services provided by ACE.

- ***Credit by Directed/Independent Study***

Directed study enrollment requires approval of the course instructor and Department Director.

Acceptance of Transfer Credit by/from Other Accredited Institutions

Acceptance of accreditation and transfer of credits is the independent prerogative of employers, government agencies, and institutions of higher learning. Students are responsible to verify acceptability of APU transcripts by these entities.

Only regular academic courses with a grade of “C-” or better are generally accepted in transfer to APU, but are not used to calculate the grade point average (GPA) of the APU transcript. Potential transfer credit without a letter grade or over 10 years old must have special APU approval to be received in transfer.

The maximum number of transfer credits is 90, or 60 from an accredited community/junior college. The last 30 degree credits must be taken at APU. The effective Catalog is the current one of the transfer year.

As a guide, APU informally subscribes to the Colorado Statewide Guaranteed Transfer Program (GTPathways), but reserves the sole prerogative to accept or reject transfer credit. For the A.A./B.A. these courses must be completed at APU: *SOC 271 Personal Sociology*, *HIS 121 Survey of Western Civilization I*, *PHL 201 Figures in Western Philosophy*, *PHL 211 Introduction to Ethics and Society*, and one science course; and for the B.A. degree *LIT 201 Introduction to Literature* is also required to be taken at APU.

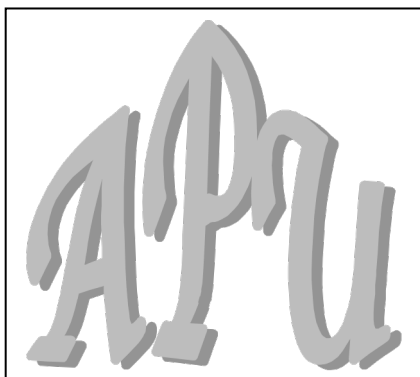
A certified English translation of GED certificates, high school diplomas, or college transcripts in languages other than English must be submitted to the Registrar. Students from countries with a British system of education must submit a certified copy of one of the following: General Certificate of Education (G.C.E.)—Ordinary or Advanced Level, Caribbean Examinations results (CXE), or School Certificate.

Transcript Requests from American Pathways University

Official transcripts will be mailed to student-authorized parties upon written request by the student. A fee of \$5 is charged for each transcript. Transcripts cannot be released until all accounts are paid in full. Graduates or students of APU who may wish to transfer American Pathways University credits to other institutions are advised that acceptance of credits is the sole prerogative of the accepting institution.

Release of Academic and Student Life Records

Student academic and student life records shall not be released except upon the written request of the student. In accordance with the Federal Educational Family Rights and Privacy Act, only those officers of the University who are so designated by the President, CAO, or Dean of Students are authorized to have access to student academic or student life records. (See *Student Handbook* for more information.)



ACADEMIC STANDARDS and STUDENT GOOD STANDING

General Policy

The University expects students to maintain high academic standards of scholarship. Students should strive for academic excellence, collegiality, personal integrity, and responsible conduct. Academic achievement and excellence is facilitated by attendance (no more than two absences in a course are allowed without penalty and compensatory requirements for the missed sessions must be completed), completion of assignments and examinations, and a minimum of two hours of out-of-class study per week for each hour of classroom or direct faculty instruction per week.

Grading System

Description	Percent Grade	Letter Grade	Grade Points
•Work of exceptional quality	90-100	A	4
•Work of a commendable quality	80-89	B	3
•Work of an acceptable quality	70-79	C	2
•Work of passing quality	60-69	D	1
•Failing work, no credit given	0-59	F	0
•Passing work, no grade given		P	0
•Withdrawn		W	—
•NonCredit		NC	—
•Incomplete		I	—
•In-Progress		IP	—
•Audit		AU	—

Incomplete (I)

Incomplete (I) only given for the most extraordinary reasons, e.g., death in the immediate family, serious health crisis either for the student or in the immediate family, and employment or military transfer/assignment. Otherwise an F is assigned if the work is not completed by the deadline.

In Progress (IP)

Students who make satisfactory progress in an internship, field experience, or practicum, but do not complete the requirements by the end of the semester may, with the permission of the instructor, complete them the following semester. A grade of IP is assigned until the internship, field experience, or practicum is completed, at which time it is replaced by a letter grade. If the internship, field experience, or practicum

is not completed by the end of the second semester, an F is assigned. Additional policies relevant to these categories are available from the Registrar or the student's Department Director or Program Director. Full tuition is charged the following semester for a course for which an IP has been given.

Audit (AU)

Students that audit a course receive no grade or credits, but must pay tuition and fees.

Repeat Privileges

Students may repeat a course within two years in which a D or F was earned. When the course is repeated with a grade of C or better, the D or F is replaced by the new grade and entered on the transcript. The cumulative grade point average is recalculated. Full tuition is charged when a course is repeated for credit.

Attendance and Assignments

Students are expected to attend class. Unexcused absences will affect the student's academic achievement and the professor's assessment of the student's performance. Attendance, punctuality, and preparation are essential habits of personal and vocational success and are as important as acquisition of technical knowledge and development of skills.

Students are expected to complete all assignments when due and to come prepared to participate in the class. Students are expected to read the textbooks and supplemental reading as assigned.

Excessive absenteeism, tardiness, and unpreparedness will result in administrative action. Students must attend the first week of classes. Students who fail to post class attendance for 14 consecutive days will be dropped from school.

No children, whether attended or unattended, are allowed in classrooms or labs during sessions.

Make-Up Work

While absences may be excused for employer demands, medical needs, or family emergencies, students are expected to make-up all missed class work before returning to class. Before returning to class after an absence, students must be prepared to proceed with the new material of the regular class sequence. Make-up work will not be done during regularly scheduled class sessions. Students are responsible to determine what class content was missed and to make all necessary arrangements for make-up work.

Classroom Decorum

Students are expected to take responsibility for the success of their classmates by respectfully listening and responding to their comments and questions. Students should attend class prepared to make substantial and insightful contributions to the class topic and peer discussions.

Students are expected (1) to maintain appropriate attention, civility, decorum, and attire in the classroom that is conducive to the goals of higher education at the University and respectful of the rights of others to learn and (2) to cooperate with the professor's leadership to maintain appropriate classroom order, civility, and decorum necessary for a respectful, positive, enjoyable, and effective learning environment for all.

Inappropriate decorum includes, but is not limited to, profanity and obscenity, disparaging and degrading language, any forms of filibustering, harassment, bullying and disrespect, and all forms of disruptive behavior such as arriving late, leaving early, interrupting, showboating, side conversations, and disruptive personal use of digital devices and phones during class and that is unrelated to the course.

Students violating class decorum may be asked to leave the classroom or barred from attending the course.

Student Good Standing Policies

Student Good Standing involves various expectations along the continuum of a student's association with the University. These involve, but are not limited to, the student's application, entrance & placement, matriculation, financial accounts, financial aid, academic, graduation, and personal deportment. A student is in good standing if the minimum expectations are maintained. A student may be placed on probation when the minimum expectations or standards are not met and appeals or remedial activities are pending. A student may be disciplined, suspended, or expelled for substantial or persistent substandard performance. A student may also be placed on probation or dismissed for violations of classroom decorum protocols.

A student is in good standing according to the following criteria:

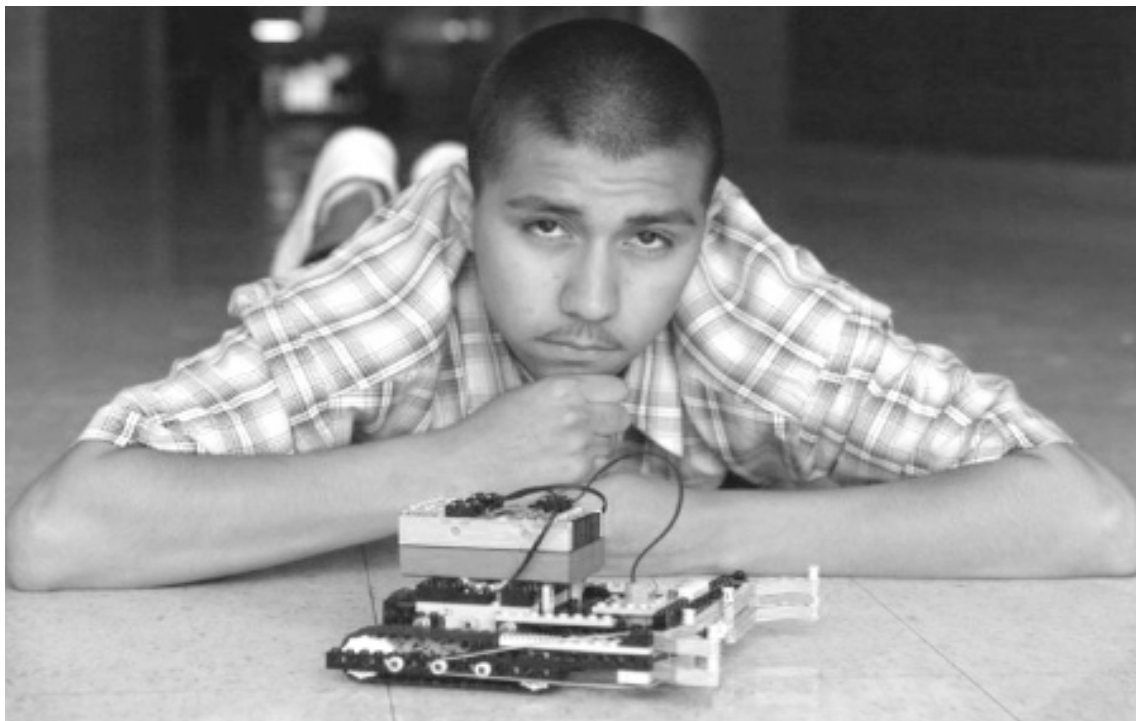
- Satisfactory progress toward program completion within a 150% time frame of a full-time schedule
- Academic and Graduation: Associate and Baccalaureate 2.0 GPA; Master's 3.0 GPA
- Code of Conduct: No pending or proven violations
- Financial Accounts: No delinquent payments or account balances
- Other Categories: Matriculation, Financial Aid, Course Enrollment

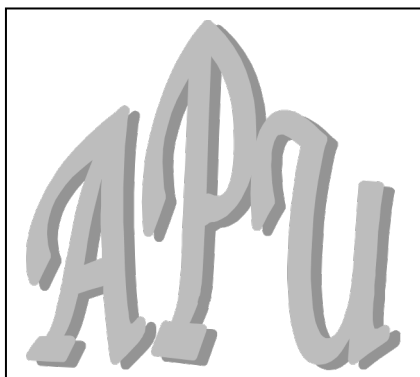
Matriculation: Applicants must score at least 70% on the entrance and placement assessment

Financial Aid: Qualified students must apply for financial aid and provide proof of income

Course Enrollment: Students must register for courses prior to enrollment (class attendance)

Good standing policies are found in detail in the Student Handbook and at www.americanpathways.edu.





FINANCIAL INFORMATION

Tuition and fees are subject to change, with 60-day advance notification. Payment may be made on line, by check, or money order.

Tuition and Fees

Tuition

Undergraduate Course Tuition (per credit)	_____	\$100
Graduate Course Tuition (per credit)	_____	\$350
Learning Certification Tuition (per credit)	_____	\$ 50
In-Progress Tuition (per credit)	_____	\$100
Noncredit Tuition (per credit)	_____	\$100

Payment Due Dates

With Registration From
With Registration From
With Registration From
With Registration From
100% discount applied

Fees

Application Fee	_____	\$ 50	With Application Form
Reapplication Fee	_____	\$ 50	With Reapplication Form
Course Registration Fee (per registration form)	_____	\$ 15	With Registration From
Student Activity Fee (per semester)	_____	\$ 10	With Registration From
Graduate Program Fee (per course)	_____	\$350	With Registration From
Course Fee (per credit)	_____	\$ 5	With Registration From
Learning Assessment Fee (per credit)	_____	\$ 50	With Assessment request
Graduation Fee for Degree Students	_____	\$100	30 days before Graduation
Graduation Regalia Rental Fee	_____	\$ 25	30 days before Graduation
Transcript Fee (each copy)	_____	\$ 5	With Transcript request
APU Press Learning Materials Fee	_____	\$ 1	Per printing cost unit
Delinquent Account Balance Fee (the larger of)	_____	\$100	Or 10% of unpaid balance
Delinquent Account Reinstatement Fee	_____	\$ 5	Per delinquent payment

Refunds

Application Withdrawal. Full refund of all monies paid upon withdrawal prior to program enrollment if requested within three business days following campus visitation, orientation, or enrollment agreement execution and initial payment, minus the lesser of 15% of the undiscounted program cost or \$150.00.

School Withdrawal. Students withdrawing from the University or a specific term should first contact the Office of Academic Affairs, but it is not required to retain their rights to refunds as here described.

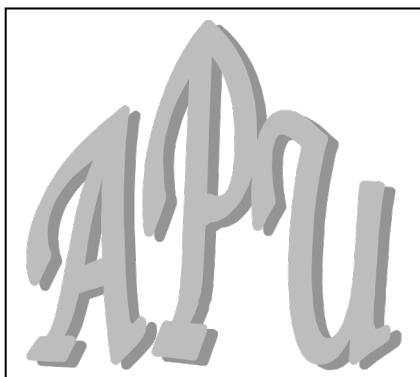
Course Withdrawal. Students may withdraw from a course by completing a Drop Course form. Tuition refunds are calculated according the following course withdrawal schedule:

Before Drop Course deadline (prior to second half of course)	_____	100% Tuition Refund
After Drop Course deadline (after first half of course)	_____	No Tuition Refund

See Drop Course Form (see Forms) for specific course withdrawal deadlines according to course length.

Delinquent Accounts

Tuition and fees are due upon course registration and unpaid balance is delinquent after last day of term.



FINANCIAL AID

OFFICE OF SCHOLARSHIPS AND FINANCIAL AID

The Financial Aid Office of American Pathways University helps students find additional resources to meet up to 100% of educational expenses. The APU Institutional Scholarship Program helps pay for 30% to 80% of tuition only, depending on financial need (see table below). Students should contact the Scholarships and Financial Aid Office to apply for financial aid.

APU INSTITUTIONAL SCHOLARSHIP PROGRAM

General Qualifications

Character, potential, dedication of purpose, academic achievement, and special abilities are considerations for awarding an institutional tuition scholarship. **To receive** an APU Institutional Scholarship Program grant students must *first* apply for external financial aid that may be available to them from employers, Federal and State programs, foundations, and private scholarships. **To maintain** an APU scholarship a student must demonstrate progress toward completion of an academic program and complete the term for which the grant is awarded. Only one of the following Institutional Scholarship Program grants may be awarded per academic term. The amount of the grant is based on financial need (see table below). Recipients must meet the specific qualification for the following APU Scholarship Options.

American Pathways University Strategic Alliance (APUSA) Scholarship

Specific qualification: **Affiliation**. Students having a current staff or client affiliation with a listed APU Strategic Alliance organization and otherwise qualify for the University's Institutional Financial Aid Program are eligible to apply to the APU Office of Financial Aid for a scholarship of up to 80% of the cost of tuition, depending on financial need. (Students who become post-clientele after matriculating at APU may preserve their affiliation status for a scholarship by maintaining continuous progress toward completion of an academic program.)

Higher Education Leadership Program (HELP) Scholarship

Specific qualification: **Residency**. Students living in the service area of the University and otherwise qualify for the University's Institutional Financial Aid Program are eligible to apply to the APU Office of Financial Aid for a scholarship of up to 55% of the cost of tuition, depending on financial need.

American Pathways University Community Service (APUCS) Scholarship

Specific qualification: **Community Service**. Students living outside the University's service area and otherwise qualify for APU's Institutional Financial Aid Program may apply to the Office of Financial Aid to perform regular volunteer service for a listed APU Strategic Alliance organization and if accepted are eligible to apply for a scholarship of up to 55% of the cost of tuition, depending on financial need.

TABLE OF FINANCIAL NEED AND SCHOLARSHIPS

APU Institutional Financial Aid is a percentage of tuition expenses based on financial need. (The parenthetical percentages indicate the maximum amount of institutional financial aid when the University is not the financial aid Payer-Of-Last-Resort (POLR) and there is an available external financial aid option). An external Third-Party-Financial-Aid (TPFA) option must pay the maximum amount of tuition and other qualifying expenses according to the TPFA option before APU's POLR program is applied.

Annual Income	APUSA Scholarship (Affiliated)	HELP Scholarship (Unaffiliated Resident)	APUCS Scholarship (Non-Resident Com. Service)
<\$20,000	80% (64%)	55% (44%)	55% (44%)
<\$25,000	70% (56%)	50% (40%)	50% (40%)
<\$30,000	60% (48%)	45% (36%)	45% (36%)
<\$35,000	50% (40%)	40% (32%)	40% (32%)
<\$40,000	40% (32%)	35% (28%)	35% (28%)
>\$40,000	30% (24%)	30% (24%)	30% (24%)

Changes to the foregoing may be made by the University without prior notice. Please verify the currency of this information with the Office of Scholarships and Financial Aid.

