



Grand Canyon University  
2008-2009 Academic Catalog  
Summer 2008

# Academic Catalog Version Record

Edition	Version	Updated	Changes Made
Summer 2008	1.2	05/06/08	<ul style="list-style-type: none"> <li>▪ Clarified verbiage related to the Incomplete Course policy.</li> <li>▪ Added post-graduate transfer policy.</li> <li>▪ Corrected requirements for Bachelor of Science in Athletic Training</li> <li>▪ Updated the following minors:               <ul style="list-style-type: none"> <li>▪ Athletic Coaching</li> <li>▪ Health Education</li> <li>▪ Recreation</li> </ul> </li> </ul>
Summer 2008	1.1	04/15/08	<ul style="list-style-type: none"> <li>▪ Updated requirements for Bachelor of Science in Athletic Training.</li> </ul>
Summer 2008	1.0	04/01/08	<ul style="list-style-type: none"> <li>▪ Updated Accreditation section by adding the following:               <ul style="list-style-type: none"> <li>▪ Veteran’s Administration statement of approval; and</li> <li>▪ Statement from Indiana Commission on Proprietary Education.</li> </ul> </li> <li>▪ Updated Contact Information.</li> <li>▪ Updated academic calendar and Main Campus final exam schedules.</li> <li>▪ Updated Degrees Offered page.</li> <li>▪ Added post-graduate admission requirements.</li> <li>▪ Updated information related to international applicants and students.</li> <li>▪ Updated policy related to military deployment.</li> <li>▪ Updated Financial Aid policies.</li> <li>▪ Updated guidelines for the incomplete grades.</li> <li>▪ Updated Student Life policies.</li> <li>▪ Updated Spiritual Life Growth Opportunities</li> <li>▪ Updated Areas of Ministry</li> <li>▪ Updated number of total and upper-division credits required to graduate undergraduate degree programs.</li> <li>▪ Updated Grand Experience.</li> <li>▪ Moved the Bachelor of Science in Entrepreneurial Studies to the Ken Blanchard College of Business and updated its program requirements.</li> <li>▪ Retired the College of Entrepreneurship.</li> <li>▪ Clarified the College of Education guidelines related to Structured English Immersion.</li> <li>▪ Updated the following policies within the College of Nursing &amp; Health Sciences:               <ul style="list-style-type: none"> <li>▪ Pre-licensure health, drug, and background screenings.</li> <li>▪ Retention, progression, and re-entry requirements.</li> <li>▪ Number of required credits for degree programs.</li> </ul> </li> <li>▪ Added the following undergraduate programs/minors:               <ul style="list-style-type: none"> <li>▪ Added Bachelor of Science in Biology: Biomedical Science</li> <li>▪ Bachelor of Science in Radiologic Science</li> <li>▪ Crime-Scene Technology</li> </ul> </li> <li>▪ Revised the requirements for the following programs:               <ul style="list-style-type: none"> <li>▪ All undergraduate offerings within the College of Liberal Arts</li> <li>▪ Bachelor of Science in Elementary Education: Early Childhood</li> <li>▪ Revised Bachelor of Science in Biology (all emphases)</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>▪ Revised Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care</li> <li>▪ Revised Bachelor of Science in Medical Imaging Sciences.</li> <li>▪ Retired the following undergraduate programs/minors: <ul style="list-style-type: none"> <li>▪ Bachelor of Arts in Christian Leadership</li> <li>▪ Retired Bachelor of Science in Biology: Basic Science</li> <li>▪ Retired Bachelor of Science in Biology: Pre-Veterinary Sciences</li> <li>▪ Family Studies</li> </ul> </li> </ul>
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The University reserves the right to make changes of any nature to the calendar, admission, degree requirements, fees, regulations, course offerings, programs, or academic schedules whenever they are deemed necessary or desirable, including changes or modification of course content, class scheduling, offering patterns, canceling of scheduled classes, or other academic activities.

This Catalog is for information purposes and does not constitute a contract. The Grand Canyon University Academic Catalog does not establish a contractual relationship; rather, the Catalog sets forth academic, and other requirements, that students must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While advisors and other Grand Canyon University personnel are available to guide students with respect to the requirements, ultimately students bear the responsibility of following the requirements.

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# Contact Information

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## General Contact Information

### Web Sites

<http://www.gcu.edu/>

<http://my.gcu.edu>

### Main Switchboard

Phone: 602-639-7500

Toll-free: 800-800-9776

### Mailing Address

Grand Canyon University  
PO Box 11097  
Phoenix, AZ 85061-1097

### Street Address

Grand Canyon University  
3300 West Camelback Road  
Phoenix, AZ 85017-3030

## Office of Academic Advisement

PO Box 11097

Phoenix, AZ 85061-1097

Phone: 602-639-6005

Fax: 602-589-2077 or 877-218-6665

E-mail: [academicadvising@gcu.edu](mailto:academicadvising@gcu.edu)

Office Hours: 8:00 a.m. – 5:00 p.m. (Monday – Friday)

Phone Hours: 7:00 a.m. – 6:00 p.m. (Monday – Thursday)

7:00 a.m. – 5:00 p.m. (Friday)

## Business Office

PO Box 11097

Phoenix, AZ 85061-1097

Phone: 602-639-6605

Fax: 602-589-2078 or 877-218-6667

E-mail: [businessoffice@gcu.edu](mailto:businessoffice@gcu.edu)

Hours: 7:00 a.m.- 6:00 p.m. (M-Th)

8:00 a.m.- 5:00 p.m. (F)

## Office of Academic Records

PO Box 11097

Phoenix AZ 85061-1097

Phone: 602-639-7605

Fax Local: 602-589-2079

Fax Toll: 877-218-6668

E-mail: [academicrecords@gcu.edu](mailto:academicrecords@gcu.edu)

## Office of Enrollment

3300 West Camelback Rd.

Phoenix, AZ 85017-3030, USA

Phone: 800-800-9776, ext. 6478

## Office of Financial Aid

3300 West Camelback Rd.

Phoenix, AZ 85017-3030, USA

Phone: 602-639-6600

Fax: 800-886-3637

E-mail: [financialaid@gcu.edu](mailto:financialaid@gcu.edu)

## Office of Student Life

PO Box 11097

Phoenix, AZ 85061-1097

Phone: 602-639-7705

Toll-free: 800-800-9776, ext. 7705

Fax: 602-639-7814

E-mail: [studentlife@gcu.edu](mailto:studentlife@gcu.edu)

## Office of Spiritual Life

PO Box 11097

Phoenix, AZ 85061-1097

Phone: 602-639-6750

Fax: 602-639-7827

E-mail: [ministry@gcu.edu](mailto:ministry@gcu.edu)

## Office of Residence Life

PO Box 11097

Phoenix, AZ 85061-1097

Phone: 602-639-6240

Fax: 602-639-7814

E-mail: [reslife@gcu.edu](mailto:reslife@gcu.edu)

## Student Disabilities Office

### Campus Students

Office of Student Life, Disabilities

Coordinator

Student Union

3300 W. Camelback Rd.

Phoenix, AZ 85017-3030

Phone: 602-639-6244

Fax: 602-639-7814

E-mail: [Grounddisabilities@gcu.edu](mailto:Grounddisabilities@gcu.edu)

### Online Students

Student Disabilities Office

Smithey-Parker Building

3300 W. Camelback Rd.

Phoenix, AZ 85017-3030

Phone: 602-639-6342

Fax: 602-639-7846

E-mail:

[Onlinedisabilities@gcu.edu](mailto:Onlinedisabilities@gcu.edu)

## Cooke Health and Wellness Center

PO Box 11097

Phoenix, AZ 85061-1097

Phone: 602-589-2869

Fax: 602-589-2759

## Center for International Education

3300 West Camelback Rd.

Phoenix, AZ 85017-3030, USA

Phone: 602-639-6354

International: 001-602-639-6354

Fax: 949-270-3718

## Center for Academic and Professional Studies

3300 West Camelback Rd.

Phoenix, AZ 85017-3030, USA

E-mail: [careerservices@gcu.edu](mailto:careerservices@gcu.edu)

Phone: 602-639-6606

Fax: 602-639-7856

## Arizona State Board for Private Post-Secondary Education

1400 West Washington, Room 260

Phoenix, AZ 85007

Phone: 602-542-5709

<http://azppse.state.az.us>

# Accreditation

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Grand Canyon University is accredited by The Higher Learning Commission (member of North Central Association of Colleges and Schools). For further information on accreditation, contact:

The Higher Learning Commission  
North Central Association of Colleges and Schools  
30 North LaSalle Street, Suite 2400  
Chicago, Illinois 60602-2504  
Phone: 312-263-0456  
Toll-free: 800-621-7440  
<http://www.ncahigherlearningcommission.org/>

## **Veteran's Administration**

Grand Canyon University is approved for the education and training of Veterans under the provisions of Title 10 and 38, United States Code. We accept Chapter 30, 31, 32, 35, 1606, 1607 recipients. Veterans are approved for benefits for numerous programs. For more information regarding using your VA benefits at GCU, please email [VaBenefits@gcu.edu](mailto:VaBenefits@gcu.edu) or visit us at <http://my.gcu.edu> – Student Services, Military Information, Veteran Affairs Benefits

## **Ken Blanchard College of Business**

The Association of Collegiate Business Schools and Programs, 7007 College Boulevard, Suite 420, Overland Park, KS 66211, 913-339-9356, accredits the University for the Bachelor of Science degree in Accounting, Business Administration, and Marketing, as well as the Master of Business Administration degree.

## **College of Education**

The Grand Canyon University College of Education is approved by the Arizona State Board of Education and the Arizona Department of Education to offer Institution Recommendations (credentials) for the certification of elementary, secondary, special education teachers, and administrators.

## **College of Nursing and Health Sciences**

The Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, DC 20036, 202-887-6791, and the Arizona State Board of Nursing accredit the University for the Bachelor of Science in Nursing and Master of Science-Nursing degree.

The Commission on Accreditation of Allied Health Education Programs accredits the Athletic Training Education Program, 35 East Wacker Drive, Suite 1970, Chicago, IL 60601-2208. The athletics program is associated with the NCAA II division, 1802 Alonzo Watford Sr. Drive, Indianapolis, IN 46202.

## **College of Liberal Arts**

Intercollegiate athletics function under the guidelines of the National Collegiate Athletic Association (NCAA)—Division II. Admission to Grand Canyon University does not guarantee eligibility to participate in intercollegiate athletics. The NCAA Compliance and Eligibility Coordinator at GCU can provide information regarding eligibility to participate in intercollegiate sports.