FINANCIAL AID APPLICATION

Students seeking Institutional Financial Aid must initiate a two-step application process. Available financial aid will be applied from the date of the initial application as follows:

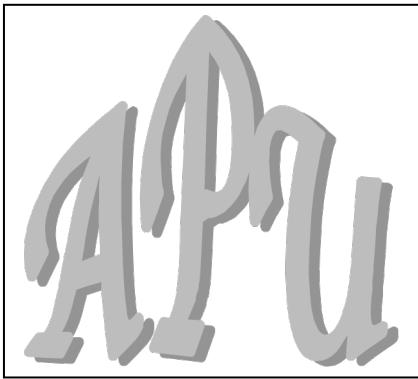
1. **Institutional Scholarship Application.** Based on Step 1—a student's Application for Admission Form to APU (which indicates a need for financial aid) and after initiation of Step 2—the student applies for external financial aid (a copy of the external financial aid application must be provided to the Office of Financial Aid), an initial APU scholarship grant will be awarded per academic term for the minimum amount of the appropriate Scholarship Option (see above) for which a student qualifies.
2. **External Financial Aid Application.** The Financial Aid Office will help students assess possible external sources of educational financial aid and provide information for making application for such aid. Upon determination of the amount of available external financial aid, a student's account will be adjusted to reflect application of the maximum amount of the appropriate APU Scholarship Option (see above) to the unfunded balance (as determined by Nos. 2-4 below) from the initial date of application.
3. **Institutional Scholarship Award.** Pending the availability and amount of external financial aid, an APU scholarship grant will be awarded for the maximum amount per academic term of the appropriate Scholarship Option and amount (see above) for which a student qualifies, adjusted annually based on documentation of financial need (i.e., IRS Form 1040 AGI or similar documentation).

QUALIFYING AND REMAINING ELIGIBLE FOR APU FINANCIAL AID

Once granted, the appropriate APU scholarship grant will continue to be awarded from term to term so long as a student maintains Student Good Standing by continuing to meet the following requirements:

1. Personal and academic qualifications: Character, potential, purpose, achievement, special abilities.
2. Specific program qualification: Affiliation (APUSA), Residency (HELP), Com. Service (APUCS).
3. Application for external financial aid: Employer, Federal & State, foundations, private scholarships.
4. Annual determination of amount of scholarship via IRS Form 1040 AGI or similar documentation.
5. Continuous progress toward completion of a program (Degree Plan) & completion of the grant term.
6. Maintenance of the minimum cumulative grade point average (GPA).
7. Timely payment of tuition & fees, repayment of unused grants, and other obligations.





BOARD OF DIRECTORS OF AMERICAN PATHWAYS UNIVERSITY

- *Bridget Forsmark, M.A., MPAS*
Chair of the Board of Directors
Physicians Assistant (c), Internal Medicine of Wheat Ridge, Wheat Ridge, Colorado
- *John Tellis, Jr., Th.D.*
Vice-Chair of the Board of Directors
Founder, Tellis Ministries, Inc. and Pastor, Solomon Temple Missionary Baptist Church, Denver, Colorado
- *Lawrence D. Marlatt, M.Div., D.D.*
President and CEO, American Pathways University, Denver, Colorado
- *Tijani Cole, J.D., Ph.D.*
Colorado State Magistrate and Principle of Justice High School, Lafayette, Colorado
- *Stephen E. Hamilton, B.A., M.Div.*
Representative, Summit Brokerage Inc., Boca Raton, Florida
- *Jack LaPietra, M.Div., D.D.*
Senior Minister, New Life In Christ Church, Lakewood, Colorado
- *Richard Miller, M.A.*
President and CEO, Missions Door, Denver, Colorado
- *Victor Nellum*
Senior Minister, Anchor of Hope Church, Denver, Colorado
- *Kenneth E. Roberts, M.Div., D.D.*
Pastor Emeritus, Denver, Colorado
- *Thomas Tillapaugh, M.A., D.H.L.*
Founder and Administrator, Denver Street Schools and President, Street School Network, Lakewood Colorado

- *Robert Woolfolk, M.Div., D.D.*
Senior Minister, Agape Christian Church, Denver, Colorado

COMMITTEES OF THE BOARD

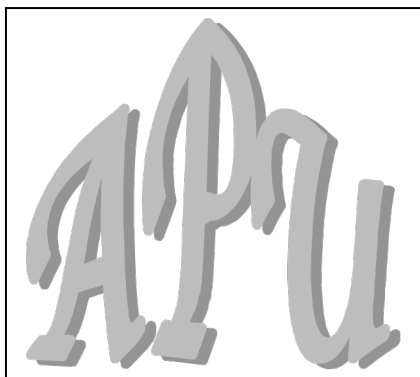
Executive Committee: Exercises oversight of the corporation on behalf of the Board between plenary sessions of the Board of Directors.

Academic Affairs Committee: Provides specific review of academic policies, programs, development, and accreditation.

Oversight Committee: Provides general review of institutional policies and operations, the Office of the President, and conflicts of interest.

Advancement/Management Committee: Provides specific review of institutional financial policies, endowment, asset management, and annual audits.





ADMINISTRATION AND SENIOR STAFF OF AMERICAN PATHWAYS UNIVERSITY

OFFICE OF THE PRESIDENT (EXECUTIVE LEADERSHIP AND COUNCIL)

Lawrence D. Marlatt, M.Div., D.D., President (CEO)
 Kenneth Bekkedahl, M.Div., Vice President for Institutional Advancement
 Dennis Connor, B.S., C.P.A., Vice President for Finances and Budgets (CFO)
 Dody Kois, M.A., Vice President for Institutional Management
 Gene R. Marlatt, Ph.D., Vice President for Academic Affairs (CAO)

PRESIDENT'S COUNCIL

Dody Kois, M.A., Executive Chair of the President's Council
 Vice Presidents: Kenneth Bekkedahl, Dennis Connor, Dody Kois, Gene Marlatt

OFFICE OF INSTITUTIONAL ADVANCEMENT

Kenneth Bekkedahl, M.Div., Vice President for Institutional Advancement

OFFICE OF FINANCES AND BUDGETS

Dennis Connor, CPA, Vice President for Finances and Budgets

OFFICE OF INSTITUTIONAL MANAGEMENT

Dody Kois, M.A., Vice President for Institutional Management
 L.D. Marlatt, Director of Enrollment Management (Admissions, Registration, Records)
 J. Kevin Marlatt, M.A., Ed.S., Chief Information Officer, Professional Development, Student Achievement, and CMS

OFFICE OF ACADEMIC AFFAIRS

Academic Affairs

Gene R. Marlatt, Ph.D., Vice President for Academic Affairs

Student Affairs

Cleve Carpenter, M.A., Dean of Students

Learning Resources

Jennie Rucker, Ed.D., M.L.S., Librarian

Cleve Carpenter, M.A., Associate Librarian

School of Allied Health

Cleve Carpenter, M.A., Dean of School of Allied Health

(Applied Psychology and Human Services)

School of Business

Robert W. Koiss, M.B.A., Dean of School of Business

(Business Applications and Professional Development)

School of Management

Derrick Keith Hudson, Ph.D., Dean of School of Management

(Management and Leadership)

School of Ministry

Lon Gregg, Th.M., D.D., Dean of School of Ministry

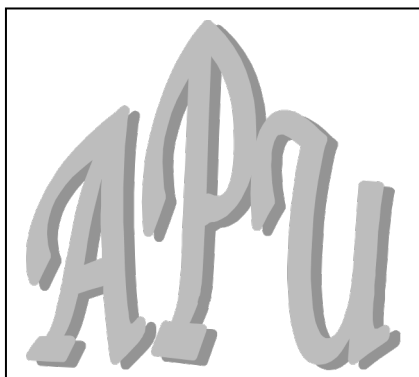
(Ministerial Studies and Theological Studies)

Graduate School

Dorothy B. Marlatt, Ed.D., Dean of The Graduate School

(Master of Arts in Professional Studies: Executive Leadership; Professional Educator)





FACULTY

Below is an alphabetical registry of personnel holding **regular faculty appointment**. Regular faculty are also listed on the University website (americanpathways.edu).

The University also appoints highly qualified **affiliate faculty**, a registry of whom for each semester is available from The Office of Vice President for Academic Affairs and also listed each term in the course schedule and on the University website (www.americanpathways.edu).

Each faculty member's curriculum vitae academic major(s) at each institution is delineated in a parenthesis following each college/university from which the degree was awarded. Also delineated are *experiential certifications* and relevant experience (e.g., professional certificates and licenses, work as agency counselor, director of non-profit or public inner city service agency, consulting.), and *professional appointments* relevant to the fields in which they teach. (e.g., faculty appointments held previously at other universities). *Publications* refers to the fact that the faculty member has written books and/or published articles in scholarly journals. The designation (c) after the faculty member's academic degree means "candidate for the degree."

Faculty hold one of several ranks in this order: Professor, Associate Professor, Assistant Professor based on their degree, prior university-level appointment and rank, professional accomplishments, and length of appointment at the University. Affiliated faculty hold the rank of Lecturer or Visiting Professor (a professor of distinction who teaches on a temporary basis). The University President holds the appointment of Distinguished Professor and the Vice President for Academic Affairs holds the part-time faculty appointment as Professor.

The Master of Arts in Professional Studies faculty is drawn in part from the undergraduate faculty who have the doctoral degree and expertise in discrete academic fields and in part from faculty whose sole teaching assignment is in the graduate program.

Regular Faculty, by Academic Department

Department Directors are designated by parenthetical notation after the name of the faculty member. Part-time Faculty are listed each term in the course schedule and on the University website (www.americanpathways.edu). Degree candidacy indicated by (c). The Professional Studies Major is facilitated by the Director of the Department of General Education.

General Education

- | | |
|---------------------------|------------------------|
| • Gene R. Marlatt, Ph.D. | • Samik Dasgupta, M.S. |
| • Liam J. Atchison, Ph.D. | • Robert Eells, Ph.D. |
| • Edward Boudreaux, Ph.D. | • Sheppard, D (MA) |
| • John A. Cattin, M.A. | |

SCHOOL OF ALLIED HEALTH

(Dean: Prof. Cleve Carpenter)

Applied Psychology Degree Program

- Cleve Carpenter, M.A.
- Thomas Graham, Ph.D.

Human Services Degree Program

- Marjorie B. Lewis, Ph.D.
- Marilyn J. Richardson-Lewis, Ph.D.

SCHOOL OF BUSINESS

(Dean: Prof. Robert Kois)

Business Applications Degree Program

- Robert W. Kois, M.B.A. (Director)
- William M. Talboys, Ph.D.
- J. Kevin Marlatt, Ed.S.

Professional Development Degree Program

- Robert Kois, M.B.A.
- L. Bruce Pelon, Ph.D.
- James M. Howard, Ph.D.
- William Talboys, Ph.D.
- Gene R. Marlatt, Ph.D.

SCHOOL OF MANAGEMENT

(Dean: Dr. Derrick Hudson)

Management and Leadership Degree Program

- Derrick K. Hudson, Ph.D.
- L. Bruce Pelon, Ph.D.
- J. Kevin Marlatt, M.A., Ed.S.

SCHOOL OF MINISTRY

(Dean: Dr. Lon Gregg)

Ministerial and Theological Degree Program

- Lon Gregg, Th.M. D.D.
- James M. Howard, Ph.D.
- Cap Hensley, M.A.
- Lawrence D. Marlatt, M.Div.
- S. Bradley Hopkins, Th.M.

GRADUATE SCHOOL

(Dean: Dr. Dorothy Marlatt)

Graduate School Faculty

- Dorothy B. Marlatt, Ed.D. – Education
- Marjorie B. Lewis, Ph.D. – Counseling; Leadership and Management
- Liam J. Atchison, Ph.D. – History
- Gene R. Marlatt, Ph.D. – Economics; Leadership; Intellectual History
- Edward Boudreaux, Ph.D. – Science
- L. Bruce Pelon, Ph.D. – Education
- Robert Eells, Ph.D. – Political Science; American Studies
- Marilyn J. Richardson-Lewis, Ph.D. – Educational Psychology
- Thomas Graham, Ph.D. – Psychology
- Deborah Schweikert-Cattin, Ph.D. – Education
- James M. Howard, Ph.D. – Biblical Studies
- William Talboys, Ph.D. – Vocational Education
- Derrick K. Hudson, Ph.D. – International Affairs, Globalism

Regular Faculty, with Summary of Credentials

- ***Liam J. Atchison, Ph.D.***

Associate Professor of Intellectual History and Philosophy

B.A. Kansas State University (history)

Th.M., Dallas Theological Seminary (systematic theology)

Ph.D., Kansas State University (history)

Experiential: Academic Vice President, Global Scholars; Founding Editor, *Mars Hill Review* (a journal of philosophy and culture); History Lecturer, Perspectives on the World Christian Movement; Former Chair of the Board and Board Member, Cadence International; Former Board Member, Youth Dynamics, Washington; Executive Director, Emmanuel House, Kansas

Professional: Phi Beta Kappa, Instructor in History and graduate instructor, Kansas State University; Academic Dean and Associate Professor of Historical Theology, Seattle Campus, Western Seminary; Assistant professor of Biblical Studies and History and Director, Master of Arts in Counseling, Colorado Christian University; co-author of *Grief*; articles for *Mars Hill Review*, *The Socratic Enquirer*, *Fides et Historia*; Co-editor/author (with K. Bates and D. Lenz), *Civil Religion and American Christianity* (BorderStone, 2017); Contributor to several encyclopedias— *War and Religion: An Encyclopedia of Faith and Conflict* (ABC-CLIO, 2017), *Evangelical America: An Encyclopedia of Contemporary American Religious Culture* (ABC-CLIO, 2017), and the forthcoming *Religion and Contemporary Politics: A Global Encyclopedia* (ABC-CLIO, 2019); Also an initiate of Phi Alpha Theta and Phi Kappa Phi. Research and teaching fields include religion, politics, hermeneutics, twentieth-century belles-lettres, intellectual history and philosophy.

- ***Edward Boudreaux, Ph.D.***

Associate Professor of Science

B.S., Loyola University, New Orleans, LA (chemistry)

M.S., Tulane University, New Orleans, LA. (chemistry)

Ph.D., Tulane University, New Orleans, LA. (chemistry)

Experiential: Fulbright Fellowship: Nominated for Alfred P. Sloan Distinguished Fellowship; Peer review numerous technical grant proposals and scientific publications for technical journals; Professional achievements cited in Who's Who in Science, plus nine different national and international citation indices; Membership in some eight national and international professional societies; awarded twelve discrete research grants from agencies funding basic research; awarded four contracts from various Publications: fifty-two technical papers in referred scientific journals and conference proceedings; thirty-three contributions to chapters in technical scientific books and reviews; four published technical book reviews; several publications in various ancillary scientific areas; industry consultant and advisor; Publications and/or co-Publications of four technical scientific books

Professional: Professor of Chemistry/ Chemical Physics, University Of New Orleans; Visiting Professor of Science, Colorado Christian University

- ***Cleve Carpenter, M.A.***

Associate Professor of Psychology; Dean of Students

B.A., Rockmont College (psychology)

M.A., University of Northern Colorado (agency counseling)

Experiential: Director, agency counseling services; assistant director, agency counseling non-governmental organization; Publications: *An Intellectual's Guide to Psychology*

Professional: Visiting professor of philosophy and psychology, Colorado Christian University Research and teaching fields include general psychology, statistics, agency counseling

- ***John A. Cattin, M.A.***

Assistant Professor of Education

B.A., Mesa State College (English, secondary education)

M.A., Regis University (education)

Experiential: Educator in Colorado public schools, private Christian schools, institutions with incarcerated and adjudicated youth for 24 years, teaching language arts (9-12), special education (9-12), and alternative education with at-risk youth (9-12)

Professional: Professor of business and education, Colorado Christian University; Affiliate Faculty Member of Regis University, Advisor and Teacher for alternative education, Regis University; Teaching fields include special education, K-12 education, at-risk youth

- *Samik Dasgupta, M.S.*
 Assistant Professor of Science
 B.S., University of Calcutta, India (physics)
 M.S., University of Pune, India (physics)
 Doctoral Studies, University of Colorado at Boulder (physics)
 Experiential: Computer programming and software development; university tutor; world chess tournaments.
 Publications in *Journal of High Energy Physics*
 Professional: Teaching Assistant, Department of Physics, University of Colorado at Boulder; Teaching fields include algebra, astrophysics, general physics
- *Robert J. Eells, Ph.D.*
 Professor of History and Political Science
 B.S., Geneva College (history)
 M.A., Union College (American studies)
 Ph.D., University of New Mexico (political science)
 Experiential: Director, Coalition for Public Justice, Colorado; Director, Coalition for Public Justice, Michigan;
 Publications: *Lonely Walk: The Life of Senator Mark Hatfield*; Publications: *Forgotten Saint: The Life of Theodore Frelinghuysen*
 Professional: Assistant Professor of History and Political Science, Rockmont College; Professor of History and Political Science, Trinity Christian College; Professor of History and Political Science, Spring Arbor University; Research and teaching and fields include American history, political science
- *Thomas Graham, Ph.D.*
 Professor of Psychology
 B.A., California State University (liberal studies)
 M.A., New Mexico Highlands University (psychology)
 Ph.D., University of Southern California (psychology)
 Experiential: Deputy Director, U. S. Peace Corps; founder and CEO, organizational and ministry development consulting firm
 Professional: Seminary president; faculty and dean of continuing education, UCLA; Study Abroad director, California State University system
- *Lon Gregg, Th.M.*
 Professor in Theology and Old Testament
 B.A., Dartmouth College (English literature)
 Th.M., Dallas Seminary (Old Testament theology)
 D.D., American Pathways University (honorary)
 Experiential: Founder and Director, National Association of Gospel Rescue Missions. Publications: *Developing a Phased Rehabilitation Program*; *Day By Day with the Denver Rescue Mission* plus scholarly articles in professional journals
 Professional: Faculty, Colorado Christian University; Spiritual Director, Denver Rescue Mission; Research and teaching fields include rescue mission chaplaincy, Old Testament literature, New Testament studies
- *Cap Hensley, M.A.*
 Assistant Professor of Religious Studies
 B.A., George Fox College (history)
 M.A., Wheaton College (Old Testament)
 Doctoral Studies, University of Liverpool (ancient history/ancient Israel)
 Experiential: Church administrator; Manager, Denver inner city food distribution ministry
 Professional: Faculty and departmental chairman, biblical studies, Colorado Christian University; Teaching fields include ancient history, ancient Israel, biblical studies, humanities

- *S. Bradley Hopkins, Th.M.*
 Assistant Professor in Theology and New Testament
 B.A., Moody Bible Institute (pastoral studies)
 Th.M., Dallas Theological Seminary (academic ministry)
 Experiential: Inner city pastor; Coordinator, inner family rescue social service agency
 Professional: Adult education teacher, inner city educational ministry; Teaching fields include biblical studies
- *James M. Howard, Ph.D.*
 Assistant Professor of Biblical Studies, Leadership, and Business
 B.S., Regis University (economics, business administration)
 B.C.M., Colorado Christian University (Christian ministries)
 M.B.A., Regis University (finance and accounting)
 Th.M., Dallas Theological Seminary (New Testament studies)
 Ph.D., Dallas Theological Seminary (Biblical studies)
 Experiential: Seminary Chief financial officer and chief operations officer of high technology media firm; Senior auditor for the leading energy company in Colorado; Vice President for Advancement, Denver Seminary; Publications: *Paul, The Community, and Progressive Sanctification*
 Professional Experience: Assistant Registrar, Seminary; Instructor in Biblical Studies, Dallas Seminary; Professor, Rocky Mountain Bible College; professor, Colorado Christian University; professor, Denver Seminary; Teaching fields include finance and accounting, New Testament studies, biblical studies
- *Derrick Keith Hudson, Ph.D.*
 Associate Professor of Political Science and International Relations
 B.S., United States Air Force Academy (humanities)
 M.A., University of Central Oklahoma (political science and international affairs)
 Ph.D., University of Denver (international studies)
 Experiential: Captain, United States Air Force; book review editor; contributing editor, Journal of Public and International Affairs; director, program management program; Denver inner city NGO education program
 Professional: Associate Professor of African-American Studies and International Relations, Metropolitan State College; faculty, University of Michigan; faculty, professor, assistant professor of international relations, Colorado School of Mines; Research and teaching fields include political science, international relations, comparative politics, political theory
- *Robert W. Kois, M.B.A.*
 Associate Professor of Business
 B.A., University of Colorado at Boulder (business administration)
 M.B.A., University of Denver (executive administration)
 Experiential: Project Management Professional Certification (PMP)
 Professional: Project manager, StorageTek; Business analyst; Operations manager technology company; President and Broker of self-owned real estate firm; Board member of Denver inner city youth education and leadership service organization; President and instructor of professional project management and leadership education firm; Instructor in Project Management, University of Colorado at Boulder; Teaching fields include business administration, business administration, project management, accounting, business administration, financial management
- *Marjorie B. Lewis, Ph.D.*
 Professor of Psychotherapeutic Studies
 B.A., University of Maryland (social psychology)
 M.Ph., Carnegie-Mellon University (public policy administration)
 D.Min., United Theological Seminary
 Ph.D., Carnegie-Mellon University (public policy administration)
 Postdoctoral, University of California at Berkeley (religion and ethics)
 Experiential: Licensed State of Colorado Certified Addiction Counselor, Levels I, II, III; Licensed Systemic Play Therapy Counselor; Licensed Marriage and Family Therapy Counselor; Licensed Alcohol Counseling
 Professional: Professor of public management and policy, University of Colorado at Denver; Teaching and research fields include public policy analysis, addictions counseling, domestic violence counseling

- **Dorothy B. Marlatt, Ed.D.**
 Professor of Education
 B.A., Wheaton College (anthropology; music)
 M.A., University of Colorado at Boulder (education)
 Ed.D., International Graduate School (curriculum and instruction)
 Experiential: K-6 public school teacher; charter school principal; public school principal; church music director; consultant; Publications: co-author—*Leadership to a Higher Power*; co-author—*Adventures in Time, Space, and Beyond*; *Adventures in Rhetoric, Grammar and Dialectic*; *Education in America*; *Littera: An Introduction to Literature*
 Professional: Professor of Education, Dean of School of Education, Dean of Master of Arts in Education, Colorado Christian University
- **Gene R. Marlatt, Ph.D.**
 Professor of History; Vice President for Academic Affairs (CAO)
 B.A., Wheaton College (history, with minors in political science, philosophy, Biblical studies)
 M.A., University of Denver (history)
 Ph.D., University of Colorado at Boulder (history)
 Doctoral Studies, American University (international relations)
 Experiential: ROTC Lieutenant; College-- Lettered in Track and Field; Managing editor, *The Socratic Inquirer* (public affairs journal); Moderator, radio and television public affairs show; Realtor and real estate developer; Educational consultant; Social worker; Candidate for Colorado Legislature; Publications of books and articles on management, leadership, professional ethics, history, and biography; President, American Academy and Institute of Human Reason; Publications: co-author - *Leadership to a Higher Power*; *Multifacety: Ethics for the Third Millennium*; ten other books, plus articles and reviews; co-publications
 Professional: Instructor, University of Colorado, Rockmont College, Regis University, Denver Seminary; Rockmont College: President, Executive Vice President, Academic Dean, Dean of Students; at Colorado Christian University: Graduate School Dean, Vice President for Academic Affairs, Vice President for Advancement, Professor of Leadership; Research and teaching concentrations in American Economic history, economics, American intellectual and philosophical history, American diplomatic history, History of France and Europe, Latin American history, US/American history to 1865, US/American history since 1865, history of science, history of Western Civilization; leadership; professional ethics
- **J. Kevin Marlatt, M.A., Ed.S.**
 Assistant Professor of Computer Applications
 B.A., University of Colorado at Boulder (philosophy)
 M.A., University of Colorado at Boulder (information and learning technology)
 Ed.S., University of Colorado at Denver (administrative leadership and policy studies)
 Experiential: Project Management Professional Certification (PMP); founder of inner city educational program to develop inner city leaders; president of multimedia design studio; certification in web management, project management, macromedia, other software systems
 Professional: Coordinator, Denver Public Schools Computer Magnet School; Instructor in Computer Applications, University of Colorado at Boulder and Denver; Principal Kaplan High School (Colorado campus)
- **Lawrence D. Marlatt, M.Div., D.D.**
 University President and Distinguished Professor of Practical Theology
 B.A., Colorado State University (history)
 M.Div., Conservative Baptist Theological Seminary
 D.D., Swisher Bible College (honorary)
 Doctoral Studies, Denver Seminary (ministerial studies)
 Experiential: Rocky Mountain circuit preacher; Associate Pastor and Church Education Director of large urban church, Denver, Colorado; Senior ministerial staff of Missions Door; Director and staff trainer of Campus Ambassadors, University of Colorado at Boulder; National Coordinator of Campus Ambassadors; Director, curriculum designer and instructor of the Campus Ambassador Summer Institute to train students and staff; President of Urban Pathways, Inc., inner city community service organization; Director of Denver Urban Academy, inner city educational services agency; Owner, President, Realtor and employing broker of real estate marketing and development firm; Managing partner of IRACO LLC, property management;

Publications: *Citizens: Lend Me Your Ears (Public Speaking)*; *How Shall We Live (Ethics)*; *Call To Radical Discipleship (Leadership)*; *Toward A Recovery Of Transformational Leadership (Staff Development)*
 Professional: Visiting professor, Denver Seminary; Instructor and staff trainer, Campus Ambassador Summer Institute; Instructor, Denver Urban Academy

- *L. Bruce Pelon, Ph.D.*

Associate Professor of Education
 B.S., Colorado Christian University (organizational management)
 M.A., Colorado Christian University (curriculum and instruction)
 Ph.D., University of Wyoming (adult and post-secondary education)
 Experiential: Business management, several firms
 Professional: Dean of the Faculty, Western New Mexico University; Assistant Professor, Colorado Christian University; Academic program director and Assistant Director of Admissions, Colorado Christian University; Graduate faculty, University of Wyoming; Adjunct professor, DeVry University; Consultant in Higher Education; Publications in instructional management; Teaching fields include leadership in education, curriculum and assessment, leadership and management

- *Marilyn J. Richardson-Lewis, Ph.D.*

Assistant Professor of Psychotherapeutic Studies
 B.A., University of Colorado-Boulder (English)
 Ph.D., University of Colorado at Boulder (educational psychology studies)
 Experiential: Consulting; grant writing; Charter school principal
 Professional: Affiliate Faculty, Religious University; Assistant to the Vice Chancellor, University of Colorado at Denver; Teaching fields include counseling, leadership in education, business administration, educational psychology

- *Deborah Schweikert-Cattin, Ph.D.*

Associate Professor of Education
 B.A., Fontbonne University (special education)
 M.A., Western State College (elementary education [K-6])
 Ph.D., Union University, formerly Union Institute (education)
 Teaching License Endorsement: Elementary K-6 and Educationally Handicapped K-12
 Experiential: Educator in Colorado public schools for 30 years, teaching elementary, K-6; in special education, K-12; reading/literacy specialist, K-adult; and alternative education with at-risk youth, 8-12. Advisor to high school students in alternative high school
 Professional: Professor of Education for Colorado Christian University; Instructor in Education, Regis University; Teaching fields include learning disabilities, emotional, behavioral disorders, reading/literacy [K-12]

- *David H. Sheppard, M.A.*

Assistant Professor of Philosophy
 B.A., William Jessup University (Christian Leadership; Bible and theology)
 M.A., BIOLA University (philosophy and apologetics)
 Experiential: Sergeant for Civil Affairs and PSYOP (psychological operations) and Intelligence Analyst, US Army Reserves; Team Leader, Operation Rescue Restore Democracy, Republic of Haiti; Evangelical Philosophical Society member; Christian Scholars Network affiliation; Pastoral Ordination; Project Manager Professional PMP; Project Manager, Sheppard Concrete, Inc. (Sacramento, CA); Associate Pastor, New Long Christian Church (Folsom, CA); Associate Pastor, Hill Country Church (Leander, TX); Project Manager/Consultant/Public Speaker/Social Media & Technology, Disciple Portal (Castle Rock, CO); Program Manager/Information Technology Services, The Navigators, Int'l (Colorado Springs, CO).
 Professional: Affiliate Professor, American Pathways University; Assistant Professor of Philosophy, American Pathways University

- *William M. Talboys, Ph.D.*

Professor of Management and Economics
 B.S., University of Wisconsin (economics)
 M.B.A., University of Phoenix

M.S., Regis College (economics)

Ph.D., Colorado State University (vocational education)

Experiential: Captain, United States Army; Police Officer, Aurora, Colorado; Health care organization manager; Consultant in higher education program management; Board member and Chairman, Everest College of Phoenix

Professional: Associate Professor of Management and Associate Dean of Professional Studies, Colorado Christian University; Professor of Economics, Western International University; Dean of Continuing Education, Grand Canyon University; Director of Applied Programs, Rio Salado College; Instructor, Denver inner city alternative education program, U.S. Department of Defense; Lecturer in Management, University of Southern California; Lecturer in Management and Leadership, University of Denver; Consultant in higher education program management; Research and teaching fields include economics, business management, vocational education, leadership, systems management, accounting, and financial management



APU faculty lead course-based student discussions, collaborative learning, and supervised labs.



INSTRUCTIONAL SITES and CRIME RATES

THE CAMPUS

The University's Core City Campus consists of administrative offices, advisement centers, and instructional sites located in urban Denver that provide convenient accessibility by students to educational programs. Instructional sites are equipped with audio/visual instructional aids and internet connectivity. No program can be completed at any one of the following instructional sites and no classroom site is scheduled for more than 50% of any program.

California Instructional Site
2501 California St.
Denver, CO 80205
(Classrooms and Computer Lab)

Champa Instructional Site
2544 Champa St.
Denver, CO 80205
(Classrooms and Student Lounge)

**APU Administrative Center
Franklin Advisement Services
Center and Instructional Site**
2227 Franklin St.
Denver, CO 80205
(Classroom and Advising Office)

High Instructional Site
2101 High St.
Denver, CO 80205
(Classrooms and Auditorium)

Marion Instructional Site
1520/1530/1567 Marion St.
Denver, CO 80218
(Classrooms and Auditorium)

Park Instructional Site
1130 Park Ave. West
Denver, CO 80202
(Classrooms and Auditorium)

**Washington Advisement Services
Center and Instructional Site**
2530 Washington St.
Denver, CO 80205
(Classrooms and Advising Office)

The campus accommodates 550 students with about 23,000 square feet that are utilized by 20 classrooms, 1 laboratory, 4 auditoriums, 3 reception areas, student lounge, and a gymnasium. In use are 34 faculty / staff offices.



California Center
2501 California St., Denver, CO 80205



Champa Center
2544 Champa St., Denver, CO 80205



Franklin Center
2227 Franklin St., Denver CO 80205



High Center
2101 High St., Denver CO 80205



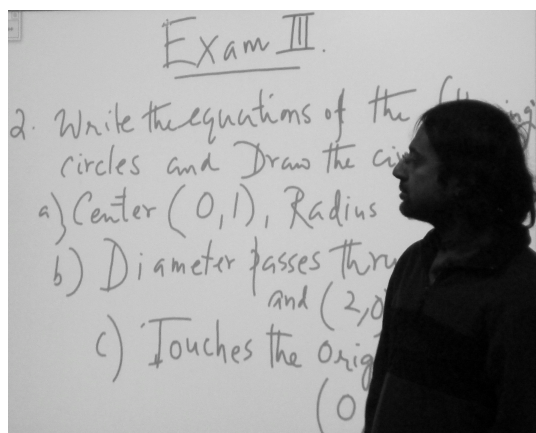
Marion Center
1567 Marion St., Denver, CO 80218



Park Center
1130 Park Ave. West, Denver, CO 80202



Washington Center
2530 Washington St., Denver, CO 80205



Students Taking College Algebra Exam and Being Proctored by Professor Dasgupta

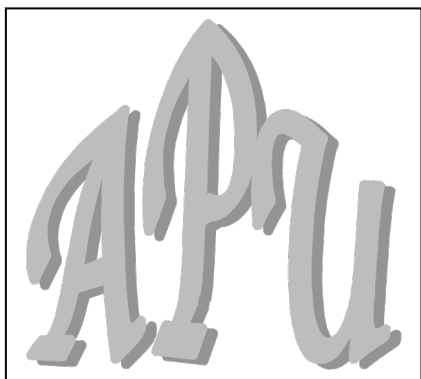


Historic Trinity Church Amid Downtown Denver Skyscrapers

CRIME RATES

Crime rates for these instructional sites may be obtained by contacting the local police department for the following zip codes or from the Internet at www.neighborhoodscout.com/co/denver/crime/ or www.denvergov.org/denvermaps/report.asp?rpt=offes&me=3106976,1644364,3255209,1761837&ref=dg home.

ZIP Code	Phone Number	ZIP Code	Phone Number
80202	720-913-2677	80214	720-913-2677
80205	720-913-2677	80216	720-913-2677
80207	720-913-2677	80218	720-913-2677
80211	72-913-2677	80226	303-665-5571



CATALOG APPENDIX

THE LAUSANNE COVENANT OF 1974

As an inclusive private non-sectarian school, American Pathways University maintains a respectful and congenial orientation toward faith-based individuals and organizations. Accordingly, the Board and faculty of the University endorse the following affirmations of the Lausanne Covenant of 1974 that are generally held tenets by faith-based organizations of APU's service area. The following is an abridgment of the Covenant and the complete text is available at www.lausanne.org/content/covenant/lausanne-covenant.

God. There is one-eternal God, Creator and Lord of the world, Father, Son and Holy Spirit, who governs all things according to the purpose of his will (LC.1). The divine inspiration, truthfulness and authority of both Old and New Testament Scriptures in their entirety is the only written word of God, without error in all that it affirms, and the only infallible rule of faith and practice (LC.2). There is only one Savior and only one gospel. Everyone has some knowledge of God through his general revelation in nature. Jesus Christ, being himself the only God-man, who gave himself as the only ransom for sinners, is the only mediator between God and people (LC.3). Jesus Christ will return personally and visibly, in power and glory, to consummate his salvation and his judgment. The Father sent his Spirit to bear witness to his Son, including conviction of sin, faith in Christ, new birth and Christian growth. The Holy Spirit is a missionary spirit (LC.14).