# Authorization

## **Arkansas**

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

## **Indiana**

This institution is regulated by The Indiana Commission on Proprietary Education, 302 West Washington Street, Room E 201, Indianapolis, IN 46204-2767. Toll Free Indiana Number: 1.800.227.5695 or 317.232.1320

## **Washington**

Grand Canyon University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until July 15, 2008, and authorizes Grand Canyon University to advertise and recruit for the following programs offered via distance learning: Master of Arts in Teaching; Master of Education in Curriculum and Instruction: Reading; Master of Education in Curriculum and Instruction: Technology; Master of Education in Education Administration; and Master of Education in Special Education. Any person desiring information about the requirements of the Act or the applicability of those requirements may contact the HECB office at P.O. Box 43430, Olympia, WA 98504-3430. Prospective Washington state students are advised to contact the Office of

the Superintendent of Public Instruction at 360-725-6320 or [profed@ospi.wednet.edu](mailto:profed@ospi.wednet.edu) to determine whether this education program is approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

# Grand Canyon University

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## Vision

Grand Canyon University is the premier Christian University educating people to lead and serve.

## Mission Statement

Grand Canyon University prepares learners to become global citizens, critical thinkers, effective communicators, and responsible leaders by providing an academically-challenging, values-based curriculum from the context of our Christian heritage.

## Historical Sketch

Grand Canyon College was born in the wake of World War II as the realization of a dream long held dear by the tiny congregations of Southern Baptists that called the Arizona mission frontier their home. In the fall of 1946, the Baptist General Convention of Arizona voted to organize a college. A few months later, the Convention selected the first trustees for the college, who soon secured an abandoned armory building in Prescott, Arizona, as Grand Canyon's first campus.

The College was chartered on August 1, 1949, with 16 faculty and approximately 100 students, many of them veterans. In 1951 the College put up its first permanent buildings on a 90-acre tract in west Phoenix. Grand Canyon College was fully accredited in 1968 by the Commission on Institutions of Higher Education, North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 312-263-0456, 800-621-7440.

The College was first considered primarily a school for preachers, but its reputation expanded rapidly. Grand Canyon College became famous early on for its teacher education program and soon developed outstanding programs in the sciences, nursing, business, music, and the arts, while maintaining its excellence in Christian studies.

During planning for the change in institutional organization and status from Grand Canyon College to Grand Canyon University, the institution identified several landmark events that had been and would be pivotal during this transition. These included, but were not limited to, the organization of programs and departments into multiple colleges, the offering of graduate degree programs, the formation of the Grand Canyon University Foundation, and the generosity of several individuals who pledged or gave unrestricted gifts valued at one million dollars or more to launch the University into the next decade and century. In May of 1984, the College trustees voted to prepare for transition to University status on the school's 40th anniversary in 1989. Another landmark event occurred at the turn of the century that moved the University away from being owned and operated by the Arizona Southern Baptists Convention to being self-owned by the Board of Trustees.

Four years later, in 2004, the University's ownership once again changed when it was purchased by Significant Education, LLC. At this time, the University became a for-profit institution with a vision for maintaining the strength of its campus-based programs, as well as a strong emphasis on Online program offerings. Currently, Significant Education, Inc. owns the University.

## Board of Directors

- Charles Preston, J.D., 220 Partners, LLC
- Dave Leyvas, President, Diversified Realty Services, public member
- Fred Miller, M.D., public member
- Luke Buse, Owner, Buse Printing and Packaging
- Ray Arvisu, President and Chief Executive Officer, Arvisu Advertising & Promotions Marketing, public member
- Sam Campana, Vice-President, National Audubon Society, public member
- Don Andorfer, Interim President, GCU
- Brent Richardson, Chief Executive Officer, GCU
- Will Gonzalez, Community Prosecution Bureau, public member

## Contributors

- Dave Brazell Stadium: David and Mildred Brazell
- The Cooke Health Center: Alumni Association
- Ethington Memorial Theatre: Peter and Anna Ethington
- Fleming Classroom Building and Library: Mr. and Mrs. William Fleming
- College of Nursing: Samaritan Foundation
- Tim Salmon Baseball Clubhouse: Tim and Marci Salmon



- Smith Arts Complex: C. J. and Thelma Smith
- Smithey-Parker Building: Jerry and Sarah Smithey along with Bill and Joyce Parker
- Tell Science Building: Mr. and Mrs. Andrew P. Tell
- Williams Building: Dr. Bill and Shirley Williams
- Hegel Hall: Dr. Joni Hegel

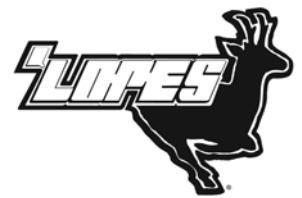
## University Seal

When the Grand Canyon College seal was adopted in 1950, two of its major components were the cross and the cactus. The saguaro cactus rises from its desert setting to signify the intellectual opportunity for Grand Canyon University students, counteracting the arid mental state of uneducated man. The cross stands prominently on the horizon as a guide for spiritual enlightenment. Between the outer circle representing the earth and the inner circle representing the wheel of progress, the name of the University and its location are inscribed. The use of the seal is permitted only with approval of the CEO of the University.



## University Mascot and Colors

The University mascot is the antelope. Antelope are native to the region surrounding Prescott, Arizona, near the college's first campus. The mascot reminds us of our heritage and humble beginnings. School colors are purple, black, and white. Students, employees, or contractors of the University shall not use the Grand Canyon University name, logo, or mascot in connection with any commercial venture without written approval of the CEO.



# 2008–2009 Academic Calendar

## Traditional and Track I Courses

### Summer I 2008: 5/05/08 – 8/24/08

#### Semester Registration/Refund Schedule

Application deadline .....	April 25, 2008
Regular Registration deadline .....	April 28, 2008
Late Registration begins.....	April 29, 2008
<a href="#">100% refund period</a> .....	May 5 - 11, 2008
<a href="#">75% refund period</a> .....	May 12 - 18, 2008
<a href="#">50% refund period</a> .....	May 19 - 25, 2008
<a href="#">0% refund period</a> .....	May 26 - Aug 24, 2008

#### Instruction/Grade Calendars

##### 8 Week Classes

Instructional Period A .....	May 5 - June 29, 2008
Grades due by noon.....	July 6, 2008
Instructional Period B .....	June 30 - August 24, 2008
Grades due by noon.....	August 31, 2008
Break .....	August 25 - August 31, 2008

##### 5 Week Classes

Instructional Period A .....	May 5 - June 8, 2008
Grades due by noon.....	June 15, 2008
Instructional Period B .....	June 9 - July 13, 2008
Grades due by noon.....	July 20, 2008
Instructional Period C .....	July 14 - August 17, 2008
Grades due by noon.....	August 24, 2008
Break .....	August 25 - August 31, 2008

### Fall I 2008: 9/01/08 – 12/21/08

#### Semester Registration/Refund Schedule

Application deadline .....	August 22, 2008
Regular Registration deadline .....	August 25, 2008
Late Registration begins.....	August 26, 2008
<a href="#">100% refund period</a> .....	September 1 - 7, 2008
<a href="#">75% refund period</a> .....	September 8 - 14, 2008
<a href="#">50% refund period</a> .....	September 15 - 21, 2008
<a href="#">0% refund period</a> .....	September 22 - December 21, 2008

#### Instruction/Grade Calendars

##### 16 Week Classes

Instruction begins .....	September 1, 2008
Instruction ends .....	December 14, 2008
Final Exam Schedule.....	December 15 - 21, 2008
Christmas Break .....	December 22 - January 4, 2008

##### 8 Week Classes

Instructional Period A .....	September 1 - Oct 26, 2008
Grades due by noon.....	November 2, 2008
Instructional Period B .....	October 27 - December 21, 2008
Grades due by noon.....	December 28, 2008

Christmas Break .....

December 22 - January 4, 2008

##### 5 Week Classes

Instructional Period A.....	September 1 - October 5, 2008
Grades due by noon .....	October 12, 2008
Instructional Period B .....	October 6 - November 9, 2008
Grades due by noon .....	November 16, 2008
Instructional Period C .....	November 10 - December 14, 2008
Grades due by noon .....	December 21, 2008

Christmas Break .....

December 22 - January 4, 2008

### Spring I 2009: 1/05/09 – 5/03/09

#### Semester Registration/Refund Schedule

Application deadline.....	December 26, 2008
Regular Registration deadline.....	December 29, 2008
Late Registration begins .....	December 30, 2008
<a href="#">100% refund period</a> .....	January 5 - 11, 2009
<a href="#">75% refund period</a> .....	January 12 - 18, 2009
<a href="#">50% refund period</a> .....	January 19 - 25, 2009
<a href="#">0% refund period</a> .....	January 26 - May 2, 2009

#### Instruction/Grade Calendars

##### 16 Week Classes

Instruction begins .....	January 5, 2009
Spring Break.....	March 2 - 8, 2009
Instruction ends .....	April 26, 2009
Final Exam Schedule .....	April 27 - May 3, 2009

##### 8 Week Classes

Instructional Period A.....	January 5 - March 1, 2009
Grades due by noon .....	March 8, 2009
Spring Break.....	March 2 - 8, 2009
Instructional Period B.....	March 9 - May 3, 2009
Grades due by noon .....	May 10, 2009

##### 5 Week Classes

Instructional Period A.....	January 5 - February 8, 2009
Grades due by noon .....	February 15, 2009
Instructional Period B.....	February 9 - March 22, 2009
Spring Break.....	March 2 - 8, 2009
Grades due by noon .....	March 29, 2009
Instructional Period C.....	March 24 - April 26, 2009
Grades due by noon .....	May 3, 2009

## Track II Courses

Summer II 2008: 6/30/08 – 10/26/08

### Semester Registration/Refund Schedule

Application deadline ..... June 20, 2008  
 Regular Registration deadline ..... June 23, 2008  
 Late Registration begins ..... June 24, 2008  
[100% refund period](#) ..... June 30 - July 6, 2008  
[75% refund period](#) ..... July 7 - 13, 2008  
[50% refund period](#) ..... July 14 - 20, 2008  
[0% refund period](#) ..... July 21 - October 26, 2008

### Instruction/Grade Calendars

#### 8 Week Classes

Instructional Period A ..... June 30 - August 24, 2008  
 Grades due by noon ..... August 31, 2008  
 Break ..... August 25 - August 31, 2008  
 Instructional Period B ..... September 1 - October 26, 2008  
 Grades due by noon ..... November 2, 2008

#### 5 Week Classes

Instructional Period A ..... June 30 - August 3, 2008  
 Grades due by noon ..... August 10, 2008  
 Instructional Period B\* ..... August 4 - September 14, 2008  
 Grades due by noon ..... September 21, 2008  
 Instructional Period C ..... September 15 - October 19, 2008  
 Grades due by noon ..... October 26, 2008  
 Break ..... August 25 - September 31, 2008

Fall II 2008: 10/27/08 – 3/01/09

### Semester Registration/Refund Schedule

Application deadline ..... October 17, 2008  
 Regular Registration deadline ..... October 20, 2008  
 Late Registration begins ..... October 21, 2008  
[100% refund period](#) ..... October 27 - November 2, 2008  
[75% refund period](#) ..... November 3 - 9, 2008  
[50% refund period](#) ..... November 10 - 16, 2008  
[0% refund period](#) ..... November 17, 2008 - March 1, 2009

### Instruction/Grade Calendars

#### 8 Week Classes

Instructional Period A ..... October 27 - December 21, 2008  
 Grades due by noon ..... December 28, 2008  
 Christmas Break ..... December 22 - January 4, 2009  
 Instructional Period B ..... January 5 - March 1, 2009  
 Grades due by noon ..... March 8, 2009  
 Spring Break ..... March 2 - 8, 2009

#### 5 Week Classes

Instructional Period A ..... October 27 - November 30, 2008  
 Grades due by noon ..... December 7, 2008  
 Instructional Period B\* ..... December 1, 2008 - January 18, 2009

Christmas Break ..... December 22 - January 4, 2009  
 Grades due by noon ..... January 25, 2009  
 Instructional Period C ..... January 19 - February 22, 2009  
 Grades due by noon ..... March 1, 2009  
 Spring Break ..... March 2 - 8, 2009

Spring II 2009: 3/9/09 – 6/28/09

### Semester Registration/Refund Schedule

Application deadline ..... February 27, 2009  
 Regular Registration deadline ..... March 2, 2009  
 Late Registration begins ..... March 3, 2009  
[100% refund period](#) ..... March 9 - 15, 2009  
[75% refund period](#) ..... March 16 - 22, 2009  
[50% refund period](#) ..... March 23 - 29, 2009  
[0% refund period](#) ..... March 30 - June 28, 2009

### Instruction/Grade Calendars

#### 8 Week Classes

Spring Break ..... March 2 - 8, 2009  
 Instructional Period A ..... Mar 9 - May 3, 2009  
 Grades due by noon ..... May 10, 2009  
 Instructional Period B ..... May 4 - June 28, 2009  
 Grades due by noon ..... July 5, 2009

#### 5 Week Classes

Spring Break ..... March 2 - 8, 2009  
 Instructional Period A ..... March 9 - April 12, 2009  
 Grades due by noon ..... April 19, 2009  
 Instructional Period B ..... April 13 - May 17, 2009  
 Grades due by noon ..... May 24, 2009  
 Instructional Period C ..... May 18 - June 21, 2009  
 Grades due by noon ..... June 28, 2009

2008 Commencement ..... May 2, 2009

## Campus Holiday Schedule

New Year's Day\*

Martin Luther King Day\*†♦

President's Day\*†♦

Good Friday\*♦

Memorial Day\*†♦

Independence Day\*†♦

Labor Day\*†♦

Veteran's Day †♦

Thanksgiving and the following Friday\*♦

Christmas Day\*

### Legend

† Evening Classes Meet

♦ Online Classes Meet

\* Campus Offices Closed

# Main Campus Final Exam Schedule

---

Fall 2008

December 15 – 21, 2008

If the class regularly meets:		The final exam will occur:	
Day	Time	Day	Time
Mon/Wed/Fri	7:00 a.m.	Mon., Dec. 15	7:00 a.m. – 9:00 a.m.
Mon/Wed/Fri	8:00 a.m.	Wed., Dec. 17	7:00 a.m. – 9:00 a.m.
Mon/Wed/Fri	9:00 a.m.	Mon., Dec. 15	9:00 a.m. – 11:00 a.m.
Mon/Wed/Fri	10:00 a.m.	Wed., Dec. 17	9:00 a.m. – 11:00 a.m.
Mon/Wed/Fri	11:00 a.m.	Mon., Dec. 15	11:00 a.m. – 1:00 p.m.
Mon/Wed/Fri	12:00 p.m.	Wed., Dec. 17	11:00 a.m. – 1:00 p.m.
Mon/Wed/Fri	1:00 p.m.	Mon., Dec. 15	1:00 p.m. – 3:00 p.m.
Mon/Wed/Fri	2:00 p.m.	Wed., Dec. 17	1:00 p.m. – 3:00 p.m.
Mon/Wed/Fri	3:00 p.m.	Mon., Dec. 15	3:00 p.m. – 5:00 p.m.
Mon/Wed/Fri	4:00 p.m.	Wed., Dec. 17	3:00 p.m. – 5:00 p.m.

If the class regularly meets:		The final exam will occur:	
Day	Time	Day	Time
Tu/Th	7:00 a.m.	Thur., Dec. 18	7:00 a.m. – 9:00 a.m.
Tu/Th	8:30 a.m.	Tue., Dec. 16	8:00 a.m. – 10:00 a.m.
Tu/Th	10:00 a.m.	Thur., Dec. 18	9:00 a.m. – 11:00 a.m.
Tu/Th	11:30 a.m.	Tue., Dec. 16	10:00 a.m. – 12:00 p.m.
Tu/Th	1:00 p.m.	Thur., Dec. 18	11:00 a.m. – 1:00 p.m.
Tu/Th	2:30 p.m.	Tue., Dec. 16	1:00 p.m. – 3:00 p.m.
Tu/Th	4:00 p.m.	Thur., Dec. 18	2:00 p.m. – 4:00 p.m.

If the class regularly meets:		The final exam will occur:	
Day	Time	Day	Time
Mon	4:00 p.m. or later	Mon., Dec. 15	6:00 p.m. – 8:00 p.m.
Tu	4:00 p.m. or later	Tue., Dec. 16	6:00 p.m. – 8:00 p.m.
Wed	4:00 p.m. or later	Wed., Dec. 17	6:00 p.m. – 8:00 p.m.
Thur	4:00 p.m. or later	Thur., Dec. 18	6:00 p.m. – 8:00 p.m.

# Spring 2009

April 27 – May 3, 2009

If the class regularly meets:		The final exam will occur:	
Day	Time	Day	Time
Mon/Wed/Fri	7:00 a.m.	Monday, April 27	7:00 a.m. – 9:00 a.m.
Mon/Wed/Fri	8:00 a.m.	Wednesday, April 29	7:00 a.m. – 9:00 a.m.
Mon/Wed/Fri	9:00 a.m.	Monday, April 27	9:00 a.m. – 11:00 a.m.
Mon/Wed/Fri	10:00 a.m.	Wednesday, April 29	9:00 a.m. – 11:00 a.m.
Mon/Wed/Fri	11:00 a.m.	Monday, April 27	11:00 a.m. – 1:00 p.m.
Mon/Wed/Fri	12:00 p.m.	Wednesday, April 29	11:00 a.m. – 1:00 p.m.
Mon/Wed/Fri	1:00 p.m.	Monday, April 27	1:00 p.m. – 3:00 p.m.
Mon/Wed/Fri	2:00 p.m.	Wednesday, April 29	1:00 p.m. – 3:00 p.m.
Mon/Wed/Fri	3:00 p.m.	Monday, April 27	3:00 p.m. – 5:00 p.m.
Mon/Wed/Fri	4:00 p.m.	Wednesday, April 29	3:00 p.m. – 5:00 p.m.

If the class regularly meets:		The final exam will occur:	
Day	Time	Day	Time
Tu/Th	7:00 a.m.	Thursday, April 30	7:00 a.m. – 9:00 a.m.
Tu/Th	8:30 a.m.	Tuesday, April 28	8:00 a.m. – 10:00 a.m.
Tu/Th	10:00 a.m.	Thursday, April 30	9:00 a.m. – 11:00 a.m.
Tu/Th	11:30 a.m.	Tuesday, April 28	10:00 a.m. – 12:00 p.m.
Tu/Th	1:00 p.m.	Thursday, April 30	11:00 a.m. – 1:00 p.m.
Tu/Th	2:30 p.m.	Tuesday, April 28	1:00 p.m. – 3:00 p.m.
Tu/Th	4:00 p.m.	Thursday, April 30	2:00 p.m. – 4:00 p.m.

If the class regularly meets:		The final exam will occur:	
Day	Time	Day	Time
Monday	4:00 p.m. or later	Monday, April 27	6:00 p.m. – 8:00 p.m.
Tuesday	4:00 p.m. or later	Tuesday, April 28	6:00 p.m. – 8:00 p.m.
Wednesday	4:00 p.m. or later	Wednesday, April 29	6:00 p.m. – 8:00 p.m.
Thursday	4:00 p.m. or later	Thursday, April 30	6:00 p.m. – 8:00 p.m.

# Degrees Offered

The University offers curricula leading to the degrees of Master of Arts, Master of Arts in Teaching, Master of Education, Master of Business Administration, Master of Science, Bachelor of Arts, and Bachelor of Science.

## Graduate Programs

### Master of Arts in Teaching

The Master of Arts in Teaching degree is in the online format and has been designed to promote a high quality graduate education experience in the convenience of a community or school without residency requirements. This program meets the needs of the practitioner in the field who does not intend to pursue further degrees. Rather, the primary focus is upon improving the quality of instruction for the certified teacher.

### Master of Education

The Master of Education degree is designed for students who have previously completed a bachelor's degree at an accredited, GCU-approved institution and are seeking certification at the elementary or secondary level. An advanced Program of Study is included in that preparation or can be obtained after certification requirements are completed. This degree is available in the following specialized areas:

- Curriculum and Instruction
  - Reading<sup>€</sup>
  - Technology<sup>€</sup>
- Education Administration\*
  - Emphasis in Organizational Leadership<sup>€</sup>
  - Emphasis in School Leadership<sup>€</sup>
- Elementary Education\*<sup>€</sup>
- PK-12 School Guidance Counseling\*
- Secondary Education\*<sup>€</sup>
- Special Education\*<sup>€</sup>
- Special Education For Certified Special Educators<sup>€</sup>
- Teaching English to Speakers of Other Languages<sup>€</sup>

\* Eligible for Institutional Recommendation/Credential

<sup>€</sup> Not Eligible for Institutional Recommendation/Non-Credential

### Master of Business Administration

The Master of Business Administration is designed for those students who have previously completed a bachelor's degree at an accredited, GCU-approved institution. The program is designed for completion in two years if all prerequisites have been met prior to enrollment.