Mission. God is both the Creator and the Judge of all people. When people receive Christ they are born again into his kingdom and must seek not only to exhibit but also to spread its righteousness in the midst of an unrighteous world (LC.5). Christian presence in the world is indispensable to evangelism. Evangelism itself is the proclamation of the historical, biblical Christ as Savior and Lord, with a view to persuading people to come to him personally and so be reconciled to God, including obedience to Christ, incorporation into his Church and responsible service in the world (LC.4). The Church is at the very center of God's cosmic purpose and is his appointed means of spreading the gospel as the community of God's people (LC.6). The Church's visible unity in truth is God's purpose (LC.7).

Culture. Culture must always be tested and judged by Scripture. Because men and women are God's creatures, some of their culture is rich in beauty and goodness. Because they are fallen, all of it is tainted with sin (LC.10). The Church must be in the world; the world must not be in the Church (LC.12). It is the God-appointed duty of every government to secure conditions of peace, justice and liberty (LC.13).

Numerical tenets of the Covenant are indicated by "(LC)." For example, (LC.1) refers to the first tenet.



UNIVERSITY FORMS

UNIVERSITY FORMS

All forms used by the University are available from the University Center or the University's website (americanpathways.edu). Some of the most used forms are available in this section and may be copied by a student. These forms are used for the stated purpose:

FORM

- Application Form
- Enrollment Agreement
- Registration Form
- Drop Course Form
- Transcript Request Form

PURPOSE

- To apply for admission, matriculation and scholarship at APU
- To disclose the conditions and responsibilities of a student's enrollment
- To register for scheduled APU courses for each term
- To notify APU that the student has withdrawn from a course and to apply for a tuition refund
- To request an official APU academic transcript





STUDENT ENROLLMENT AGREEMENT

The Agreement includes the current Academic Catalog and Student Handbook of the University as of the date of the Agreement and subsequent editions. The Catalog and Handbook are available at americanpathways.edu. The Student is responsible to download and know the contents of the Catalog and Handbook and certifies he/she has performed this requirement by signing this Agreement.

1. This Enrollment Agreement (herein "Agreement") is between _____ (hereafter "Student") and the school.

2. The name of the school is American Pathways University (hereafter "University"), 2227 Franklin Street, Denver, CO 80205.

3. Enrollment status of Student is (check one): ☐ **First Year** ☐ **Transfer** ☐ **Graduate** ☐ **Other**

4. Program pathway: The box checked is the specialization (A.A., M.A.) or major (B.A.) in which Student is enrolling.

HUMAN SERVICES COUNSELING

- ☐ Addictions Counseling
☐ Domestic Violence Counseling

APPLIED PSYCHOLOGY

- ☐ Human Resource Management Psychology
☐ Institutional Applied Psychology
☐ Therapeutic Applied Psychology

BUSINESS APPLICATIONS

- ☐ Business Management
☐ Business Entrepreneurship
☐ Project Management
☐ Business Information Technology

PROFESSIONAL DEVELOPMENT

- ☐ Human Resources Management
☐ Project Management Consultation

MANAGEMENT AND LEADERSHIP

- ☐ Transformational Management
☐ Public Policy Leadership
☐ NGO Management and Leadership

VOCATIONAL MINISTRY

- ☐ Pastoral Ministry
☐ Church Education
☐ Chaplaincy
☐ Spiritual Formation Counseling

MASTER of ARTS in Professional Studies

- ☐ Executive Leadership
☐ Professional Educator

CERTIFICATE

☐

5. Program starts (check one): ☐ Fall Term (Sep 1–Jan 14) ☐ Spring Term (Jan 15–May 31) ☐ Summer Term (Jun 1–Aug 31)

6. Study track (including credits/equivalent full-time tuition semesters/months) and document awarded (check one):

☐ SPECIAL STUDENT ENROLLMENT

☐ CERTIFICATE STUDENT PROGRAM ENROLLMENT (number of credits varies according to certificate program listed in Catalog)

REGULAR STUDENT DEGREE TRACK & DOCUMENT AWARDED	TOTAL CREDITS	FULL-TIME EQUIVALENT	MONTHS
<input type="checkbox"/> Associate of Arts (A.A.)	60 Credits	4 Semesters	24 Months
<input type="checkbox"/> Bachelor of Arts (B.A.)	120 Credits	8 Semesters	48 Months
<input type="checkbox"/> Master of Professional Studies (M.A.)	36 Credits	4 Semesters	24 Months

7. Course registration: The Student is expected to register for courses at the University website **before** attending classes and attend at least 90% of class sessions, as published in the Term Course Schedule and announced by the instructor of the course.

8. Tuition and scholarship policies include, but are not limited to, the following:

- 8.1 The University's Institutional Scholarship Program offers tuition scholarships to qualified students;
 8.2 Award of scholarships is based on the specific eligibility criteria explained in the "Financial Aid" section of the Catalog; and
 8.3 Tuition and fee changes in programs are authorized on a semester basis by this Agreement and may be applied after 60 days advance notice of such changes.

9. Tuition refunds will be made to students who withdraw from a course prior to the second half of the course (i.e., course withdrawal deadline). Tuition refunds are calculated according to the following course withdrawal schedule.

- 9.1 Before the Drop Course deadline (prior to second half of course) _____ 100% Tuition Refund
 9.2 After the Drop Course deadline (after first half of course) _____ No Tuition Refund
 9.3 Other refunds are subject to Paragraph 13 of this Agreement _____ (see below)

This Enrollment Agreement consists of two pages.

1

Specific course classification deadlines are found on the Drop Course Form. Qualified tuition refunds will be made within 90 days of the date of a student's submission of the Drop Course Form.

10. Tuition and other charges for enrollment covered by the Agreement may include, but are not limited to, the following (also Catalog). Such charges are subject to change, with 60-day advance notification.

10.1 Tuition		Payment Due Dates
Undergraduate Course Tuition (per credit)	\$100	15 days after APU billing
Graduate Course Tuition (per credit)	\$350	15 days after APU billing
Learning Certification Tuition (per credit)	\$ 50	15 days after APU billing
In-Progress Tuition (per credit)	\$100	15 days after APU billing
Noncredit Tuition (per credit)	\$100	100% discount applied
10.2 Fees		
Application Fee	\$ 50	With Application Form
Reapplication Fee	\$ 50	With Reapplication Form
Registration Fee (per registration form)	\$ 15	With Registration Form
Student Activity Fee (per semester)	\$ 10	15 days after APU billing
Course Fee (per credit)	\$ 5	15 days after APU billing
Graduate Program Fee (per course)	\$350	15 days after APU billing
Learning Assessment Fee (per credit)	\$ 50	With Assessment request
Graduation Fee for Degree Students	\$100	30 days before Graduation
Graduation Regalia Rental Fee	\$ 25	30 days before Graduation
Transcript Fee (each copy)	\$ 5	With Transcript request
APU Press Learning Materials Fee	\$ 1	Per printing cost unit

11. Payments are accepted in the form of credit card through PayPal at the University website (americanpathways.edu), check, and money order. Payments of tuition and fees are due when a student registers for courses and no outstanding student account balance may be carried forward to the next term, unless otherwise approved by the Business Office. A student with an outstanding balance may not register for courses. Delinquent outstanding balances are charged the larger of \$100 or a fee of 10% of the Delinquent Account balance and a \$5 Reinstatement Fee when the outstanding balance and the Delinquent Account Fee are paid.

12. Agreement cancellation and revision: This Agreement may be cancelled by the University if the Student does not maintain Good Student Standing for the following reasons (also Student Handbook):

- 12.1 Failure to make satisfactory progress toward program completion within 150% of a full-time schedule;
- 12.2 Failure to maintain an undergraduate 2.0 GPA or a graduate 3.0 GPA over two consecutive semesters;
- 12.3 Unpaid account balance for two consecutive semesters; or
- 12.4 Violation of the University's Code of Conduct, including appropriate classroom decorum.

This Agreement may be revised as required by law or a governmental or accrediting agency of competent jurisdiction.

13. Program substitution: The Student may change the program in which he/she is hereby enrolling only by written request, University approval, and signing a new Enrollment Agreement. The Student may cancel this Agreement only in writing. Regarding the Agreement, the Student has a right of rescission as described below.

13.1 Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment where training and services are provided.

13.2 All monies paid by an applicant will be refunded if requested within three days after signing an enrollment agreement and making an initial payment. An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid minus a registration fee of 15% of the published price of the program, prior to scholarships or discounts, but in no event may the school retain more than \$150.

14. Job placement: The University endeavors to assist students in job placement, but there is no guarantee of employment.

15. Acknowledgements: **The undersigned Student is advised the Academic Catalog and Student Handbook provide important information that is hereby part of this Enrollment Agreement and may be downloaded from the University website (americanpathways.edu). By signing this Agreement the Student acknowledges reading and hereby accepts responsibility for the information in this Agreement, Academic Catalog, and Student Handbook.**

16. _____
Student Date

Parent, Guardian, or Sponsor (as appropriate) Date

17. _____
University Official Date

American Pathways University

2227 Franklin St., Denver, CO 80205 • 303-839-2551

COURSE REGISTRATION FORM

Nondiscrimination Policy: American Pathways University admits students of any gender, race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other school-administered programs.

Check One Box: ☐ Pre-Course Registration ☐ In-Class Registration

Date:		\$15.00 Registration Fee. Registration will not be processed without the Fee. The fee applies to each Registration Form submitted. One Registration Form may be used to register for multiple courses in one term. If this is your first APU Course Registration Form, you must fill out and attach an APU Application Form.
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Section I: Personal Information	Social Security No. <input style="width: 40px;" type="text"/> XXX <input style="width: 40px;" type="text"/> - <input style="width: 40px;" type="text"/>		This is your Student I.D. Number . Remember it for future reference.		
	<small>Last six digits only</small>				
	Name: <input style="width: 150px;" type="text"/>		<input style="width: 20px;" type="text"/>	<input style="width: 150px;" type="text"/>	
	<small>First</small>		<small>MI</small>	<small>Last</small>	
	Mailing Address: <input style="width: 180px;" type="text"/>		<input style="width: 40px;" type="text"/>		
	<small>Number and Street</small>		<small>Unit No.</small>		
	<input style="width: 80px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>
	<small>City</small>	<small>State</small>	<small>Zip</small>	<small>Male</small>	<small>Female</small>
Home Ph: <input style="width: 60px;" type="text"/>	Cell Ph: <input style="width: 60px;" type="text"/>	Work Ph: <input style="width: 60px;" type="text"/>			
<small>Area Code + Number</small>	<small>Area Code + Number</small>	<small>Area Code + Number</small>	<small>Ext</small>		
Email Address: <input style="width: 400px;" type="text"/>					

Section II: Course Registration	TERM Registration: Which year and term are you registering for (check one box)?					
	Year: _____ <input type="checkbox"/> Fall Term (Sep.1 - Dec. 15) <input type="checkbox"/> Spring Term (Jan 15 - May 15) <input type="checkbox"/> Summer Term (Jun 1 - Aug 15)					
	COURSE Registration: Complete the information requested for each course for which you are registering. *You MUST fill-in the registration STATUS column for each course, either credit (CR) or noncredit (N/C), by entering the number of credit hours in the "Status: CR or N/C" column on the line for each course.					
	Course No.	APU Course Title	Credit Hours	Start Date of 1st Class	Status*	
	CR	N/C				
	<input style="width: 40px;" type="text"/>	<input style="width: 180px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 60px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>
	<input style="width: 40px;" type="text"/>	<input style="width: 180px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 60px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>
	<input style="width: 40px;" type="text"/>	<input style="width: 180px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 60px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>
	<input style="width: 40px;" type="text"/>	<input style="width: 180px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 60px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>
	<input style="width: 40px;" type="text"/>	<input style="width: 180px;" type="text"/>	<input style="width: 40px;" type="text"/>	<input style="width: 60px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 30px;" type="text"/>
TOTAL NUMBER OF CR and N/C: <input style="width: 30px;" type="text"/> <input style="width: 30px;" type="text"/>						
_____ Student Signature						

American Pathways University

2227 Franklin St., Denver, CO 80205 • 303-839-9491

DROP COURSE FORM

Nondiscrimination Policy: American Pathways University admits students of any gender, race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin in administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other school-administered programs.

For Registrar's Use Only						
APU	Personal Information	Membership/Affiliations	Major Designation	Course Registration & Fee	Financial Resources	IRS 1040 Form

Check On Box: ☐ Pre-Course Registration ☐ In-Class Registration

Date _____ ☐ **Application For Tuition Refund** (Check BOX if applying for a refund of tuition. This form must be dated, signed, and *received* by the APU Registrar *before* the Withdrawal Deadline in order to qualify for a refund.)

Section I: Personal Information	Name: _____		Social Security No. _____	
	First	MI	Last	
	Mailing Address: _____		_____	_____
	Number and Street	Unit No.	City	State
	Zip			
	Home Ph: _____	Work Ph: _____	email _____	
	Area Code * Number	Area Code * Number	Ext	
	Home Address: _____		_____	_____
	Number and Street	Unit No.	City	State
	Zip			
	Alternate Contact Person: _____		Phone: _____	

Section II: HELP Consortium Affiliation:

<input type="checkbox"/> None	<input type="checkbox"/> CCESJ	<input type="checkbox"/> ColoUpLift	<input type="checkbox"/> Aspen Center	<input type="checkbox"/> Denver Rescue Mission	<input type="checkbox"/> DIUS
<input type="checkbox"/> HELP Staff	<input type="checkbox"/> Missions Door	<input type="checkbox"/> 21stCentury	<input type="checkbox"/> URBACAD	<input type="checkbox"/> Zoubida Cole College	<input type="checkbox"/> Urban Pathways

Section III: Drop Course Deadlines	Course Length	Withdrawal (Refund) Deadline
	A. 1-2 Session Courses	Before second session of the course.
	B. 3-5 Session Courses	Before first session of second half of the course.*
	C. 6-10 Session Courses	Before first session of second half of the course.*
	D. 11-16 Session Courses	Before first session of second half of the course.*

*When the second half of the course begins mid-session, the deadline is before the beginning of that session.

COURSE WITHDRAWAL: Complete the information requested below for each course being dropped (include all NonCredit, Audit, and Credit courses being dropped). Enter the cumulative total number of credits being dropped.

Course No.	APU Course Title	Credits*	Withdrawal Deadline	Professor's Signature

CUMULATIVE TOTAL NUMBER OF CREDITS DROPPED: _____ (*Do not enter number for NonCredit or Audit courses)
(Add the credit column to get the total)

Section V: Preliminary Refund Computation

(NOTE: Only tuition of courses registered for CREDIT is refundable. To qualify for a refund this Drop Course Form must be delivered to the APU Registrar *before the Withdrawal Deadline* in Section III. No fees are refundable.)