Emphases in:

- Accounting
- Finance
- General Management
- Health Systems Management
- Leadership

- Management of Information Systems
- Marketing
- Six Sigma

Additional Degree Program

- Executive Master of Business Administration

### Master of Science

The Master of Science is granted to those students who have completed a bachelor's degree at an accredited, GCU-approved institution and are seeking a Master of Science degree. The program is designed for completion in 2 years if all requirements and prerequisites have been met.

- Addiction Counseling
- Executive Fire Service Leadership
- Leadership
  - Disaster Preparedness & Crisis Management
- Nursing
  - Clinical Nurse Specialist
  - Clinical Nurse Specialist with Education Focus
  - Family Nurse Practitioner
  - Nursing Education
  - Nursing Leadership in Health Care Systems
  - Registered Nurse to Master of Science
- Professional Counseling

## Undergraduate Programs

### Bachelor of Arts

The Bachelor of Arts degree is granted to majors who complete all requirements in one the following areas:

- Christian Studies
- Communications
- English Literature
- English for Secondary Teachers
- History
- Interdisciplinary Studies

### Bachelor of Science

The Bachelor of Science degree is granted to majors who complete all requirements in one the following areas:

- Accounting
- Addiction Counseling
- Applied Management
- Athletic Training

- Biology
  - Biomedical Science
  - Pre-Medicine
  - Pre-Occupational Therapy
  - Pre-Pharmacy
  - Pre-Physical Therapy
  - Pre-Physician Assistant
- Business Administration
  - Emphasis in Health Care Management
  - Emphasis in Management of Information Systems
- Corporate Fitness and Wellness
- Elementary Education
  - Emphasis in Early Childhood Education\*
  - Emphasis in English\*
  - Emphasis in Mathematics\*
  - Emphasis in Science\*
- Elementary Education/Special Education
- Emergency Management
- Entrepreneurial Studies
- Health Sciences: Professional Development and Advanced Patient Care
- Justice Studies<sup>§</sup>
- Marketing
- Medical Imaging Sciences
- Nursing
  - Pre-licensure Program
  - Registered Nurse to BSN
- Physical Education<sup>§</sup>
- Psychology<sup>§</sup>
- Public Safety Administration
- Recreation<sup>§</sup>
- Secondary Education
  - Biology\*
  - Business Education and Technology
  - Chemistry
  - Mathematics\*
  - Physical Education\*
  - Social Studies\*
- Sociology<sup>§</sup>

\* Eligible for Institutional Recommendation/Credential

<sup>§</sup> Minor Recommended

## Undergraduate Minors

Students should refer to their degree program in the college section of the catalog to determine if their Program of Study requires a minor and from which minors they may choose.

- Athletic Coaching
- Behavioral Sciences
- Business
- Christian Studies
- Communications
- English Literature
- Exercise Science
- Health Education
- History
- Justice Studies
- Philosophy
- Physical Education
- Political Science
- Psychology
- Recreation
- Social Sciences
- Sociology

## Concentrations

- Biblical and Theological Studies
- Christian Leadership
- Critical Thinking and Expression
- Digital Film Production
- Graphic Design and Animation
- Public Relations
- Spanish
- Youth Ministry

## Graduate and Undergraduate Certificates

- Certificate in Advanced Graduate Studies in Addiction Counseling
- Certificate in Emergency Management: Health Care
- Certificate in Emergency Management: Public Safety
- Certificate of Completion in Cardiac Interventional Technology
- Certificate of Completion in Computed Tomography
- Certificate of Completion in Magnetic Resonance Imaging
- Certificate of Completion in Vascular Interventional Technology

## Post Master of Science – Nursing Certificates

- Family Nurse Practitioner
- Clinical Nurse Specialist
- Clinical Nurse Specialist with Education Focus
- Nursing Education

# Admission Policies and Application Procedures

## Overview

Grand Canyon University welcomes applications from all qualified students, who are at least 16 years of age. Although the University seeks to integrate Christian faith and practice into all aspects of campus life, no statement of faith or religious affiliation is required of prospective students. Applications for admission are considered primarily in light of the applicant's academic qualifications. Any qualified student willing to uphold the University's vision and mission and open to the possibility of spiritual as well as intellectual development is encouraged to apply.

Grand Canyon University does not discriminate on the basis of age, race, color, national origin, gender, or handicap in its programs and activities. Please send all inquiries related to the University's non-discrimination policies to General Counsel, 3300 West Camelback Road, Phoenix, AZ 85017, 602-639-6656.

## Standards for Undergraduate Admission

### First-Year Students

Applicants with fewer than 24 transferable credits from an accredited, GCU-approved college, university, or program may be accepted to the University if they meet, at least, one of the following admission standards:

1. Secondary (high school) transcript, documenting no less than 75% of the coursework needed for degree completion, with an unweighted grade point average (GPA) of 2.25 or above
  - a. Degree-bearing transcript must be submitted when conferred.
  - b. If final transcript negatively impacts admissibility, acceptance status may be rescinded or modified to include specifications.
2. Degree-bearing, secondary (high school) transcript with an unweighted GPA of 2.25 or above
3. Passing scores of 520 (2002 Series or later) on the tests of General Education Development (GED); and transcripts of all credit-bearing course work
4. Average of 15% above the minimum passing scores (tests preceding 2002 Series) on the tests of GED; and transcripts of all credit-bearing course work
5. Composite score of 19 or above on the ACT; and a degree-bearing, secondary (high school and/or GED) transcript
6. Composite score of 920 or above on the Scholastic Aptitude Test (SAT); and a degree-bearing, secondary (high school and/or GED) transcript

Transcripts records must be mailed directly from the issuing school to the Office of Academic Records. Transcripts mailed or hand-carried by applicants are unacceptable unless they are delivered in a sealed envelope from the issuing institution.

### Transfer Students

Applicants with 24 or more transferable credits from an accredited, GCU-approved college, university, or program may be accepted to the University if they meet, at least, one of the following admission standards:

1. 24-59 undergraduate credits with an unweighted GPA of 2.25 or above
2. 60 or more undergraduate credits with an unweighted GPA of 2.00 or above

3. Degree-bearing associate's transcript with an unweighted GPA of 2.00 or above

### Second Bachelor's Degree

Students who have earned a Bachelor's degree from GCU or another institution, but are interested in pursuing a second Bachelor's degree, may be accepted to one of the Undergraduate degree programs if they meet the minimum admission standard of an unweighted GPA of 2.00 or above.

### Recommended Undergraduate Preparation

Grand Canyon University recommends a certain level of academic preparation to provide a solid foundation for undergraduate success. To promote such success, admission to the University does not necessarily guarantee admission to some programs of study for which the standards are more rigorous. Students desiring to be admitted into these programs should review the appropriate college section of the catalog for additional admission details.

## Standards for Graduate Admission

Applicants to the graduate programs may be accepted for admission by meeting one of the criteria specified below.

1. Undergraduate degree from an accredited, GCU-approved college, university, or program with a grade point average of 2.8 or better on the degree-bearing transcript
2. Graduate degree from an accredited, GCU-approved college, university, or program

### Recommended Graduate Preparation

Some programs of study at Grand Canyon University require a higher GPA and/or other criteria to qualify for admission. A student desiring to be admitted into these programs should review the appropriate college section of the catalog for additional admission details.

## Standards for Post-Graduate Admission

Applicants to the doctoral programs may be accepted for admission by meeting the full range of criteria for one of the options specified below.

1. Option 1
  - a. Graduate-level GPA of 3.4 or higher, calculated on an earned advanced degree from a regionally accredited institution
  - b. Two letters of reference from persons who can attest to



the applicant's ability to complete doctoral-level work successfully

- c. Goals statement describing reasons why the applicant wants to pursue a doctorate at Grand Canyon University
  - d. Resume detailing three to five years of work experience in positions of increasing responsibility
2. Option 2
- a. Graduate-level GPA between 3.00 and 3.39 calculated over the most recent 30 semester units of credit towards a masters degree
  - b. Satisfactory score on an accepted graduate admissions exam taken in the past seven years
    - 1) Graduate Record Exam (GRE)  
Verbal>450, Quantitative>500, Analytical>4.0
    - 2) Graduate Management Admissions Test (GMAT)  
>500, Analytical>4.0
    - 3) Miller Analogies Test (MAT)  
>400
    - 4) Two letters of reference from persons who can attest to the applicant's ability to complete doctoral-level work successfully
    - 5) Goals statement describing reasons why the applicant wants to pursue a doctorate at Grand Canyon University
    - 6) Resume detailing three to five years of work experience in positions of increasing responsibility.
3. Option 3
- a. Graduate-level GPA between 3.00 and 3.39, calculated over the most recent 30 semester units of credits towards a masters degree
  - b. Two letters of reference from persons who can attest to the applicant's ability to complete doctoral-level work successfully
  - c. Goals statement describing reasons why the applicant wants to pursue a doctorate at Grand Canyon University
  - d. Resume detailing three to five years of work experience in positions of increasing responsibility
  - e. Portfolio providing evidence of adequate preparation for graduate studies and containing:
    - 1) Writing sample that shows graduate level communication and analytical skills
    - 2) Documentation of awards and professional recognition
    - 3) Letter explaining the reasons the applicant believes he or she or is a good candidate for doctoral study in the discipline requested.

## Deferred Admissions

Applicants who cannot provide sufficient admissions documentation will be deferred until complete and acceptable documentation is provided.

## Standards for Admission with Specification

Undergraduate students who do not meet the standards for undergraduate admission may be admitted to Grand Canyon University undergraduate programs with specification.

Graduate students who do not meet the standards for graduate admission may be admitted to Grand Canyon University graduate programs with specification.

Students being considered for admission with specification may be asked to submit additional information such as personal references and an essay addressing academic history. Students may also need to schedule an interview to help clarify academic goals and help the University make an informed decision.

Admission with specification will require students to limit the first semester's course work to no more than 12 credits (undergraduate level) or 6 credits (graduate level).