Line 1: Total Number of CREDITS DROPPED in Section IV:	Credits Dropped
Line 2: Tuition per credit (\$100 per undergraduate credit; \$350 per graduate credit):	\$
Line 3: TOTAL TUITION (multiply Line 1 by Line 2):	\$
Line 4: FINANCIAL AID (enter total for all dropped courses from Tuition Invoice):	\$
Line 5: TOTAL REFUNDABLE AMOUNT (subtract Line 4 from Line 3)	\$

Student's Signature	Advisor's Signature	Provost's Signature
Please Print Name	Please Print Name	Please Print Name

American Pathways University
2227 Franklin St., Denver, CO 80205
REQUEST FOR TRANSCRIPT

Please Print All Information

Date:

No. of copies requested: \$5.00 per copy requested must be paid with this Form: Enter amount: \$

Student's Name: <input style="width: 150px;" type="text"/> <input style="width: 20px;" type="text"/> <input style="width: 150px;" type="text"/>			Student ID Number: <input style="width: 100px;" type="text"/>		
<small>First MI Last</small>					
Mailing Address: <input style="width: 150px;" type="text"/>		<input style="width: 40px;" type="text"/>	<input style="width: 100px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 50px;" type="text"/>
<small>Number and Street</small>		<small>Unit No.</small>	<small>City</small>	<small>State</small>	<small>Zip</small>
Home Ph: <input style="width: 60px;" type="text"/>	Work Ph: <input style="width: 60px;" type="text"/>	<input style="width: 20px;" type="text"/>	email: <input style="width: 150px;" type="text"/>		
<small>Area Code + Number</small>		<small>Area Code + Number</small>	<small>Ext</small>		
Home Address: <input style="width: 150px;" type="text"/>		<input style="width: 40px;" type="text"/>	<input style="width: 100px;" type="text"/>	<input style="width: 30px;" type="text"/>	<input style="width: 50px;" type="text"/>
<small>Number and Street</small>		<small>Unit No.</small>	<small>City</small>	<small>State</small>	<small>Zip</small>
Alternate Contact Person: <input style="width: 200px;" type="text"/>			Phone: <input style="width: 80px;" type="text"/>		

Check BOXES of All Applicable Categories:

☐ Currently Enrolled ☐ Former Student ☐ Degree Program Student ☐ Special Student Status (Non-Degree)

Handling Instructions: (check one BOX)

☐ Release Now ☐ Hold to Include: (check all that apply)

☐ Current term's grades: Year: Term: ☐ Fall ☐ Spring ☐ Summer

☐ Change of grade or status: Course:

<small>Number</small>	<small>Title</small>

☐ Completion of Degree:

Mailing Instructions: (check or fill-in all BOXES that apply)

☐ I will personally pick up the following number of copies:

☐ Send the following number of copies to me at the address above:

☐ Send the following number of copies to the addressee(s) listed below:

<u>Copies</u>	<u>Addressee</u>
<input type="checkbox"/>	Name: <input style="width: 150px;" type="text"/>
	Title: <input style="width: 150px;" type="text"/>
	Institution: <input style="width: 150px;" type="text"/>
	Street: <input style="width: 150px;" type="text"/>
	Room/Unit: <input style="width: 150px;" type="text"/>
	P.O. Box: <input style="width: 150px;" type="text"/>
	City: <input style="width: 150px;" type="text"/>
	State: <input style="width: 150px;" type="text"/>
	Zip: <input style="width: 150px;" type="text"/>

<u>Copies</u>	<u>Addressee</u>
<input type="checkbox"/>	Name: <input style="width: 150px;" type="text"/>
	Title: <input style="width: 150px;" type="text"/>
	Institution: <input style="width: 150px;" type="text"/>
	Street: <input style="width: 150px;" type="text"/>
	Room/Unit: <input style="width: 150px;" type="text"/>
	P.O. Box: <input style="width: 150px;" type="text"/>
	City: <input style="width: 150px;" type="text"/>
	State: <input style="width: 150px;" type="text"/>
	Zip: <input style="width: 150px;" type="text"/>

<u>Copies</u>	<u>Addressee</u>
<input type="checkbox"/>	Name: <input style="width: 150px;" type="text"/>
	Title: <input style="width: 150px;" type="text"/>
	Institution: <input style="width: 150px;" type="text"/>
	Street: <input style="width: 150px;" type="text"/>
	Room/Unit: <input style="width: 150px;" type="text"/>
	P.O. Box: <input style="width: 150px;" type="text"/>
	City: <input style="width: 150px;" type="text"/>
	State: <input style="width: 150px;" type="text"/>
	Zip: <input style="width: 150px;" type="text"/>

<u>Copies</u>	<u>Addressee</u>
<input type="checkbox"/>	Name: <input style="width: 150px;" type="text"/>
	Title: <input style="width: 150px;" type="text"/>
	Institution: <input style="width: 150px;" type="text"/>
	Street: <input style="width: 150px;" type="text"/>
	Room/Unit: <input style="width: 150px;" type="text"/>
	P.O. Box: <input style="width: 150px;" type="text"/>
	City: <input style="width: 150px;" type="text"/>
	State: <input style="width: 150px;" type="text"/>
	Zip: <input style="width: 150px;" type="text"/>

Student's Signature: Date:



*Introducing Students to the
World of Ideas and Essential Knowledge
Preparing Graduates for the
World of Work*

STUDENT HANDBOOK

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INTRODUCTION

American Pathways University is indebted to the University of Colorado at Denver (UCD) because much of the following Code of Ethics, Disciplinary Policies and Procedures, and Student Rights comes (sometimes in paraphrase, sometimes verbatim) from UCD's academic catalog, which has won acclaim by accrediting associations for its comprehensiveness and quality. The definition of plagiarism is found in *The Random House Dictionary of the English Language*. It should be noted that most of the Code applies to faculty, staff, and visitors as well.

UNIVERSITY PRINCIPLES OF ETHICS

American Pathways University adheres to the following general principles of ethical behavior and behavioral standards.

- Participation in an academic community carries responsibilities as well as privileges. Registration is regarded as an agreement by the student to abide by University standards while on campus, in campus housing, and in the classroom as outlined in the Student Handbook.
- Students should practice careful stewardship of mind, time, abilities, funds, and opportunities.
- Practices disruptive or destructive to the University community, such as immoral, unethical, and illegal activities, are prohibited on the campus and during University-sponsored events. Students arrested or convicted for such illegal activities are subject to expulsion from the University.
- In all other matters of behavior and ethics, all members of the University community should always act in consideration of others, should use informed discretion, and should exercise personal restraint.
- In addition to overt behaviors, certain attitudes are inappropriate for our academic community. These include greed, jealousy, pride, lust, bitterness, needless anger, an unforgiving spirit, and prejudice and concomitant discrimination based on race, gender, or social status.

CODE OF STUDENT AND UNIVERSITY CONDUCT

University Honor Code

As members of the American Pathways University, faculty, staff, administration, and students are expected to adhere to and maintain the highest standards of intellectual honesty and ethical conduct in completing all forms of academic and related work at the University. This commitment is the essence of the University Honor Code.

General Principles and Specific Applications

General principles of ethics such as those found in the "University Principles of Ethics" require specific statements of expected behavior known as law and regulations. The University has adopted a Code of Student Conduct to give guidelines and expectations by which to apply those principles and expedite adherence to the Honor Code. Of prudent necessity, students failing to adhere to these regulations when on campus are subject to disciplinary action by the University, the most extreme of which is expulsion. Violation of public law can result in punitive action by the Federal, state, or municipal authorities as well.

University Standards and Criminal Violations

All members of the American Pathways University community, students, staff, and faculty are held responsible for upholding civil and criminal laws, as well as University standards. Enrollment does not confer either immunity or special consideration with reference to civil and criminal laws. Disciplinary action by the University will not be subject to challenge or postponement on the grounds that criminal charges involving the same incident have been dismissed, reduced, or are pending in civil or criminal court. In addition, the University reserves the right to pursue disciplinary action if a student violates a standard and withdraws from the University before administrative action is final.

General Standards of Conduct for Which Action May be Taken If A Violation Occurs

- A. All persons (staff, students, visitors) on University property are required, for reasonable cause, to identify themselves when requested by those officials acting in the performance of their duties—whether they are University staff or police officers.
- B. Acting through its administrative offices, APU reserves the right to exclude those posing a danger to University personnel or property and those who interfere with its function as an educational institution.
- C. Behaviors delineated below will not be tolerated because they threaten the safety of individuals and violate the basic purpose of the University and the personal rights and freedoms of its members.
 1. *Intentional obstruction, disruption, or interference* with teaching, research, disciplinary proceedings, or other University activities, including public services and administrative functions or authorized activities on APU premises.
 2. *Willful obstruction or interference* with the freedom of movement of students, school officials, employees, and invited guests to all facilities of APU.
 3. *Physical abuse* of any person on property owned or controlled by APU or at functions sponsored or supervised by the University, or conduct that threatens or endangers the health or safety of any such person.
 4. *Verbal or physical harassment* and/or hazing in all forms, which includes, but is not limited to, striking, laying of hands upon, threatening with violence, or offering to do bodily harm to another person with intent to punish or injure; or other treatment of a tyrannical, abusive, insulting, or humiliating nature. This includes, but is not limited to, demeaning behavior of an ethnic, sexist, or racist nature, unwanted sexual advances, or intimidations. This also includes the use of abusive language of an ethnic, sexist, or racist nature and to all forms of obscene (obscenities) and profane (profanity) speech whether of a harassing nature or not. *APU is an obscenity-profanity free campus:* Whatever profane or obscene language students, staff, or faculty use off campus, such language is not to be used on campus.
 5. *Prohibited entry or use* of APU property for illegal purposes or purposes detrimental to the University.
 6. *Theft or damage* to University property or the private property of students, University officials, employees, and invited guests. This includes the possession of known stolen property.
 7. *Forgery, falsification, alteration, or use of University documents, records, or instruments of identification and fraud* (including computer fraud), with intent to gain any unentitled advantage.
 8. *Possession of firearms, explosives, or other dangerous weapons or materials* within or upon the grounds, buildings, or any other facilities of the University. Weapons may include, but are not limited to, firearms, explosives, BB guns, slingshots, martial arts devices, brass knuckles, Bowie knives, daggers or similar knives, or switchblades. A harmless instrument designed to look like a firearm, explosive, or dangerous weapon that is used by a person is expressly included within the meaning of the terms firearms, explosives, or dangerous weapons. (This policy does not apply to any police officer while on duty authorized by the University or private police employed by the University.)
 9. *Illegal Drugs:* Sale, distribution, use, possession, or manufacture of illegal drugs within, or on the grounds, buildings, or any other facilities of APU.
 10. *Physical restriction, coercion, or harassment of any person and significant theft:* damage; theft; sale/manufacture of illegal drugs (includes the possession of a sufficient quantity with intent to sell); unauthorized possession of University property; or forgery, falsification, alteration or use of University documents, records, or instruments of identification to gain any unentitled advantage.
 11. *Classroom Conduct.* Students are expected to conduct themselves appropriately in classroom situations. If disruptive behavior occurs in a classroom, an instructor has the authority to ask the disruptive student to leave the classroom. Should such disorderly or disruptive conduct persist, the instructor should report the matter to Academic Affairs's office. The appropriate Academic Department Director or the Vice President for Academic Affairs may dismiss a student from a particular class for disruptive behavior,

while a student discipline committee may recommend to the President to withdraw, suspend, permanently expel, and/or permanently exclude the student from the campus. Appeal questions concerning disruptive behavior should be directed to the Vice President for Academic Affairs when withdrawal from a class is involved.

12. *Use of University Facilities: Proper Use, Inappropriate Use, Peaceful and Orderly Assembly.* Campus regulations are designed to prevent interference with University functions and activities.
 - a. Members of the APU community (students, staff, faculty) using University facilities are expected to do so in an effective, efficient, appropriate, ethical and legal manner. Use of these facilities depends on mutual respect and cooperation to ensure that all members of the community have equal access, privileges, privacy, and protection from interference and harassment. Violations of this policy are subject to discipline.
 - b. Nothing in the Code of Conduct shall be construed to prevent peaceful and orderly assembly for voicing of concerns or grievances. The University is dedicated to the pursuit of knowledge through a free exchange of ideas, and this shall be a cardinal principle in the determination of whether or not a proposed use of APU facilities is appropriate.
 - c. Except where otherwise specifically authorized, or when members of the public are invited, the use of APU facilities shall be limited to faculty, staff, and students of the APU campus, and to organizations having chapters, local groups, or other recognized University-connected representation among faculty, staff, or students.

Academic Integrity and Dishonesty

The University expects students as well as faculty and staff to adhere to the highest forms of academic integrity and avoid academic dishonesty. *Academic Dishonesty* is defined as a student's use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student's work in meeting course and degree requirements. Questions regarding academic integrity and dishonesty should be directed to the Academic Affairs's office or to the Director of the academic major in which the student is enrolled.

Examples of academic dishonesty include, but are not limited to, the following instances.

A. *Plagiarism*

The most common example of academic dishonesty is plagiarism, which is the "appropriation or imitation of the language, ideas, and thoughts of another author's writing or speeches (e.g., the lectures of a professor), and representing them as one's original work." Plagiarism may be intended or inadvertent, but it is plagiarism nonetheless and thus subject to disciplinary action usually in the form of a grade penalty or failure of a course. If plagiarism is intentional, it is meant to deceive an instructor or other such person who may be assigned to evaluate the student's work in meeting course and degree requirements, and thus academic dishonesty.

The incorporation of another person's work into one's own account requires appropriate identification and acknowledgement, regardless of the means of appropriation. The following are considered to be forms of plagiarism when the source is not noted: (1) word-for-word copying of another person's ideas or words; (2) the mosaic (the interspersing of one's own words here and there while, in essence, copying another's work; (3) the paraphrase—the rewriting of another's work, yet still using their fundamental idea or theory without attribution; (4) fabrication—inventing or counterfeiting sources; (5) submission of another's work as one's own; (6) neglecting quotation marks on material that is otherwise acknowledged. Note that acknowledgement is not necessary when the material is common knowledge.

B. *Cheating*

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices not authorized by the instructor in any academic exercise, or communication with another person during such an exercise. Examples of cheating are: (1) copying the answers to a test given by another student or copying from another student's paper; (2) receiving unauthorized assistance from another during an academic exercise or in the submission of academic material; (3) using a calculator when its use has been disallowed; (4) collaborating with another student or students during an academic exercise without the consent of the instructor.

C. *Fabrication or falsification*

Fabrication is inventing or counterfeiting information such as creating results not obtained in a study or laboratory experiment; falsification is the deliberate changing of results to suit one's needs in an experiment or other academic exercise.

D. *Multiple Submission*

Multiple Submission is the submission of academic work for which academic credit has already been earned, when such submission is made without instructor authorization.

E. *Misuse of Academic Materials*

Misuse of academic materials, includes the following: stealing or destroying library or reference materials or computer programs; stealing or destroying another student's notes or materials, or having such materials in one's possession without the owner's consent; receiving assistance in locating or using sources of information in an assignment when such assistance has been forbidden by the instructor; illegitimate possession, disposition, or use of examinations or answer keys to examinations; unauthorized alteration, forgery, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

F. *Complicity*

Complicity is deliberate involvement in academic dishonesty and knowingly contributing to acts of academic dishonesty.

Inclusiveness and Non-Discrimination

American Pathways University is committed to enhancing the inclusiveness of its work force and its students. Inclusiveness among students, faculty, staff, and administration is essential to educational excellence and to accomplishing APU's urban mission. Inclusiveness among faculty, staff, and administrators provides role models and mentors for students, who will become leaders in society, and ensures that a broad array of experiences will shape teaching, research, service, and decision-making at APU.

As expressions of APU's inclusiveness principle, the following policies prevail.

- A. APU does not discriminate on the basis of race, color, national origin, age, disability, creed, religion, sex, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities.
- B. APU seeks to increase ethnic, cultural, and gender diversity, to employ qualified disabled individuals, and to provide equal opportunity to all students and employees.
- C. APU complies with all local, state, and Federal laws and regulations related to education, employment, and contracting.

Disability Accommodations

American Pathways University seeks to provide reasonable accommodation and access for persons with disabilities. Any person requiring such accommodation in order to access programs and services of the University should make a timely request for such accommodation from the individual or office responsible for providing the program or service. For further information, contact the Office of Academic Affairs.

POLICIES AND PROCEDURES FOR DISCIPLINARY REVIEW AND ACTION

University Procedures in Cases of Suspected Academic Dishonesty

As a general rule, all school and college procedures contain the following requirements and provisions.

- A. Faculty, staff, or students may submit charges of academic dishonesty against students. A student who has evidence that another student is guilty of academic dishonesty should inform, in writing, the instructor or the Director of the academic department of the charge.
- B. A faculty member who has evidence that a student is guilty of academic dishonesty should confront the student with the evidence. In cases of academic dishonesty, the faculty member has the authority to reprimand the student appropriately, which can include the issuance of a failing grade. If it is decided to issue a failing grade because of academic dishonesty, the faculty member shall submit a written report to the Director of the academic department within five (5) working days. The report shall include the time, place, the nature of the offense(s), and the name(s) of the accusers, witnesses (if any), and any other additional relevant information. If the faculty member believes that his/her reprimand is an insufficient sanction for a particular case of academic dishonesty, the faculty member may recommend that further actions be taken.
- C. When the faculty member has recommended further action in a case of academic dishonesty, the Vice President for Academic Affairs or a designated committee shall schedule a disciplinary hearing as soon as expedient. The student(s) accused of academic dishonesty shall be notified in writing of the specific charge(s). The student(s) also have the right to have a representative present for advice, and to be present during the proceedings. The student(s) must notify the Vice President for Academic Affairs five (5) working days before the hearing of the intent to have legal counsel present at the hearing.
- D. The Vice President for Academic Affairs or the designated committee may take any of the following actions:
 - 1. Probation—place the student(s) on disciplinary probation for a specified period of time;
 - 2. Suspension—suspend registration at APU for a specified period of time;
 - 3. Expulsion—no opportunity to return to APU or the academic major in which the infraction occurred; or
 - 4. Take no further action against the accused student(s).
- E. A record of the action taken shall be kept in the committee's confidential file and a copy sent to Academic Affairs.
- F. In all cases, the student(s) shall be notified of the Chief Academic Officer's or the committee's decision within seven (7) working days.
- G. If a student wishes to appeal a case, the student should request the procedures for doing so from the Dean of Students or Director of his or her academic major.

University Procedures in Cases of Harassment

Principles

Harassment of any kind violates the principles of justice, a positive learning-working-living environment, and civil law to which American Pathways University is committed. Although all forms of harassment are prohibited, the University specifically will not condone sexual harassment or related retaliation of or by any employee or student.

Sexual Harassment Policy

Sexual Harassment and related retaliation are expressly prohibited.