After students with admission specifications have completed 12 credits (undergraduate) or 6 credits (graduate), the equivalent of one full-time semester at Grand Canyon University, their academic records will be reviewed. The University will remove the specification for those students who have achieved a minimum GPA of 2.00 for undergraduates or 3.00 for graduates. Students who do not meet achieve the minimum GPA will be permitted one additional semester with specification to demonstrate their ability to be successful in the academic program. At the end of the additional semester, students may be refused continued enrollment if the above criteria remain unmet.

## Standards for Non-Degree Programs

The University offers single-course registration to applicants who are not interested in enrolling in and completing a specific Program of Study. Applicants who wish to enroll in either undergraduate or graduate courses must complete the Non-Degree Application. Non-degree seeking students may be enrolled into multiple courses; however, they will neither be accepted for regular matriculation to the University, nor will they be allowed to enter a degree program.

If a non-degree seeking students wish to complete a specific program of study, they must complete the standard Application for Admission and fulfill, as appropriate, the Standards for Undergraduate Admission or the Standards for Graduate Admission. Applications for admission will be evaluated on an individual basis. Students who reach 12 credits in a non-degree seeking status will be contacted and encouraged to apply for university matriculation and to enter a specified degree program.

## High School Scholars Online Program

A high-school student with an interest in pursuing university-level coursework may apply to enter the GCU High School Scholars program, for concurrent enrollment in GCU courses. To enter the program, students must have completed their sophomore year of high school and have a current, cumulative high-school GPA of 2.8.

High School Scholars may only enroll in 100- and 200-level online coursework.

College-level credit earned at GCU may later be applied toward a

degree program at Grand Canyon University, provided the student applies for admission, is accepted for regular matriculation to the University, and successfully graduates from high school. Applications for admission will be evaluated on an individual basis.

## Direct Transfer Plan

Students who complete a transfer-oriented Associate degree at an accredited, GCU-approved college, university, or program may fulfill the University's [Grand Experience](#) requirements, with the exception of the Christian Studies requirements. The same is true of the Arizona General Education Curriculum (AGEC) from Arizona's public community colleges.

## Application Procedures

### General

In order to be considered for admission, all prospective students will need to remit the following:

1. **Application for Admission**  
Prospective students must complete and sign the Application for Admission, and submit all requested information. Incomplete applications may be returned.
2. **Non-refundable Application-Processing Fee**  
The processing fee should accompany the application. Any Application for Admission received without an application processing fee will not be considered until the fee is received.
3. **Official Transcript(s)**  
Please refer to the Standards for Undergraduate Admissions section.  
  
If applicants have completed work at an institution outside of the United States, they must have the work evaluated by an approved evaluation service selected by the University (see the section entitled [Evaluation of Transfer Credit](#)).
4. **Official Standardized Test Scores**  
Please refer to the Standards for Undergraduate Admissions section.  
  
These examinations are offered on a regular basis throughout the country and in several locations overseas and should be taken as early as possible. Information, test dates, and additional score report request forms are available from high school counselors. The ACT code for Grand Canyon University is 0092, The SAT code for Grand Canyon University is 4331.

Although applicants may be conditionally accepted for admission based on incomplete records, final records are required in order to complete the admission file. If accepted, prospective students will need to submit a final transcript showing their graduation date.

Information and application forms are available on campus and on the Grand Canyon University Web site.

## Post-acceptance Requirements

### Traditional Campus and Off-site Students

Students who attend traditional classes on campus or at off-site locations must provide verification of current immunity to measles, mumps, and rubella (MMR). Evidence of two MMRs as a child (one at 15 months of age and one after age five), two MMRs as an adult (not less than 30 days apart), or lab tests demonstrating immunity must be submitted to the University Health Center.

Students without confirmation of, or exemption from, immunization will not be permitted to register for classes, reside on campus or engage in any activities. Those who wish to be exempted due to other medical reasons or personal beliefs must fill out the Confirmation/Exemption Form and return it to the University Health Center. Further, in the event of an outbreak of measles, mumps, or rubella for which students cannot provide proof of immunity, permission to attend school and live or remain on campus will be rescinded until the risk period ends, even if an exemption was previously granted.

Students participating in short-term residencies or other periodic, low-repetition activities may be exempt from the immunization policy. Further, students enrolled in online courses are also exempt from this policy. The MMR immunization requirements are waived for those students who were born before January 1, 1957.

All exemptions are issued at the sole discretion of Grand Canyon University.

### All Students

Please refer to the specific college and program sections for additional post-acceptance requirements.

## International Student Admission

### General Information

An international student is defined as any student attending Grand Canyon University on a student visa issued by the United States government. Students may study either online or at the main campus.

International students attending the campus on student visas are required to be enrolled in at least 12 credits per semester in undergraduate programs. International students pursuing master's degrees must be enrolled in at least 9 credits each semester. Students with visas may apply only 3 credits from online courses to their full-time status. All international students must carry health insurance. International students will be required to purchase the University policy when they register for classes. (Refer to the [Student Health Insurance](#) section for further information.)

Application for campus housing is a separate procedure from admission. If prospective students plan to live on campus, they should contact [Office of Residence Life](#), listed in the [Contact Information](#) section of the Academic Catalog.

International students may seek admission to the University for

any undergraduate or graduate degree program. Applicants must meet the minimum qualifications for admission to the University, including the minimum English-language proficiency requirements.

## Application Procedures

In order to be considered for admission, international students must submit the following to the [Center for International Education](#) :

### 1. Signed and Completed Application for Admission

International students must provide all the information requested on the Application for Admission. Incomplete applications may be returned.

### 2. Official Transcript(s)

#### a. Secondary School

All international students must have completed, or be in the process of completing, a secondary school program that is equivalent to the 12th grade (high school) in the United States. An official evaluation of students' secondary school work, written in English, must be sent directly from a [University-approved transcript evaluation](#) service to the University. If an original document is not available, a certified copy will be accepted. Students who have not completed secondary school at the time of application must submit their transcript official transcript evaluations upon graduation from the 12<sup>th</sup>-grade equivalent.

#### b. College and/or University

Official transcripts (written in English) of students' college or university work, (i.e., delivered in a sealed envelope from the issuing institution) must be sent directly from the college or university to Grand Canyon University. If original documents are not available, certified copies will be accepted.

#### c. University-approved Transcript Evaluations

In order to evaluate foreign credentials accurately and consistently, Grand Canyon University requires all international college or university transcripts to be evaluated by a University-approved evaluation service. Among others, University-approved evaluation services include those agencies that are certified by the National Association of Credential Evaluation Services (NACES). The fee for evaluation is the responsibility of the student. The following is a non-exhaustive list of approved agencies:

- AACRAO
- Academic and Professional International Evaluations, Inc.
- Academic Credentials Evaluation Institute, Inc. (ACEI)
- American Education Research Corporation (AERC)
- CGFNS
- Educational Credential Evaluators, Inc.
- Educational Records Evaluations Service, Inc.

- Evaluation Service, Inc.
- Foreign Credentials Services of America
- Global Credential Evaluators
- Institute for International Credentials Evaluation at CSU Fresno
- International Consultants of Delaware, Inc.
- International Education Research Foundation, Inc.
- Lisano International: Foreign Educational Credential Evaluation (LI)
- World Education Services, Inc.

If the evaluation agency is unable to translate the transcripts into English, applicants may be able to obtain official translations at many consulates, embassies, or university language departments.

Grand Canyon University will not award any transfer credit from foreign credentials without an evaluation from an approved evaluation service.

### 3. Language Proficiency Scores

If English is not the native language of a prospective student, his or her official score reports for a language proficiency test must be sent directly to Grand Canyon University from the testing center. The table below specifies the minimum scores that a student must present in order to be considered for admission to various categories of programs. Grand Canyon University will accept the following forms of language assessment:

- Test of English as a Foreign Language (TOEFL)
- Test of English for International Communication (TOEIC)
- International English Language Testing System (IELTS)
- Berlitz Global Test of English Competency (GTEC)

Minimum Scores	Category		
	I	II	III
<b>TOEFL Paper-based</b>	500	550	575
<b>TOEFL Computer-based</b>	173	213	233
<b>TOEFL Internet-based</b>	61	79	90
<b>TOEIC</b>	625	750	815
<b>IELTS</b>	6	6	7

#### Category I

- General Undergraduate Programs

#### Category II

- Undergraduate Education Programs
- Undergraduate Nursing Programs
- General Graduate Programs

### Category III

- Master of Education: Teaching English to Speakers of Other Languages (TESOL)
- Graduate Business Programs
- Graduate Nursing Programs

The language-proficiency requirement cannot be satisfied through experience in English programs at other schools.

### ACT and SAT Scores

Grand Canyon University does not require scores from these tests for international students; however, international athletes may be required to submit scores if planning to participate in athletic programs at Grand Canyon University.

### Admission Procedures

After all the applicable application documents have been received, they will be reviewed and prospective students will be notified of their status.

If accepted for admission to Grand Canyon University, students will need to provide the following before their Certificate of Eligibility (I-20) can be issued:

#### 1. Financial guarantee

International applicants must furnish evidence of full financial support demonstrating that they have sufficient funds to meet one year of anticipated expenses while in the US. A bank statement or a letter on letterhead must be completed and submitted to GCU, signed by an officer of a

bank recognized by the US State Department.

After the Certificate of Eligibility (I-20) has been granted, students must provide the following before they can be registered for classes:

#### 2. Proof of Immunization

See details in [Post-acceptance Requirements](#) section.

#### 3. Confirmation deposit

As a final confirmation of intent to attend Grand Canyon University, students are required to make a \$6,000 (US dollars) deposit, which will be applied to their first semester's expenses. If a student is unable to attend Grand Canyon University, his or her deposit will be refunded upon request. The deposit may be paid by check, money order, or credit card. Students may also wire the funds. The following is the information necessary to wire a deposit:

Bank of America  
201 E. Washington Street  
AZ 1-200-22-32  
Phoenix, AZ 85004  
USA

Account: Grand Canyon University 457006976668  
Wire Transfer Routing Number 026009593  
ABA/ACH Routing Number 122101706  
International Wires SWIFT Code BOFAUS3N  
Phone number 888.400.9009

# General Academic Regulations

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## Overview

This section of the Grand Canyon University Catalog contains general academic policies intended to assure a consistent, high quality educational environment for GCU students and to reflect that quality to accrediting agencies, state licensing/certifying agencies, individuals and groups who provide scholarships or otherwise support the University, graduate schools, and potential employers of GCU graduates. The University recognizes that individual circumstances may necessitate exceptions to these policies. The University will make every reasonable effort to accommodate those exceptional circumstances, provided the purpose of the policy or regulation is not being defeated, by making available a grievance process by which the student may request an exception to policy or a decision based on University policies and regulations. The University has no right to change policies or procedures of another organization for which it is merely acting as an agent.