- A. For the purposes of this policy Sexual Harassment means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
 1. Submission to such conduct is made either *explicitly or implicitly a term or condition* of an individual's employment, living conditions, and/or educational evaluation;
 2. Submission to or rejection of such conduct by an individual is used as *the basis for tangible employment or educational decisions* affecting such individual; or
 3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an *intimidating, hostile, or offensive working or educational environment*. Hostile environment sexual harassment is unwelcome sexual conduct that is sufficiently severe or pervasive that it alters the conditions of education or employment and creates an environment that a reasonable person would find intimidating, hostile, or offensive. The determination of whether an environment is "hostile" or "offensive" must be based on all the circumstances. These circumstances could include the frequency of the conduct, its severity, and whether it is threatening or humiliating.
- B. Examples of policy violations include: a professor offers a higher grade to a student if the student submits to the professor's sexual advances; a supervisor implicitly or explicitly threatens termination if a subordinate refuses the supervisor's sexual advances; and repeated and unwelcome physical touching or severe and pervasive comments of a sexual nature that create an intimidating and offensive work or classroom environment.
- C. *Retaliation* means adverse actions against individuals because they have, in good faith, reported instances of sexual harassment. Examples include: an employee who makes a report under this policy about a supervisor's behavior is given an unsatisfactory performance review by that supervisor that is inconsistent with the employee's actual performance; a student is notified of a report under this policy made by another student and subsequently sends threatening messages to the student who made the report.
- D. Making false complaints or providing false information is prohibited. It is a violation of this policy for anyone to make an intentionally false accusation of sexual harassment or related retaliation, or of any harassment, or to provide intentionally false information regarding a complaint.
- E. Individuals who violate this policy will be disciplined or subjected to corrective action, including termination of employment or expulsion of the student from the University.
- F. **Obligation to Report**
 1. In order to take appropriate corrective action, the University must be aware of sexual harassment or related retaliation. Therefore, anyone who believes that he or she has experienced or witnessed sexual harassment or related retaliation should promptly report such behavior to a campus sexual harassment officer.
 2. *Supervisor's Obligation To Report.* Any supervisor who experiences, witnesses, or receives a written or oral report or complaint of sexual harassment or related retaliation shall report it to a campus sexual harassment officer. However, this policy does not obligate a supervisor to reporting responsibilities, whose profession and/or university responsibilities require the supervisor to keep certain communications confidential (e.g., a professional counselor, a minister, an ombudsperson). Supervisory positions that qualify under this exception are delineated by the University.
- G. **Procedures**
 1. Reports or complaints under this policy will be addressed and resolved as promptly as practicable after the complaint or report is made. It is the responsibility of the sexual harassment officer(s) to determine the most appropriate means for addressing the report or complaint. Options include: (a) investigating the report or complaint in accordance with paragraph three (below); (b) with the agreement of the parties, attempting to resolve the report or complaint through a form of alternative dispute resolution (e.g., mediation); or (c) determining that the facts of the complaint are a violation of this policy—the campus sexual harassment officer(s) may designate another individual (either from within the University, including an administrator, or from outside the University) to conduct the investigation or to manage an alternative dispute resolution process.
 2. All reports or complaints shall be made as promptly as feasible after the occurrence. A delay in reporting may be reasonable under some circumstances, as determined on a case-by-case basis. An unreasonable

delay in reporting, however, is an appropriate consideration in evaluating the merits of a complaint or report.

3. If an investigation is conducted, the alleged victim and the respondent shall have the right to: (a) at the commencement of the investigation, receive written notice of the report or complaint, including a statement of the allegations; (b) present relevant information to the investigator(s); and (c) receive, at the conclusion of the investigation, a copy of the investigator's report (to the extent permitted by law).
4. At the conclusion of an investigation, the investigator shall prepare a written report that shall include a statement of factual findings, and a determination of whether this policy has been violated. The report shall be presented for review to the person or committee designated by the President or the CAO.
5. The reviewing person or committee may consult with the investigator and the parties, request that further investigation be done by the same or another investigator, or request that the entire investigation be conducted again by another investigator. The reviewing person or committee may not, however, conduct its own investigation or hearing. Once the reviewing person or committee has completed its review, and to the extent permitted by law, the report(s) shall be sent to the campus sexual harassment officer(s), the alleged victim, and the respondent. If the CAO is the respondent or victim, then the report shall be sent to the President. If the President is the respondent or victim, the report shall be sent to the Board of Directors.
6. If a policy violation is found, the report(s) shall be sent to the disciplinary authority for the individual found to have violated the policy, and the disciplinary authority must initiate formal action against that individual. The disciplinary authority may have access to the records of the investigation.
7. When formal action is initiated against an individual found to have violated the policy, the sexual harassment officer shall ensure that the victim is appropriately advised of the resolution of that action.
8. A report of the action taken against the individual for violation of this policy shall be retained permanently in the individual's personnel file or student educational file. Other investigation records shall be maintained for a minimum of three (3) years or for as long as any administrative or legal action arising out of the complaint is pending.
9. All records of sexual harassment reports and investigations shall be considered confidential and shall not be disclosed publicly except to the extent required by law.
10. *Complaints Involving Two Or More Campuses.* American Pathways University has "consortia" agreements with several institutions of higher education. In cases where an alleged policy violation involves one of the consortia institutions, the institution having disciplinary authority over the respondent shall handle the complaint. The institution responsible for the investigation may request the involvement or cooperation of any other affected institution and should advise appropriate officials of the affected institution of the progress and results of the investigation.
11. *Complaints By And Against University Employees Arising In An Affiliated Entity.* University employees and students sometime work or study at the work site or program of another organization affiliated with the University. When a policy violation is alleged by or against a University employee or student in those circumstances and contexts, the complaint shall be expedited as provided in the affiliation agreement between the University and the other entity. In the absence of an affiliation or consortia agreement or a provision addressing the issue, the University may, at its discretion, choose to: (a) conduct its own investigation; (b) conduct a joint investigation with the affiliated entity; (c) defer to the findings of an investigation by the affiliated entity where the University has reviewed the investigation process and is satisfied that it was fairly conducted; or (d) use the investigation and findings of the affiliated entity as a basis for further investigation.
12. *No Limitation on Existing Authority.* No provision of this policy will be construed as a limitation on the authority of a disciplinary authority under applicable policies and procedures to initiate disciplinary action. If an individual is disciplined for conduct that also violates this policy, the conduct and the discipline imposed shall be reported to a campus sexual harassment officer. If the investigation is conducted under this policy and no violation is found, this fact does not prevent discipline of the alleged perpetrator for unprofessional conduct under other applicable policies and procedures.
13. *Information and Education.* The President's office shall provide an annual report documenting: (a) the number of reports or complaints of policy violations; (b) the categories (i.e., student, employee, or other) and genders of the parties involved; (c) the number of policy violations found; and (d) examples of sanctions imposed for policy violations.

Amorous Relationships Involving Evaluative Authority

An amorous relationship between an employee and a student or between two employees constitutes a conflict of interest when one of the individuals has direct evaluative authority over the other and requires that the direct evaluative authority must be eliminated. Hence, in cases of spouses working in the same department, or engaged couples, or boyfriend-girlfriend relationships, neither individual in the relationship may have direct evaluative authority over the other.

Drugs and Alcohol Policy

Principle

American Pathways University is committed to providing a drug-free educational environment and drug-free workplace. This policy statement is designed to ensure that the University complies with the Federal Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. These Acts require the University, as a participant in upholding the public law, to take measures to combat the abuse of drugs and alcohol. Furthermore, for those institutions whose students receive Federal financial aid, the continuation of such aid for students is based on compliance with these statutes and their regulations.

Policy

American Pathways University prohibits the unlawful manufacture, distribution, dispensation, possession, or use of any controlled substance (illicit drugs of any kind or amount) and the abuse of alcohol by students and employees on University property or as part of any of its activities. This prohibition covers any individual's actions that are part of any University activity, including those while on University property or in the conduct of University business away from campus.

Ethical Use of Computing at American Pathways University

Policy

Computing resources are defined as facilities, equipment, systems, and personnel. Use of these resources includes World Wide Web pages, listservs, email, application software, and any other electronic communication. Those who use APU computing resources are to do so in an effective, efficient, appropriate, ethical and legal manner. Use of these facilities depends on mutual respect and cooperation to ensure that all members of the community have equal access, privileges, privacy, and protection from interference and harassment. Furthermore, APU computing facilities shall be used in a manner consistent with the instruction, research, and administrative objectives of the academic community in general and with the purpose for which such use of resources and facilities is intended. All activities inconsistent (e.g., games, harassment, extortion, pornography) with these objectives are considered to be inappropriate and may jeopardize continued use of APU's computing resources. Furthermore, APU's computing resources are for the use of authorized individuals only and for use only in a manner consistent with each individual's authority. The University's computing resources may not be used in any manner inconsistent with an individual's authority, prohibited by licenses, contracts, University policies, or local, state, and Federal law. No one may grant permission for inappropriate use of computing resources, nor does the ability to perform inappropriate actions constitute permission to do so.

User Agreement

Each computer user of APU computing resources is responsible for knowing and complying with all applicable laws, policies, and procedures. APU reserves the right to monitor, record, and store computing activities of anyone using computing resources. If such monitoring, recording, and storage reveal possible evidence of inappropriate, unethical, or illegal activity, computing system personnel may provide the evidence obtained from monitoring to appropriate University and civic authorities.

- A. Each user agrees to make appropriate use of computing resources including, but not limited to, the following:
 - 1. Respecting the approved purposes of computing resources, facilities, and equipment (approved purposes are: scholarly research, academic, administrative, and APU sponsored services);
 - 2. Respecting the approved purposes of computer accounts;
 - 3. Respecting the dignity and privacy of other users;
 - 4. Respecting the integrity of the systems;
 - 5. Respecting the resource controls of the systems and managing use of disk space appropriately;
 - 6. Respecting the privileges associated with having network connectivity;
 - 7. Respecting the copyright protection of licensed software and documentation; and
 - 8. Following all American Pathways University policies and local, state, and Federal laws.
- B. Each user agrees to refrain from inappropriate uses of computing resources, including but not limited to, the following:
 - 1. Using another individual's computer account or password;
 - 2. Inappropriate, unethical, or illegal use of another individual's computer;
 - 3. Using computing resources, facilities, and equipment for personal commercial gain;
 - 4. Intentionally seeking information on, obtaining copies of, modifying or tampering with files, tapes, passwords, or any type of data belonging to other users, unless specifically authorized to do so by those other users;
 - 5. Using resources to develop or execute programs that could harass other users, damage or alter the systems or software components, or disrupt APU activities;
 - 6. Violating any University network-related policy;
 - 7. Altering or avoiding accounting for the use of computing resources, controlled or otherwise;
 - 8. Making excessive use of resources, controlled or otherwise;
 - 9. Misrepresenting oneself or others through email or other electronic communication;
 - 10. Using, duplicating, or distributing licensed software and documentation without express written permission of the original copyright owner;
 - 11. Using unauthorized copies of licensed software;
 - 12. Abusing, harassing, intimidating, threatening, stalking, or discriminating against others through the use of computing resources;
 - 13. Sending obscene, abusive, harassing, or threatening messages to any other individual; and
 - 14. Engaging in vandalism or mischief that incapacitates, compromises, or destroys APU resources.

World Wide Web Policy

Access to the World Wide Web (WWW) and the ability to create web pages on APU computing systems are privileges provided to members of the APU community.

- A. APU users must conduct their activities in a courteous and professional manner.
- B. Appropriate use policies for APU accounts also apply to individual home pages and to departmental web pages.
- C. Appropriate individual use for home pages includes: (1) presenting personal non-commercial information (resumes, family, etc.); (2) experimenting with available Web technologies and authoring tools; (3) publishing and disseminating academic work; (4) linking to cultural, scientific, or historical sites; (5) and posting announcements, news bulletins, and other general information.
- D. Inappropriate uses for individual home pages include, but are not limited to: (1) use of copyright materials in any form without the expressed written permission of the original copyright owner; (2) personal and commercial uses that could result in a financial benefit for the page owner and associates; (3) use of audio, images (e.g., photographs, paintings, or derivatives thereof), videos, or movies of individuals without their express written consent; (4) use of any personal information that is not public record pertaining to other individuals without their express written permission; (5) use of any images or data that are abusive, obscene and pornographic, profane, harassing, threatening, or discriminatory; (6) sexually harassing; (7) creation of hyperlink texts to abusive, obscene and pornographic, profane, harassing, threatening, or discriminatory material; (8) use of materials whose nature or volume compromise the ability of the system to serve other users' documents and web pages; (9) any use that constitutes academic dishonesty; and (10) any use of individual home pages to engage in illegal activity.
- E. Appropriate use policies for APU students also apply to departmental Web pages. All departmental Web pages are expected to adhere to the APU Authoring Standards. Departmental pages are encouraged for disseminating general departmental information (goals, office hours, point of contact, etc.), highlighting departmental programs or activities, and introducing faculty or staff and hyper-linking to their personal pages.

- F. Inappropriate departmental uses include, but are not limited to: (1) use of copyrighted materials in any form without the express written permission of the original copyright owner; (2) personal and commercial uses that could result in a financial benefit for the page owner and associates; (3) use of audio, images (e.g., photographs, paintings, or derivatives thereof), videos, or movies of individuals without their express written consent; (4) use of any personal information that is not public record pertaining to other individuals without their express written permission; (5) use of any images or data that are abusive, obscene and pornographic, profane, harassing, threatening, or discriminatory; (6) sexually harassing; (7) creation of hyperlink texts to abusive, obscene and pornographic, profane, harassing, threatening, or discriminatory material; (8) use of materials whose nature or volume compromise the ability of the system to serve other users' documents and web pages; or (9) any use that constitutes academic dishonesty; and (10) any use of individual home pages to engage in illegal activity.

University Procedures in Cases of Disciplinary Action on WWW Policy Violations

- A. APU appoints a Webmaster to manage the APU Web site, set policies for and oversee the use of electronic communication at APU, and handle violations of APU Computing Policies.
- B. *Reporting.* Anyone who becomes aware of inappropriate, unethical, or illegal use of American Pathways University computing resources, inappropriate content of individual home page, or any inappropriate electronic communication shall notify the APU Webmaster.
- C. *Child Pornography.* Any material that appears to contain child pornography will be immediately referred to the Denver Police Department, and will also be subject to the procedures that follow.
- D. The APU Webmaster will notify the user who is alleged to have violated APU's computing policies of the nature of the alleged violation and will provide the user with a copy of APU computing policies.
- E. *Suspension of Computing Privileges During Investigation.* During the investigation of an alleged policy violation, a user's computing and network access may be suspended. APU reserves the right to examine a user's recorded and stored information in the course of investigating an alleged policy violation.
- F. *Procedures.*
 - 1. The APU Webmaster will review the material alleged to be in violation of policy. If the Webmaster believes that the material is in violation, the Webmaster will request that the user remove the offending material.
 - 2. If the alleged violator fails or refuses to comply with the Webmaster's request, the Webmaster may refer the matter to The Office of Vice President for Academic Affairs for action.
 - 3. If the alleged violator disagrees with the Webmaster, the user may file a written petition requesting that the CAO review the case.
 - 4. The CAO shall appoint a three-person committee of the faculty and staff to review the case.
 - 5. After consulting with the alleged violator and with the Webmaster, the committee will determine if a policy violation has occurred and, if a policy violation has occurred, what action should be taken to remedy the policy violation.
- G. Consequences of policy violations may result in disciplinary action, including but not limited to suspension of access to the University's WWW, suspension of email privileges, suspension of computing privileges, suspension or expulsion from the University, suspension or termination of employment, imposition of fines, and referral for legal action. The review committee is charged with making these recommendations.

STUDENT RIGHTS AND DUE PROCESS

Academic Freedom for Students

APU is a non-sectarian institution and has no limitations on individual freedom of speech. Responsible and civil promulgation and discussion of ideas, truth, and religious and political dialogue, in the view of the University, are hallmarks of higher education and necessary for freedom of speech.

Faculty Must Respect Student Academic Freedom and Freedom of Speech

The faculty member is entitled to freedom in the classroom in discussing his/her subject. The faculty member is, however, responsible for the maintenance of appropriate standards of scholarship and teaching ability. It is not the function of a faculty member in a democracy to indoctrinate his/her students with ready-made conclusions on controversial subjects. The faculty member is expected to train students to think for themselves, and to provide them access to those materials that they need if they are to think intelligently. Hence, in giving instruction upon controversial matters, the faculty member is expected to be of a fair and judicial mind, and to set forth justly... the divergent opinions of other investigators. No faculty member may claim as a right the privilege of discussing in the classroom controversial topics outside his/her own field of study. The faculty member is normally bound not to take advantage of his/her position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his/her study. (Adopted from the Penn State University *Academic Freedom for Students* policy)

Students and Faculty Must Respect An Appropriate Environment for Academic Freedom

The University encourages free speech within an atmosphere, decorum, and comity that facilitates and is consistent with higher education. Such counterproductive behaviors as vulgarities and hate speech are discouraged as unbecoming of an educated person and a love of learning, as well as incompatible with a setting and atmosphere conducive to respectful collegial inquiry, discussion, learning, and contemplation.

Privacy Rights of Students

Notice of Privacy Rights of Students

The Family Education Rights and Privacy Act of 1974 (FERPA), with which the University intends to comply fully, is designed to protect the privacy of education records, to establish the rights of students to inspect and review their records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the University to comply with the Act. The University's "Institutional Policy Concerning Privacy Rights of Students" explains in detail the procedures to be used by the University for compliance with the provisions of the Act. Copies of the policy and a list of all records maintained on students by the University are available from the Office of Academic Affairs.

Notice of Directory Information

The University designates the following categories of student information as public or "Directory Information." Such information that may be disclosed by the institution for any purpose, at its discretion, includes: the student's name, telephone number, dates of attendance, and class (e.g., freshman); previous institution(s) attended, major and minor fields of study, awards, honors, degrees conferred (including dates).