Students are responsible for following all applicable University policies and procedures. Students should note some Programs of Study have specific policies in addition to general University policy. A careful review of policies and other requirements for a given program is strongly recommended. All policies and procedures herein apply to both undergraduate and graduate students unless explicitly stated otherwise. Please contact your Enrollment Counselor or Academic Advisor for clarification and details. Verbal or written inquiries and requests are accepted, but a written message takes precedence over any verbal message should there be confusion.

## Communication of Policy

Upon enrollment, all students receive a Grand Canyon University e-mail address. This e-mail address is used for all official communication with students including, but not limited to, policy updates, notification of changes in University procedures, and general announcements. It is the student's responsibility to check this e-mail on a regular basis and be informed about published University policy.

## Academic Advisement Team

The Academic Advisement (AA) Team is responsible for all student academic advising. All student concerns and inquiries on academic issues are routed through the AA team. The department acts as a customer service point of contact through phone calls, e-mails, and walk-ins. The AA team counsels on the policies and the procedures for the university and ensures that the student's journey through their degree program at GCU is successful and leads to a timely graduation. Academic Advisement is available for all students. Online advisors are available to all students via telephone.

## Academic Calendar

Grand Canyon University is a semester-based institution; the Academic Calendar includes two 3-semester tracks, with a traditional track of May, September and January semester starts and with an alternative track of July, October and March semester starts. Federal and University policy dictates that once a student begins their Program of Study in one of these tracks, they may not switch to a different track while active in their program of study. The traditional track is referred to as Track 1 and the alternative track is referred to as Track 2. The only exception to this policy is if a student chooses to take an extended Leave of Absence, 24+ weeks, then they may be registered into a different track if they choose.

## Registration Policy

### Continuous Registration

Upon application to the University, all applicants sign an Enrollment Agreement in which they attest to understanding the

Program of Study requirements and the Student Agreement. This document acknowledges that most programs follow a course sequence and the student will be continuously enrolled through the duration of their program unless they formally request to change their enrollment status. With the submission of this signed document, applicants are then registered into their chosen starting semester according to the course sequence of their chosen Program of Study. Undergraduate students may require a signed registration form where there is choice in their Program of Study.

Students are granted one semester to provide their official transcripts from the prior degree-granting institution (whether High School, Associates or Baccalaureate degree) to gain admittance into the University. If this official documentation is not provided prior to the end of the initial semester, students will not be allowed to continue forward into subsequent semesters. Once the Office of Academic Records can confirm admissibility the student will be officially accepted to the University and will be allowed to continue registration.

Students must maintain active enrollment for the full 16-week semester. Students who wish to make adjustments to their course schedule and modify their enrollment status, for example, taking 6 credits in the first 8-week instructional period and 0 credits in the second 8 week instructional period or vice versa, must understand that all policies are built around a semester calendar and they may not have any academic or financial recourse upon dropping or withdrawing from courses. Specifically, students who are not enrolled for a full 16-week semester are ineligible for Financial Aid assistance. Please see the Enrollment Status Change section of the Academic Catalog.

### Course Registration

The University operates on a 16-week semester calendar, but does offer a number of different instructional periods within a 16-week semester, including periods that are 16, 8, 5 and 4 weeks in length. Students may be registered into multiple instructional periods within a semester, for example, many students are registered in two consecutive 8-week courses over a 16-week semester. These instructional periods are determined by the Program of Study and the student is not at liberty to choose the instructional period into which they are registered. For more information please see the Academic Calendar.

Students wishing to change their registration status, i.e., drop, withdraw or take a leave of absence must comply with the Academic Calendar and the Refund Policy stated in the Academic Catalog and must submit the appropriate notification to the Office of Academic Records.

## Code of Conduct and Academic Standards

### Student Code of Conduct

Grand Canyon University works to create an atmosphere of value-based liberal arts education. All students who enroll in the University are expected to accept the responsibilities of university citizenship and to show consideration and respect for personal freedom and property rights of members of the civic and academic community. Students are expected to abide by ethical, professional, and academic standards that are conducive to a positive learning experience. These expectations include, but are not limited to the expectation that the student:

- Gives appropriate attention to college level work
- Attends class, exercises, and engagements as required
- Acknowledges and accepts the responsibility of honorable adherence to the University's standards, rules, policies, and procedures
- Supports and exhibits ethical behavior with fellow students, faculty, and staff
- Recognizes and embraces the diversity and personal values of others
- Exhibits self-direction and self-reliance as a college student and in the pursuit of individual and collaborative learning objectives and goals
- Acknowledges and accepts personal responsibility and accountability for his or her actions, interactions, and communication in all forms with fellow students, faculty, and staff
- Upholds confidentiality and respect for personal or professional information communicated in the classroom
- Adheres to University policies and standards of academic honesty
- The following are examples of violations of the Code of Conduct. This list is not exhaustive and is intended only to provide examples.
- Communicating in any form that threatens or violates the personal safety of any fellow student, faculty member, or member of the University staff
- Communicating or behaving in any form that disrupts or interferes with the educational process or any institutional function
- Harassment in any form that creates a hostile or offensive educational environment for a student, faculty member, or staff member
- Failing to comply promptly with any reasonable directive from a faculty member or University official
- Failing to cooperate with officials in a University investigation
- Using, distributing, or being under the influence of alcohol

or illegal drugs while involved in a University class, setting, or sanctioned function or event

- With the exception of authorized persons, permitting anyone access to one's classroom, attend class in one's stead, or attending class for another
- Sharing one's password or using someone else's password for any University system or network

### Reporting Code of Conduct Violations

The University may take disciplinary action against a student who violates the University's Code of Conduct. Such action may take the form of a reprimand, restriction of certain privileges, suspension, or final dismissal.

Acts in violation of the Student Code of Conduct will be reported to the University and to the offending student(s) immediately upon discovery. Depending on where the incident occurs, the Code of Conduct violation will be reported on the Classroom Incident Report (classroom-related incidents), the Student Life Incident Report form (for campus housing issues), or the Security Incident Report (for general campus incidents). See the [Student Handbook](#) for more details about reporting non-classroom-related Code of Conduct violations, or visit Canyon Cruiser at <http://my.gcu.edu>

### Academic Dishonesty

As indicated in the Code of Conduct, all students and instructors are expected to possess a high standard of conduct and personal integrity in the classroom. Academic dishonesty is defined as any act of deception in an academic setting. Academic dishonesty has many forms and includes but is not limited to the following:

- Cheating, attempting to cheat, or assisting others to cheat, including dishonest activity or unauthorized use of any resource or materials in any academic exercise
- Fabricating or inventing any information that applies to an academic exercise or University investigation
- Plagiarizing, intentionally or unintentionally, the words, works, or ideas of others and representing them as one's own in any academic exercise
- Knowingly violating copyright laws and regulations
- Violating the University's policies and regulations pertaining to the use and propriety of the Grand Canyon University network, networking facilities, computer use, or platform access
- Falsely representing one's identity or the identity of another as one's own and to include but not limited to incorporating ideas or verbatim use of published materials without proper citations and acknowledgement, paraphrasing or summarizing another person's work without proper citation and acknowledgement, using electronically stored or transmitted work without proper citation and acknowledgement, or submitting works stored or transmitted electronically as one's own

All reports of academic dishonesty are filed with the Office of Academic Affairs and to the offending student(s) immediately upon discovery. The Office of Academic Affairs reviews the report as well as any history of prior reports of academic dishonesty. This office then notifies the student if the University intends to take further action as a result of the particular report or as a result of the history of offenses. For more information, visit



Canyon Cruiser at <http://my.gcu.edu>

The instructor determines the in-class penalty for academic dishonesty. An in-class penalty may include, but is not limited to, requiring a rewrite of the assignment or paper with or without point deductions or awarding no or limited credits for a specific assignment or paper. The faculty may request a University-level penalty, which includes the offending student receiving an F in the course. A University-level penalty may include, but is not limited to, awarding a failing grade for the course, removing a student from class, Academic suspension, or Academic expulsion from the University. An instructor may not prevent a student from attending or completing a course, as this would be a University-level decision.

### Academic Probation

Academic probation restricts student eligibility for grants and a scholarship administered by the University, as well as eligibility for an office in a University organization (ASGCU), and prevents a student from graduating during the semester in which the academic probation is imposed. Undergraduate students are placed on academic probation if their cumulative GPA drops below 2.00. Graduate students are placed on academic probation if their cumulative GPA drops below 3.0. GPA is calculated at the end of each semester.

Probationary status is removed when the minimum cumulative grade point average is regained. Students may be placed on academic probation no more than three times (non-consecutive or consecutive). After the third incident, the student will be suspended from the University.

### Academic Suspension

Students who are placed on academic suspension are not permitted to enroll in courses following the third probationary semester in which the grade point average falls below the minimum allowances. The minimum-cumulative GPA for undergraduate students is 2.0. The minimum-cumulative GPA for graduate students is 3.0.

Academic suspension lasts for one semester (16 weeks). Students who have been suspended may apply for reinstatement by submitting a formal appeal through an Academic Advisor. Students who are granted re-admittance must raise their GPAs to the required 2.0 undergraduate-cumulative GPA or the 3.0 graduate-cumulative GPA within two semesters. Those students who do not meet the requirements face academic expulsion. Those students whose GPAs fall below minimum allowances at any time after the suspension period will not be granted additional probationary time and will be expelled.

### Academic Expulsion

Academic Expulsion is reserved for students who have continually failed to meet the University's expected performance requirements, measured by GPA. Students cannot register for any additional courses for two academic years. Student must reapply after that time period. Upon readmission, students will be required to first repeat any course (or their equivalencies) for which they did not earn a C or better (undergraduate) or a B or better (graduate).

### Grievance Procedures

The process described herein relates only to grievances, including

Academic and Financial issues. For more information about how campus residence issues are handled, please refer to the appropriate section of the Student Handbook.

In some cases, a student may appeal an academically related University policy or decision, including tuition, fees, and Code of Conduct or Academic Dishonesty charge when extreme extenuating circumstances merit and where supporting documentation exists. Such grievances may involve, but are not limited to, final grades, discrimination, or harassment.

The appeal process is designed to offer the student two opportunities to be heard, as illustrated in the table below. Students should be aware that appeals in which policy or process was not followed, in which extenuating circumstances are not existent, are unlikely to be approved.

Students must file an online Grievance Form ([http://www.my.gcu.edu/Academics/Academic Appeals](http://www.my.gcu.edu/Academics/Academic%20Appeals)), the only acceptable manner for which is to submit a grievance. This form must be submitted with all supporting documentation that clearly and explicitly describes the grievance (including the actual policy being grieved), demonstrating he or she attempted in good faith to resolve the issues with the involved parties. Students are strongly encouraged to discuss the intended grievance with an Academic Counselor prior to submission.

Under extenuating circumstance, if the student believes the first level decision is unjust, the student may escalate the grievance to the second level by submitting another. Not liking the first level decision is not justification for filing a second grievance. A second appeal decision requires additional documentation to justify a re-submission of the grievance. The second level of appeal decision is the final decision of the University.

The following include the different grievance definitions:

- End-of-course grades: Student cannot appeal final grades earned unless the student has ample evidence that the grade earned was erroneous (miscalculated) or based on discriminatory factors. Student must provide ample documentation up front or the appeal will not be heard. Students cannot appeal individual assignments and mid-term grades.
- A published policy: Students who have issues with a particular policy may in some cases appeal the policy. However, the following is a list of examples, albeit a non-exhaustive list, for which a dispute of a published policy is not acceptable, and for which relief (tuition and fees) will not be granted:
  - Disputes arising out of a student's lack of knowledge or understanding of a stated policy
  - A student's reliance upon verbal statements which conflict with the University's written policies, regardless of the source of the verbal communication
  - A student's actions when the student failed to investigate, understand, or consider the financial ramifications of that action / decision
  - A student's failure to regularly review University communications, whether via telephone, mail, or e-mail
  - Illness or death of a person who is not a member of the student's immediate family
  - Disputes arising because of technological issues that

are not in direct control of the University

- Code of Conduct: Depending on the severity and origination of a code of conduct violation, a student may be subject to consequences of violating the Student Code of Conduct up to, and including, expulsion. A code of conduct violation that is also a violation of state or federal law will be turned over to the appropriate authorities for action and is not under the jurisdiction of the University.

Grievance	1st Appeal Level	2nd Appeal Level
End-of-course grades	Program chair or equivalent in the appropriate college	Dean of the appropriate college
A published policy	Policy Grievance Committee	Vice President of Academic Affairs
A Code of Conduct violation that may result in sanctions up to and including suspension from GCU	Conduct Committee, including Dean of the appropriate college	Vice President of Academic Affairs
A Code of Conduct violation that results in expulsion from GCU	Conduct Committee, including Dean of the appropriate college	Vice President of Academic Affairs
A doctoral academic grievance	Doctoral Program Chair of Appropriate College	Vice President of Academic Affairs
Denial of doctoral admission	NA	Provost and Chief Academic Officer

If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must Contact the State Board for further details. The State Board address is:

1400 W. Washington, Room 260  
Phoenix, AZ 85007.  
Phone: 602/542-5709  
Website: <http://azppse.state.az.us>

### Grievance Timelines

Grievances for both academic and non-academic concerns must be filed no later than five weeks after grades are posted for the semester involving the grieved issue. Grievances received after this deadline will not be considered. If the student chooses to grieve the first appeal decision, the second grievance must be filed with the University within five weeks after the notification of the first appeal decision is issued.

The University makes every effort to come to a decision and notify the student within 15 business days of receipt of the grievance. However, in some cases the investigative process may lengthen this timeframe.

### Course Grade Disputes

A final grade for a course may be disputed within five weeks of the last day of the course. Students may not file a grade grievance

with the University for a grade/score on an individual assignment during the course. Students are expected to employ and demonstrate open and respectful communication with the instructor to resolve a grade dispute prior to submitting a grade grievance to the University.

### Grievance Communication

Grievance decisions are communicated to the student via phone or their GCU e-mail address. Any questions regarding the grievance must be communicated to an Academic Advisor.

## Classification of Students and Courses

### Student Classification Based on Credits

- Freshmen are students who have not yet completed 30 credit hours.
- Sophomores are students who have completed 30 to 59 credit hours.
- Juniors are students who have completed 60 to 89 credit hours.
- Seniors are students who have completed a minimum of 90 credit hours. (Note: Undergraduate students must have a cumulative 2.00 grade point average at the beginning of their final semester in order to graduate.)
- Fifth Year Students are students who have completed a bachelor's degree from an accredited, GCU-approved college, university, or program and are accepted for a program of specified upper division courses to secure standard teacher certification.
- Second Degree Students are students who have completed a bachelor's degree from a regionally or nationally accredited institution and are completing the requirements for a second bachelor's degree.
- Graduate Students are students who have completed a bachelor's degree from an accredited, GCU-approved institution and have been admitted into the graduate program.
- Non-degree Seeking Students are students who are not working toward a degree and/or are not placed in a classification.

### Course Classification Based on Course Number

Courses are numbered from 000 to 699. The course numbering system is as follows:

- 000-099 are remedial courses designed for students with deficiencies in specific content areas. Credits earned for these courses cannot be applied toward a degree program.
- 100-299 are lower division courses designed for freshman and sophomore students.
- 300-499 are upper division courses designed for juniors and seniors students.
- 500-699 are graduate level courses.

### Program of Study and Course Availability and Cancellation Policy

A Program of Study (POS) defines the courses required for a particular degree. If the University cancels a POS and/or courses, the University will make every reasonable effort in allowing the



student to complete the POS as published in his or her Catalog of Record. The Catalog of Record is defined as the Academic Catalog published in the academic year and edition (Fall, Spring, or Summer) under which the student enrolled, unless state or federal law and/or accrediting bodies mandate POS and/or course changes.

When the University retires a POS and/or courses, students will have access to finish the degree as published in their Catalog of Record under the following conditions:

- The student must be continuously enrolled in the program without any breaks in enrollment except those defined/documented by the [Leave of Absence](#) Policy and Procedure.
- For an undergraduate student, the POS is determined by the Catalog of Record in effect when the student enters the University. Undergraduate students will have access to their POS for 6 years after the start date of their Catalog of Record.
- Graduate students will have access to the POS for 4 years after the start date of their Catalog of Record.

### Course Length

The length of a course may be 4, 5, 8, or 16 weeks, depending on program and/or delivery modality. However, regardless of the course length, the academic calendar and other semester-based deadlines apply to the course in the semester in which the course is delivered. For example, if a course runs during the last 8 weeks of the semester and the student chooses to drop the course without penalty, the student must initiate the withdrawal action within the allotted timeframe as prescribed by the [Academic Calendar](#).

### Course Enrollment for Full-Time Status

Undergraduate students who are enrolled in 12 or more credits during a semester are considered full-time students. To enroll in more than 18 credits per semester, undergraduate students must possess a GPA of 3.0 and file an official appeal that is approved by the Provost.

Graduate students who are enrolled in five or more credits during a semester are considered full-time students. To enroll in more than six credits per semester, graduate students must possess a GPA of 3.5 and the recommendation of an Academic Advisor. To enroll in more than 12 credits per semester, graduate students must possess a GPA of 3.5 and file an official appeal that is approved by the Provost.

Note: Part-time students enrolled in courses that are five or eight weeks in length must have the permission of an Academic Advisor to enroll in two or more courses that are offered concurrently.

Students may enroll in courses according to the dates established on the [Grand Canyon University 2007-2008 Academic Calendar](#). To enroll in courses, a student must contact their Enrollment Counselor (new students) or an Academic Advisor (current students).

Academic status may affect financial aid eligibility. Please see the [Financial Aid](#) section of the catalog for details.

### Modality Ratio

While traditional campus students are expected to enroll in campus-based courses, campus students may be permitted to enroll in three to six online credits per semester.

After satisfying a minimum of nine campus-based credits, undergraduate-level International students may enroll in any number of online credits that does not cause their total semester enrollment to exceed 18 credits. After satisfying a minimum of six campus-based credits, graduate-level International students may enroll in any number of online credits that does not cause their total semester enrollment to exceed 12 credits.

### Athletes

At minimum, National Collegiate Athletic Association (NCAA) student athletes must maintain enrollment in 12 credits per semester to maintain NCAA eligibility. Nine of the 12 credits must be taken on the main campus. The remaining credits may be taken online. Additional academic requirements may apply to NCAA student athletes. Student athletes should confer with an Academic Advisor and the Grand Canyon University NCAA Compliance-Eligibility Coordinator for further information.

### International Students

- Undergraduate international students must be enrolled in a minimum of 12 credits each semester in order to maintain the student status required for the F-1 visa. Only three of the 12 credits may be taken online.
- Undergraduate international students may not take more than 18 credit hours a semester without special permission. (12 – 16 credits is the recommended schedule for most students)
- Graduate international students must be enrolled in a minimum of nine credits each semester in order to maintain the student status required for the F-1 visa. Only three of the nine credits may be taken online.
- The International Academic Advisor must approve international student schedules each semester, schedule changes within the semester, or changes of major or specialization.
- International students may not take courses at another college or university without special permission from Center for International Education. This permission must be obtained before attempting to register for courses at another school.

### Electives

An elective is any course that is not specifically prescribed by a Program of Study but is taken by students seeking to fulfill credit requirements for graduation or to satisfy a personal interest. The University may recommend Preferred Electives for some Programs of Study, so students with particular academic or professional interests may benefit from targeted increases in the scope and foundation of their learning.

### Special Study Courses

Certain course numbers have been reserved for special study courses that departments of the University wish to approve. These fall into three categories: independent study, practicum/internship, and student teaching. To register for a special study course, students must obtain and complete appropriate forms with their Academic Advisor. Once approved

by the college, these forms are submitted to the Office of Academic Records where they are reviewed to determine student eligibility. A Special Study Request Form must be submitted no later than the last day of the regular registration period.

### Independent Study

Independent Study courses may only be used when a student exhausted alternative courses, especially in the case of degree completion. Independent study courses are restricted to a case-by-case need that must be approved by the instructor, College Dean, and the Provost. A syllabus must be included.

### Practicum

Practicum courses are numbered 399 in each department/college except the College of Nursing and the College of Education and may be taken for up to four credit hours. A practicum is a supervised practical experience in the student's major area of interest. Between 45 and 60 hours of practical experience equates to one University credit. Arrangements must be made between the agency, organization, or individual and the College Dean/designee to design and evaluate the student's experience. Practicum is reserved for junior and senior students with at least a cumulative 2.00 GPA and approval is required from the College Dean and/or Department Chair. Practicum courses are restricted to the lock-step programs of study in the Online modality.