Currently enrolled students may withhold disclosure of any category of information under the Family Education Rights and Privacy Act of 1974. To withhold disclosure, written notice must be received by the Academic Vice President prior to September 15 for students entering in the fall semester and prior to February 15 for students entering in the spring semester. Forms requesting the withholding of "Directory Information" are available from Office of Academic Affairs. The University assumes that failure on the part of any student to request specifically the withholding of categories of "Directory Information" indicates individual approval for disclosure.

Student Life Policies and Procedures

When any of the Standards of Conduct delineated in the Code of Student Conduct is violated, the student may be referred to the appropriate University officer (Vice President for Academic Affairs (CAO), Academic Department Director, Dean of Students, or Webmaster). Any person may refer a student or student group suspected of violating this Code to the appropriate official. Persons making such referrals will be asked to provide information pertinent to the case. The appropriate official shall make a determination as to the seriousness of the case. This will be done in most situations by asking the student(s) involved in the case to come in for an interview to determine what actions, if any, will be taken by the University. Students will be notified in writing of the results of such administrative reviews.

Designated University officials have the authority to:

1. Dismiss the case;
2. Take no further action other than talking with the accused student(s);
3. Issue a University warning (a statement that a student's behavior has been inappropriate, and any further violation of University rules will result in stronger disciplinary action);
4. Place the student on *disciplinary probation* (a violation of the terms of which could result in a suspension or expulsion from the University);
5. Refer cases to the Student Disciplinary Committee when the above sanctions are determined to be inadequate; and
6. Take other actions, including but not limited to counseling, ensuring the violator(s) provide(s) compensation for theft or damage, and/or placing stops on registration.

Student Discipline Committee Policies and Procedures

- A. Disciplinary proceedings are conducted as administrative proceedings and not as judicial proceedings. This is because American Pathways University is not a part of the judicial branch of local, state, or Federal government. The University has authority only to promulgate and enforce internal rules of behavior that shall be administered in a fair and impartial manner in harmony with its educational objectives and purposes, and its administrative nature.
- B. As part of the administrative nature of the Student Discipline Committee's procedures, fundamental rules of fairness and equity shall be followed.
- C. The committee is composed of students, faculty and staff and charged with making the decision whether or not students charged with violations of the Code of Student Conduct may continue to attend the American Pathways University.
- D. Students must be notified in writing of the disciplinary action taken within five (5) days.
- E. Student Discipline Committee has the authority to:
 1. Dismiss the case;
 2. Take no action other than talking with the accused student;
 3. Issue a University warning (a statement that a student's behavior has been inappropriate, and that further violation of University rules will result in stronger disciplinary action);
 4. *Place the student on disciplinary probation* (a violation of the terms of which could result in suspension or expulsion from the University);
 5. *Recommend suspension* of a student from the University for disciplinary reasons (suspension may be for various lengths of time ranging from one semester to an indefinite period of time; after the period of disciplinary suspension has expired, a student may apply in writing to have the notation on his/her record removed);
 6. *Recommend expulsion* of a student from the University (notation on the student's record will be kept permanently; when the student is suspended or expelled for disciplinary reasons, an additional sanction may include being excluded from the University campus); and
 7. Take other actions, including but not limited to counseling, ensuring the violator(s) provide(s) compensation for theft or damage, and/or placing stops on registration.

Appeal and Review Procedures

A student has the right to appeal a disciplinary decision by submitting a request for a review of the recommendation of suspension or expulsion by the Student Discipline Committee or University official within seven (7) working days to the Office of Academic Affairs. Except for the sanctions of *summary suspension*, the sanctions of suspension or expulsion for disciplinary reasons shall be effective only after administrative review by the Vice President for Academic Affairs has been exhausted or waived by the student. The Chief Academic Officer's decision shall be in writing to the student(s), with a copy to the Student Discipline Committee.

Summary Suspension

Summary suspension is a suspension from the University that begins immediately upon notice from the appropriate University official without a formal hearing by the Student Discipline Committee. Summary suspension may also include a physical exclusion from the campus if deemed necessary. A hearing before the Student Discipline Committee is subsequently scheduled in an expedient and expeditious manner (usually within seven calendar days) to determine the disposition of the case.

The President, the Chief Academic Officer, or the Dean of Student Life have the authority to suspend summarily any student when in their opinion(s) such suspension is necessary to: (a) maintain order on campus; (b) preserve the orderly functioning of the University; (c) stop interference in any manner with the public or private rights of citizens on the American Pathways University campus; (d) stop actions that are threatening to the health or safety of any person; or (e) stop actions that are destroying or damaging property of the American Pathways University campus, its students, faculty, staff, or guests.

Permanent Record Notations

While disciplinary proceedings are pending or contemplated, a temporary hold may be placed on the student's academic record. It will not be released until all actions and appeal procedures have been completed or finalized by the University. Only in those cases where suspension, deferred suspension, or permanent expulsion results from disciplinary action will notations be placed on the academic records.

Release of Disciplinary Information

Access to any student's academic transcript or disciplinary file shall be governed by the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). Only the student charged or those University officials having a legitimate educational interest in disciplinary information may have access to the files. All other inquiries (including but not limited to employees, governmental agencies, news media, family, friends or Denver Police) must have a written release from the student to gain access to University disciplinary files.

The University will extend every effort to respect the privacy of the student. However, where the identity of the student has been publicly disclosed in the news media, APU reserves the right to respond as it deems appropriate to describe fairly and accurately the disposition of the disciplinary action.

Refund Policy after Disciplinary Action

Submission of registration materials obligates the student to pay the assessed tuition and fees for that term. If a student is suspended or expelled from the University, the amount of tuition will be refunded the same as when a student voluntarily withdraws from a semester. The official date applicable for tuition refund purposes will be the date of the Student Discipline Committee's action, or the date of summary suspension.

Redress of Student Grievances and Complaints

In addition to the rights of due process afforded to them, students also have the right to address issues that affect their comfort and their academic progress.

1. General Academic Issues

Academic complaints are tracked by the Academic Department Directors and by the Vice President for Academic Affairs (CAO).

The following are the academic departments and the corresponding responsible directors.

Academic Department	Responsible Director
General Education	
Department of General Education and Adult Learning (for General Education, College Preparation / GED courses, Study Abroad Programs)	Director of Department of General Education and Adult Learning
School of Allied Health	
Department of Human Services (for Human Services Major courses and faculty)	Director of Department of Human Services
School of Business	
Department of Business Applications (for Business Major courses and faculty)	Director of Department of Business Applications
School of Management	
Department of Management and Leadership (for Management and Leadership Major courses and faculty)	Director of Department of Leadership and Community Development
School of Practical Theology	
Department of Ministry and Theology (for Practical Theology Major and Minor courses and faculty)	Director of Department of Theology and Ministry
Graduate School	
Department of Master of Arts in Professional Studies	Director of Department of Graduate Professional Studies

2. Grade Appeal Policy

Stage 1: A student who wishes to contest a grade that he or she believes has been unjustly awarded must first contact the instructor of the course and ask for a review and adjustment of the grade. This step may be waived only in the event that the instructor is no longer employed by the University.

Stage 2: If the instructor is unwilling to reconsider and adjust the grade, and the student desires to pursue the matter further, the student may appeal to the appropriate Director of the Department (see chart in previous section). This stage of the appeals process must be made before the end of the semester following the one in which the grade was assigned.

Stage 3: If the student is denied redress in Stage 2, the student may appeal in writing (setting forth the alleged facts of the case) to the Vice President for Academic Affairs (CAO), who may deal with the case directly or refer it to the Academic Curriculum and Policies Committee, which will consider the case and render a decision. With receipt of a written complaint, a file is opened regarding the matter. Decision options are: (1) to deny the appeal and uphold the instructor's academic judgment; or (2) ask the instructor to reconsider the case with the recommendation that a grade change be effected.

Stage 4: If the student is denied redress in Stage 3, and wishes to pursue the matter, a written appeal may be made to the President, whose decision is final.

3. *Student Services Complaints and Concerns*

Student complaints, as are all complaints, are processed according to the preceding four-stage example. The first two stages deal with **informal complaints** and are resolved through mediation without a complaint file; the last two stages constitute **formal written complaints**, at which point a file is opened and a formal resolution process is initiated.

Student services complaints include all non-academic matters (e.g., the condition of facilities, financial aid, tuition, refunds, and University public relations, and general student discipline and the Code of Conduct).

The University officer responsible for the first stage of addressing these matters is the Dean of Students. The Dean of Students will address the concern directly or work with other officials and offices to address the concern.

Specifically, the Dean of Students will address directly policy issues relating to the Code of Conduct and all other policies in the *Student Handbook* (but not discipline issues, where the procedures and appeal processes described in the *Student Handbook* shall be followed).

In cases involving facilities, financial aid, tuition, refunds, and University public relations, the Dean of Students will act as ombudsman to facilitate understanding and, if possible, redress where redress is merited. In doing this, the Dean of Students shall serve as an “honest broker” between the student(s) and the appropriate administrative officer, viz.:

- | | |
|-----------------------------------|--|
| • Public Relations Complaints | Vice President for Institutional Advancement |
| • Financial Aid, Tuition, Refunds | Vice President for Institutional Management |
| • Facilities | Vice President for Institutional Management |

The student should not address policy issues with these administrators until first checking with the Dean of Students, except in the case of direct processing matters (e.g., clerical mistakes, such as an error in calculating the scholarship grant), the student should discuss the issue directly with the appropriate administrative department.

4. *Meet the Dean of Students*

The Dean of Students is the students’ advocate and ombudsman. The Dean is concerned for student services, activities, and comfort. He or she provides counseling in the psycho-somatic-spiritual areas of student life.

Position Title:

Dean of Students.

Objective:

To further the mission of the University by (1) supervising, coordinating, and administering the University programs and services that are organizationally entitled student services and (2) working with the President, the Vice President for Academic Affairs, and faculty to ensure the optimal integration of these programs and services with all components of the University.

Qualifications:

1. Education. B.A. required (M.A. or higher preferred) in Student Personnel Administration, Counseling, or other closely related areas (e.g., education in nonprofit service organizations servicing college students or ministerial service agencies, including urban/suburban churches) and other specific education suitable for the responsibilities of the position.

2. Experience. Experience in the areas of education, human relations, counseling, networking, management, planning, and research.

3. Administration. Demonstrated ability to develop and coordinate personnel, programs, and endeavor to achieve specific goals and ability to balance competing priorities. Demonstrated ability to work with others and within a multiple-staff environment, as well as being a self-starter. Demonstrated ability to work with superiors and subordinates.

4. Collaboration and Initiative. Demonstrated ability to work with others and within a teamwork setting, as well as being a self-starter.

5. Specific Skills. Strong counseling and human relations skills, communication and promotion skills, writing and organizational skills, management, research and planning skills, and vision, eye for opportunities and strategic thinking skills.

6. Sensitivity. Awareness, knowledge, and appreciation of the people and cultures of the urban and inner city environment.

7. Agreement. Commitment to the mission, educational purposes and objectives, and to the values of the University expressed in the University Catalog, Student and Faculty Handbooks and University auxiliary organizations (including: the American experience; democratic institutions; free enterprise; human weakness, potential and responsibility; respect for life, human rights and social justice; and divine prolegomena, providence and grace).

Accountability:

The Dean of Students is responsible to the Vice President for Academic Affairs (CAO).

Responsibilities:

1. Overall responsibility for Student Services and for student activities, association, governance, organizations, co-curricular programming, discipline, orientation, and spiritual development.
2. Responsible to inform and advise the CAO and the President on all matters concerning students, student-life, and the staff of Student Services.
3. Specific responsibilities regarding students and student life:
 - a. Serve as the students' advocate and ombudsman;
 - b. Counseling in the areas of psycho-somatic-spiritual development and discipline; and
 - c. Advisement in the area of financial institutional, state, and Federal aid programs;
4. Specific responsibilities regarding Student Services:
 - a. Chief liaison for all communications between Student Services and the University;
 - b. Development and management of the Student Services budget; and
 - c. Represent Student Services within the American Pathways University community.
5. Performance of related activities as assigned by Vice President for Academic Affairs (CAO).

ACADEMIC AND GRADUATION POLICIES

Student Classification

Students are classified according to their educational objective, total credits earned, load, and progress.

- Regular Students** are degree seeking and making satisfactory progress toward program completion.
- Certificate Students** are seeking knowledge and skills certificate in an area of study or a career.
- Special Students** are pursuing knowledge out of a pure love of learning students.
- Graduate Students** are enrolled in and making progress toward completion of a Master's program.

Academic Standards

The University expects students to maintain high academic standards of scholarship. Students should strive for academic excellence, collegiality, personal integrity, and responsible conduct. Academic achievement and excellence is facilitated by attendance (no more than two absences in a course are allowed without penalty and compensatory requirements for the missed sessions must be completed), completion of assignments and examinations, and a minimum of two hours of out-of-class study per week for each hour of classroom or direct faculty instruction per week.

Class Attendance and Academic Assessment

Class Attendance Philosophy

How does class or seminar attendance affect a student's learning and course grade? Since APU courses incorporate a Socratic method in a seminar/discussion format, attendance is important for three reasons:

- (1) It allows a student to fulfill the **collegial responsibility** each student has to his fellow students in the course—a student's participation in class discussion enriches everyone;
- (2) It affords the attendee the **cognitive opportunities** of review, clarification, correction, enrichment, and additional course information—all of which a student is academically accountable for to successfully complete a course; and
- (3) It affords students exposure to the **challenging crucible** of critical thinking to their prior body of knowledge, assumptions, conclusions, and worldviews—a student is expected to demonstrate relevant growth

in these areas as a result, which can only be measured by a professor's observation in the classroom or seminar setting.

Class Attendance Policy

Class attendance is expected at a minimum 90% of the meeting time of a course. Absenteeism and/or tardiness* in excess of 10% will adversely affect a student's course grade and ability to successfully complete course requirements. (*Note: a student is tardy ten minutes after the start time of the class.) For example, more than 4 class-hour absence for a 13-week course (or over 10% absenteeism and/or tardiness) measurably affects a student's collegial participation, academic performance, and personal growth in the course.

Competencies and Values

Introduction

Graduates of American Pathways University are expected to demonstrate certain competencies and values. Each student will graduate with a portfolio of competencies and values that form a foundation for a successful life, self-reliance, and community leadership. It is the responsibility of the student to develop and demonstrate such competencies as part of satisfying graduation requirements.

Competencies

Among the competencies required for graduation are critical thinking, a major field of study, seminal values, and the skills and competencies of their profession or career choice.

Values

Students are required to investigate and integrate the core values of the Western Intellectual Tradition, including Judeo-Christian worldviews, critical thinking, scientific method, the American experience, democratic institutions, free enterprise, and professional ethics.

Graduation

Graduation Requirements

To receive a degree and a diploma from American Pathways University a student must ...

1. Complete all academic requirements with at least a 2.0 GPA (A.A., B.A.) and 3.0 GPA (M.A.)
2. Pay all tuition, fees, and other financial obligations at APU.
3. Have on file: Application, HS diploma and/or certified transcripts, income documents for financial aid.

Commencement Exercises

To march in commencement exercises of American Pathways University a student must ...

1. Have completed all three Graduation Requirements, or under special circumstances ...
2. Have completed 2 of the 3 Graduation Requirements, with the third as follows:
 - A. Incomplete academic requirements (when account is paid up and file is complete):
 - Can and must be completed during the next term at APU.
 - Pre-commencement advance payment of tuition & fees.
 - B. Unpaid account balance (when academic requirements and file are complete):
 - Must be paid in full within 60 days after the date of commencement.
 - Must submit a payment plan, including income source and amount.
 - Option unavailable to students having aged-accounts older than one academic term.
 - C. Incomplete personal file (when academic requirements are complete and account is paid up):
 - Must be completed within 30 days after the date of commencement.
 - Must demonstrate proof of initiating the process of gathering required documents.

Graduation Application

To be considered by the CAO and Faculty for recommendation for graduation a student must ...

1. Submit an Application for Graduation form 90 days before commencement.
2. Complete personal file 60 days before commencement.

3. Pay outstanding account balance 30 days before commencement.
4. Complete academic requirements 15 days before commencement.

STUDENT GOOD STANDING POLICIES

Student Good Standing involves various expectations along the continuum of a student's association with the University. These involve, but are not limited to, the student's application, entrance & placement, matriculation, financial accounts, financial aid, academic, graduation, and personal deportment. A student is in good standing if the minimum expectations are maintained. A student may be placed on probation when the minimum standards are not met and appeals or remedial activities are pending. A student may be disciplined, suspended, or expelled for substantial or persistent substandard performance.

A student is in good standing according to the following criteria:

- Student file is complete and up-to-date appropriate for the student's classification
- Satisfactory progress toward program completion within a 150% time frame of a full-time schedule
- Academic and Graduation: Associate and Baccalaureate 2.0 GPA; Master's 3.0 GPA
- Code of Conduct: No pending or proven violations
- Financial Accounts: No delinquent payments or account balances
- Other Categories: Matriculation, Financial Aid, and Course Enrollment
 - Matriculation: Applicants must score at least 70% on the entrance and placement assessment
 - Financial Aid: Qualified students must apply for financial aid and provide proof of income
 - Course Enrollment: Students must register for courses prior to enrollment (attendance)

University Honor Code

Please refer to the following sections in this Handbook: (1) "General Principles and Specific Application"; (2) "University Standards and Criminal Violations"; (3) "General Standards of Conduct for Which Actions May Be Taken if a Violation Occurs"; (4) "Harassment"; (5) "Drugs and Alcohol"; (6) "Ethical Use of Computing."

Academic Good Standing

Please refer to the following sections in this Handbook: (1) "Academic Integrity and Dishonesty"; (2) "Academic Standards"; (3) "Class Attendance and Academic Assessment"; (4) "Competencies and Values."

Graduation Good Standing

A student must make satisfactory progress toward completing the requirements of the major and program pathway of his/her Enrollment Agreement within 150% of a full-time schedule. Please refer to the preceding section in this Handbook: "Graduation Requirements."

Deportment Good Standing

Please refer to the following section in this Handbook: (1) "University Principles of Ethics and Conduct"; (2) Student Life Policies and Procedures."

Classroom Comportment Good Standing

Please refer to the Course Syllabus for the following: (1) "Student Responsibilities to Learn"; (2) "Assignments and Writing Expectations"; (3) Classroom Ethics: The Socratic Ethics.

Financial Good Standing

Financial Accounts Good Standing

Student outstanding account balances must be paid up at the beginning of each term. A student may apply for a University approved payment plan and if approved by the University and payments are current, a student may register

for courses while having an outstanding balance. A student may not carry more than twelve differed tuition transcript credits from term to term.

Financial Aid Good Standing

Please refer to the Financial Aid section of the Academic Catalog for the following information concerning APU's institutional scholarship program: (1) "Application for Financial Aid"; (2) "Eligibility for Financial Aid."

Matriculation Good Standing

Please contact the Office of Enrollment Management for the following: (1) "Application Good Standing"; (2) "Entrance and Placement Good Standing."

Course Enrollment Good Standing

Please contact the Office of Enrollment Management for the following: (1) "Confirmation of Intent to Enroll"; (2) "Readmission"; (3) "Course Enrollment." Enrollment good standing is determined by the following:

- (3.a) A student must register for a course before attending classes.
- (3.b) A student must enroll in a course by attending the first class session.
- (3.c) A student must complete a course or withdraw before the drop course deadline.
- (3.d) A student must pay tuition and fees regardless of course performance.
- (3.e) Dropout students, after the passage of two terms, must re-apply to the University before resuming classes.

STUDENT LIFE AND DEPARTMENT

1. Educational Philosophy

A balanced and consequential higher educational experience introduces students to the world of ideas and prepares graduates for the world of work.

- General education courses of **the world of ideas** are designed to introduce students to foundational information, critical thinking, and problem solving skills.
- Major field vocational pathways of **the world of work** are designed to prepare students with skills and competencies that give graduates access to careers and continued study.

A consequential educational experience equips and empowers thinking, doing, and being. **It is the responsibility of the student to learn, which means the student's learning goal should be an observable long-term change that shows in appropriate ways of thinking, doing, and being.**

- **Thinking** (cognitive) consists of knowledge acquisition, cultural literacy, and critical thinking skills. Students also learn the information of a field of study, social ethics, and leadership principles (and skills) applicable to successful careers and functional communities.
- **Doing** (effective) consists of responsible leadership in the community and personal success in pursuit of career paths and application of decision-making and problem solving skills. Students learn how to use their competence in fields of study in the market place and the community so that they acquire marketable skills conducive to financial responsibility, self-reliance, & community leadership.
- **Being** (affective and imperative) consists of personal growth and responsibility, character and confidence, personal skills necessary for successful, empowered lives, integrity in decision-making, and values including responsibility; respect for the sanctity of life and human rights and commitment to civic and social justice.

2. Student Responsibilities

Students are expected to **attend class**. Absences require make-up assignments. Unexcused absences will affect the student's academic achievement and the professor's assessment of the student's performance.

Students are expected to (1) **read textbooks** and supplemental reading as assigned, (2) complete all assignments when due and (3) come prepared to participate in didactic information and praxis considerations.

Writing assignments must conform to college-level expectations of source citation, English standards found in APU's *Citation and Writing Style Handbook*, and the rubric of the assignment by which it is to be written and will be graded. Papers that do not meet these minimum expectations will be returned without a grade for improvement.

Students must be willing to **consider the course content** with the professor and their peers in the spirit of open-mindedness and consideration for the thoughts and contribution of others while articulating their own thoughts and experiences.

3. Classroom Decorum

Students are to take responsibility for the **success of classmates** by respectfully listening and responding to their comments and questions. Students should attend class prepared to make substantial and insightful contributions to the class topic and peer discussions and dialogue.

Students are expected (1) to **maintain appropriate attention**, civility, decorum, and attire in the classroom that is conducive to the goals of higher education at the University and respectful of the rights of others to learn and (2) to **cooperate with the professor's leadership** to maintain appropriate classroom order, civility and decorum.

Class attendance and participation must be to acquire essential knowledge and develop vocational skills in a **learning environment** that encourages dialogue and examination of all perspectives and discrete methodologies appropriate to the discipline and content of the course. Political agendas and ideological propaganda are inconsistent with these goals.

Students must **avoid dominating conversations or demeaning colleagues** during class sessions and discussions by seeking to further develop the skills of effective communication, collaboration, and courtesy.

THE CAMPUS AND CRIME RATES

The University's campus consists of administrative and advisement centers and instructional sites located in urban Denver that provide convenient accessibility by students to educational programs. Instructional sites are equipped with audio/visual instructional aids and internet connectivity. No program can be completed at any one site and no classroom site is scheduled for more than 50% of any program. Below is a directory of these sites.

Ammons Instructional Site
1380 Ammons St.
Lakewood, CO 80214

**APU Administrative Center
Franklin Advisement Services
Center and Instructional Site**
2227 Franklin St.
Denver, CO 80205

Park Instructional Site
1130 West Park Ave.
Denver, CO 80202

California Instructional Site
2501 California St.
Denver, CO 80205

High Instructional Site
2101 High St.
Denver, CO 80205

**Smith Advisement Services Center
and Instructional Site**
6090/6100 Smith Rd.
Denver, CO 80216

Champa Instructional Site
2544 Champa St.
Denver, CO 80205

Marion Instructional Site
1520/1530/1567 Marion St.
Denver, CO 80218

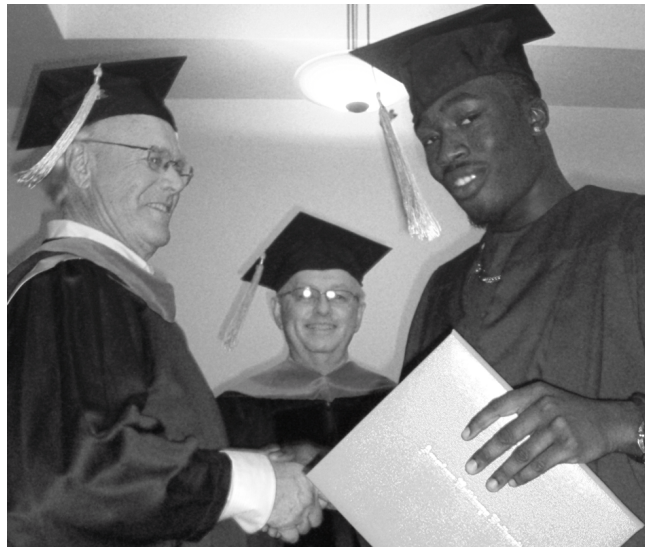
**Washington Advisement Services
Center and Instructional Site**
2530 Washington St.
Denver, CO 80205

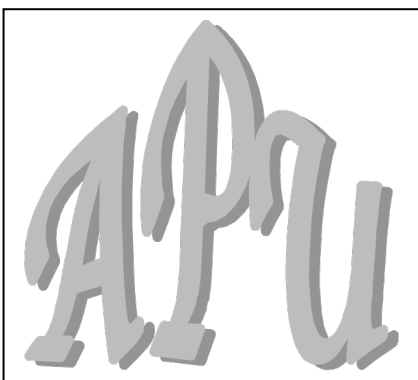
Crime rates for these instructional sites may be obtained by contacting the local police department at the following phone number for the Learning Center zip code or from the Internet at www.neighborhoodscout.com/co/denver/crime/ or www.denvergov.org/denvermaps/report.asp?rpt=offes&me=3106976,1644364,3255209,1761837&ref=dghome.

ZIP Code	Phone Number	ZIP Code	Phone Number
80202	720-913-2677	80216	720-913-2677
80205	720-913-2677	80218	720-913-2677
80207	720-913-2677	80020	303-438-6440
80211	720-913-2677	80026	303-665-5571
80214	720-913-2677		



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ADDENDUM

GENERAL EDUCATION LEARNING OUTCOMES

(As Mandated for all Colorado Public Institutions of Higher Education and Adopted by APU)

APU has adopted the following Colorado Department of Higher Education (CDHE) mandated learning outcomes of General Education for the state's public institutions of higher education.

As a result of successfully completing the General Education requirement at American Pathways University students *will be able to do the following* as delineated for the various areas listed below.

Critical/Analytical/Logical Thinking (an outcome of all academic disciplines listed below)

- Examine issues and ideas and to identify good and bad reasoning in a variety of fields with differing assumptions, contents and methods, in particular be able to acquire information through identifying questions, problems, and arguments, and differentiate questions, problems, and arguments
- Application of information by evaluating the appropriateness of various methods of reasoning and verification and state a position or hypothesis and give reasons to support it and state its limitations
- Analysis of information by identifying and assessing stated and unstated assumptions, and by critically comparing different points of view
- Synthesis of information by formulating questions and problems, constructing and developing cogent arguments, and articulating reasoned judgments
- Evaluating the quality of evidence and reasoning and drawing appropriate conclusions

Arts and Humanities (Fine Arts, Literature, Philosophy, Critical Thinking, Ethics)

- Delineate the major types of prose and poetry, and then apply the primary humanities themes found in these genre to their lives, career, and community (primarily because of successful performance in the required literary appreciation and criticism course)
- Appreciate and analyze major western, non-western, and inner city musical or film genre (primarily because of the knowledge acquired in one of the required fine arts courses, "musical perspectives" or "film appreciation")
- Identify the seminal ideas and key thinkers in world culture (e.g., Plato, Aristotle, Jesus, Kant, Marx, King), the seminal moral issues of the modern world, and the principles of effective ethical decision-making, and then apply this knowledge to everyday life (primarily because of successful performance in the required philosophy and ethics courses)

Communication (English, Speech, and across the entire General Education curriculum)

- Read critically and thoughtfully, process visual information, and apply the information to real

problems

- Recognize the different purposes and types of writing (e.g., descriptive, persuasive, narrative, imaginative, technical), read newspapers and journals to track current events and issues, extract main points from texts and presentations, research topics using the web and other technologies
- Analyze and summarize or interpret an author's point of view in written or oral formats
- Synthesize and interpret material by connecting one's own experience to what is read in written or oral formats
- Use logic/critical thinking, reasoning, content analysis, and interpretative skills when reading printed or published materials
- Convey the essence of written material by paraphrasing or citing in written or oral formats
- Select and evaluate written and oral (visual media) that are credible and appropriate sources for written or oral case building
- Rhetorical knowledge, including focus on a purpose, using voice, tone, format and structure appropriately
- Experience in writing and speech composition through the use of multiple drafts with strategies for generating, revising, editing and proofreading, and the ability to critique one's own and other's work, and use a variety of technologies (writing and research tools)
- A mastery of writing conventions via selecting appropriate formats for differing writing tasks, applying genre conventions ranging from structure and paragraphing to tone and mechanics, using specialized vocabulary, format and documentation appropriately, and controlling such features as syntax, grammar, punctuation, and spelling
- In writing, conversation and formal speech, demonstrate comprehension of content knowledge through effective communication strategies, including the ability to compose messages for specific purposes as for example expository, persuasive, technical
- The ability to communicate to a variety of audiences through audience analysis and the ability to adapt content and style to respond to the needs of different audiences and different rhetorical situations
- Utilizing principles of critical thinking and logic, identifying common fallacies of fact, logic, and relationships in verbal and written texts and presentations, and compare and adjudicate the value or relevance of information obtained from different sources
- Speaking effectively (primarily because of successful performance in the English and Public Speaking courses)
- In writing and in speech the application of the rhetorical principles of the philosopher Aristotle: *ethos*: the personal moral character, the source of one's ability to persuade; *pathos*: putting the audience in a certain frame of mind --the ability to touch feelings, to move people emotionally, and *logos*: the proof, or apparent proof, provided by the words of the speech --the ability to give solid reasons for an action, and thus to move persons intellectually

Mathematics

- Select data that are relevant to solving a problem
- Make practical applications of a mathematics discipline—algebra, geometry, calculus, statistics—to solve problems (primarily because of successful performance in the required course in practical mathematics)
- Analyze, interpret and draw inferences from mathematical models such as formulas, graphs, and tables
- Generalize and synthesize from specific patterns and phenomena to move to more abstract principles and to proceed from abstract principles to specific applications
- Communicate mathematical information symbolically, graphically, numerically, and verbally
- Evaluate, estimate, and verify answers to mathematical problems to determine reasonableness, compare alternatives, and select optimal results while recognizing that mathematical and statistical methods have limitations

Natural and Physical Sciences (Astronomy, Earth Science)

- Mastery of scientific knowledge at a level that facilitates communication in an increasingly

technological society and an understanding of the impacts of science and technology on society

- Scientific literacy including understand key principles of the scientific method and foundational knowledge in specific discrete science fields of science (e.g., physics, geology, astronomy, chemistry, ecology, biology, botany) and ways to utilize the scientific method in everyday life (primarily because of successful performance in the required science course)
- Understanding of the scientific method as a process that involves the interplay of the awareness and definition of a problem (rational analysis), observation and collection of relevant data (i.e., quantitative approaches to the study of natural phenomena), organization or classification of data, formation of hypotheses and theories, deductions from the hypotheses and theories, and experimentation, testing and verification of the hypotheses
- Identification of interconnections between specific courses being taught and the larger issues of scientific endeavor
- Evaluation of and between scientific, nonscientific, and pseudoscientific presentations, arguments, and conclusions
- An appreciation of the limitations of science
- Through laboratory scenarios that emphasize modern laboratory skills and laboratory safety procedures develop concepts of accuracy, precision, and the role of repeatability in the acquisition of scientific knowledge with hands-on and inquiry-based emphasis and secondarily demonstration components, and emphasis on student generation and analysis of actual data, the use of abstract reasoning to interpret these data, and communication of the results of experimentation

Technology (Computing and Internet)

- Using and integrating appropriate contemporary technology forms, competencies and skills to solve problems or compile information
- In information acquisition understand available networking tools such as web search engines, web sites to select, discriminate and evaluate sources for credibility and appropriateness
- Be able to identify which technologies are useful and appropriate
- Use the appropriate technology to analyze information or data as required in a field of study
- Synthesize and integrate information or data from a variety of sources to form a position or present a point of view
- Use current technology for information sharing through such venues as posting a web page
- In determining which technologies apply to a task, understand the limitations of those technologies and know how to combine technologies effectively
- Use personal computing for a variety of learning and application tasks (primarily because of the information and applications acquired in the required course in basic computing)

Social and Behavioral Sciences (History, Political Science, Economics, Psychology, Sociology)

- Use the social and behavioral sciences to analyze and interpret issues, and understand diverse perspectives and groups, and to understand contemporary problems and issues
- Understand and use the methods of the social and behavioral sciences
- Understand how individuals relate to the social world, past and present
- Identify and understand the historical, cultural and social frameworks that explore and compare achievements, issues, and characteristics of the world and the different cultures
- Develop a knowledge of human behavior, in particular learning, cognition, and human development (found most prominently in historical, sociological, and psychological studies)
- Identify functional, effective leadership styles and tactics, and apply these to family, career development and enhancement, and public affairs (primarily because of successful performance in the required course in management and leadership)
- Identify and analyze significant events, personalities, themes, issues and lessons of world history from the era of the Greco-Roman civilization to the present United States and global civilization, and will be able to apply this knowledge to their lives, careers, and leadership within the community (primarily because of successful performance in the history and civilization courses)
- Identify and understand how geography and geopolitics creates a sense of identity, shapes a culture, and influences the economics of a region

- Identify the major sociological forces (e.g., urbanism, racism, demography, socialization, technology, acculturation) confronting the modern world and how to survive and impact society (primarily because of successful performance in the required sociology course and the required political science course)
- Identify and analyze the major political ideas and issues of the contemporary world, be able to analyze and describe how local, state, regional, national and international political systems work, and determine ways this knowledge may be used to contribute to making the political system work better for the welfare of all citizens (primarily because of successful performance in the required political science course)
- Identify and utilize principles and tactics of personal finance, and the major ideas and systems of the modern micro- and macro-economy, including how the modern American mixed economic enterprise system works, monetary policy, fiscal policy, the stock market, and the international economy (primarily because of successful performance in the required economics course)



Skyline of Downtown Denver

UNIVERSITY COMMITMENT

Introducing Students to

The World of Ideas

Equipping Graduates for

The World of Work

Preparing Alumni for

A Life Well Lived