### Internship

The internship is the culminating course in an academic Program of Study. The internship provides students the opportunity to work as independent practitioners within their field and to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional.

International student participating in an internship, must be enrolled in an appropriate internship course and the internship location must be approved by the college designee in charge of scheduling internships.

### Student Teaching

Student teaching provides students with the opportunity to demonstrate mastery of knowledge and skills in a live classroom setting. College of Education requires full-time placement of student teachers for one complete semester in classrooms associated with their major area(s) of interest under the direct supervision of a certified educator. For an entire semester (16 weeks), student teachers will assume all teaching duties and responsibilities necessary for effective teaching of students, including assessing students, planning and teaching lessons, and evaluating students' progress. Students must complete all associated student teaching paperwork and approvals, prior to commencing student teaching activities. Students with missing approvals on forms needed may be removed from student teaching.

### Auditing Courses

Students are not permitted to audit Grand Canyon University courses.

### Repeating Courses

A grade of D+ or F earned at Grand Canyon University may be removed from an undergraduate student's GPA only by repeating

the course at Grand Canyon University. Undergraduate students must repeat any upper division courses completed in which a grade of less than C was earned.

A grade of B- through F earned at Grand Canyon University may be removed from a graduate student's GPA under the same conditions and with the same results as stated above.

Students may repeat any given course only once. The last grade earned is considered the grade of record as it pertains to credit toward graduation and the student's cumulative GPA. The original grade and the grade earned in the repeated course are reflected on the transcript. Students must submit an official Grievance Form to be considered for the opportunity to retake a course more than once.

A course in a Program of Study may not be repeated once the degree has been awarded. The student should note that graduate schools or other institutions may calculate grades in an alternate fashion. This policy does not apply to special topics and independent study courses that have different content from semester to semester.

### Textbooks

Students may secure University-approved course materials through the campus bookstore.

### Technology Requirements for Online and Web-Enhanced Courses

Students participating in online and Web-enhanced courses must have access to the following minimum hardware and software:

	Microsoft Windows PC	
	Minimum	Recommended
<b>Operating System</b>	Windows 2000	Windows XP
<b>Processor Speed</b>	500 MHz Pentium II, or equivalent	800 MHz Pentium III, or equivalent/better
<b>CPU Memory</b>	64 MB of RAM	256 MB of RAM or more
<b>Internet Connection</b>	56 kbps dial-up	Cable Broadband or DSL
<b>Internet Browser</b>	Internet Explorer 5.5; Mozilla Firefox 1.0.x	Internet Explorer 6.0; Mozilla Firefox 1.5
<b>Hard Disk Space</b>	20 MB Free	100 MB Free
<b>Audio Card</b>	16-bit	24-bit or better
<b>Software</b>	Microsoft Office Suite 97 (Word, Excel, PowerPoint) Real Player Adobe Acrobat Reader An updated anti-virus	Microsoft Office Suite 2003 or higher (Word, Excel, PowerPoint) Real Player Adobe Acrobat Reader

Microsoft Windows PC		
	Minimum	Recommended
	software	An updated anti-virus software

Macintosh		
	Minimum	Recommended
<b>Operating System</b>	OS 10.2	OS 10.3
<b>Processor Speed</b>	350 MHz G3	800 MHz G4, or better
<b>CPU Memory</b>	64 MB of RAM	256 MB of RAM or more
<b>Internet Connection</b>	56 kbps dial-up	Cable Broadband or DSL
<b>Internet Browser</b>	Mozilla Firefox 1.0.x; Safari 1.1	Mozilla Firefox 1.5; Safari 1.2
<b>Hard Disk Space</b>	20 MB Free	100 MB Free
<b>Audio Card</b>	16-bit	24-bit or better
<b>Software</b>	Microsoft Office 2001 Suite (Word, Excel, PowerPoint) Adobe Acrobat Reader An updated anti-virus software	Microsoft Office 2004 Suite (Word, Excel, PowerPoint) Adobe Acrobat Reader An updated anti-virus software

## Grading System

Grade points are assigned to specific grades according to the grading system and are used to compute a grade point average (GPA). Only those courses in which a letter grade (A through WF) is earned are included in the calculation of the GPA. The semester hours of each course are multiplied by the grade points for the grade earned in each course. The sum of these products is divided by the number of semester hours in which a letter grade (A through WF) is earned. The GPA that appears on the GCU transcript is based only upon coursework completed at Grand Canyon University. Certain courses earn credit toward fulfilling academic requirements but are not included in the computation of the GPA. These courses are denoted by a grade of CR or S. A grade of U earns no credit.

## Undergraduate GPA

Undergraduate students must earn a minimum grade point average of 2.0 for a minimum of 120 semester hours, of which 36 hours must be upper division credit. Undergraduate students must have at least a cumulative GPA of 2.0 in upper division requirements and only those courses with grades of C or higher may be applied toward degree program requirement. Candidates for secondary teaching certification must have a minimum grade point average of 2.5 in their teaching major. Undergraduate students must earn a grade of C in courses in their majors and

minors.

## Undergraduate Grading Scale

The 100-point grading scale is the standard for all GCU undergraduate courses (except specific College of Nursing and Health Sciences undergraduate courses). The grade or symbol, point equivalent (scale), the GPA value of the course letter grade, and the interpretation of the level of performance are as follows:

Letter Grade	Point Scale	GPA Value	Interpretation of Level of Performance
A	93-100	4.0	Superior; extraordinary scholarship; outstanding performance
A-	90-92	3.7	
B+	87-89	3.3	
B	83-86	3.0	Above average; good work
B-	80-82	2.7	
C+	77-79	2.3	
C	73-76	2.0	Average; standard performance; acceptable college work
C-	70-72	1.7	
D+	67-69	1.3	
D	63-66	1.0	Passing but below standard
D-	60-62	0.7	
F	< 60	0.0	Failure or unauthorized withdrawal
W	NA	0.0	Authorized withdrawal; no credit
WF	NA	0.0	Late withdrawal; failure
I	NA	NA	Course work is incomplete
CR	NA	0.0	Campus Only: Credit given, but no grade or GPA value
S	NA	0.0	Campus Only: Satisfactory completion of audit or non-credit course
U	NA	0.0	Campus Only: Additional work needed to meet requirements in non-credit or non-grade course
NR	NA	0.0	Grade status not reported by instructor
IP	NA	0.0	Course currently in progress

## Graduate GPA

Graduate students must maintain a GPA of 3.0 or higher to be eligible for graduation. Graduate students must earn a grade of C or better in all of their courses.

## Graduate Grading Scale

The 100-point grading scale is the standard for all GCU graduate courses (and College of Nursing undergraduate courses). In graduate courses, students will be evaluated by the grading scale shown below. If a graduate student earns a grade below C, he or she will be required to repeat the course and bring up the grade in order to continue in the program. The grade or symbol, point equivalent (scale), the GPA value of the course letter grade, and the interpretation of the level of performance are as follows:

Letter Grade	Point Scale	GPA Value	Interpretation of Level of Performance
A	95-100	4.0	Superior; extraordinary scholarship; outstanding performance
A-	92-94	3.7	
B+	90-91	3.3	
B	87-89	3.0	Above average; good work
B-	84-86	2.7	
C+	80-83	2.3	
C	76-79	2.0	Average; standard performance; acceptable college work
D	72-75	1.0	Below standard
F	<72	0.0	Failure or unauthorized withdrawal
W	NA	0.0	Authorized withdrawal; no credit
WF	NA	0.0	Late withdrawal; failure
I	NA	NA	Course work is incomplete
CR	NA	0.0	Campus Only: Credit given, but no grade or GPA value
S	NA	0.0	Campus Only: Satisfactory completion of audit or non-credit course
U	NA	0.0	Campus Only: Additional work needed to meet requirements in non-credit or non-grade course

Letter Grade	Point Scale	GPA Value	Interpretation of Level of Performance
NR	NA	0.0	Grade status not reported by instructor
IP	NA	0.0	Course currently in progress

## Class Attendance and Participation

Grand Canyon University believes that students are primarily responsible for class attendance. Online students mark attendance by posting to the online classroom each week of class. All other students demonstrate attendance by their physical presence within the classroom. Class attendance is distinctly different from class participation in that class participation may be graded. The course syllabus contains written statements of expectations for participation and attendance. Failure to meet attendance expectations may result in an administrative withdrawal.

## Incomplete Grades

Students become eligible to request an incomplete grade if the following requirements have been met during the last week of the course:

- They are experiencing a physical and/or extreme circumstance that prevent them from completing the assignments by the scheduled end of the course;
- They are passing the course at the last week of the class;
- They have no outstanding Incompletes; and
- Their course fees and tuition are paid in full.

Incompletes are not intended for students who have fallen behind in their studies and request an extension past the last day of class solely to submit materials.

Even if the student is eligible for an Incomplete, the decision to grant the Incomplete contract lies solely with the instructor. If the instructor grants an incomplete, the following must happen:

- By the end of the course, the instructor and the student must complete the [Incomplete Contract Form](#), which is created by the instructor and lists all eligible assignments to be completed by the student and the deadline date(s).
- When submitting final grades for the course, the instructor must enter a grade of "I" and send a copy of the Incomplete Contract Form to the Office of Academic Records.
- The student must submit all assignments within four weeks of the last day of the course.
- Within five weeks of the last day of the course, the instructor must submit a final grade for the student, or the grade of I will be changed to a failing grade.

Neither the incomplete nor the failing grade may be changed to a W. A student with more than one outstanding Incomplete may not register for any additional courses until the requirements for all outstanding Incompletes have been fulfilled.

## Grade Changes

A final grade may be changed by the instructor of the course within five weeks of the last day of the course for the following reasons:

- A miscalculation or error in grading has been detected by

the instructor/student after final grades have been submitted.

- A University investigation of a grade dispute grievance supports a change of grade or an instructor fails to submit a final grade to replace an Incomplete grade by the deadline.

To change a student's final grade, an instructor must complete and submit a [Grade Change Form](#) to the Office of Academic Records.

## Enrollment Status Change

The implications of discontinuing course registration differ greatly during various points of a semester. The academic and financial consequences of the specific types of enrollment status changes are outlined below.

### Change of Start Semester

Graduate and undergraduate students who have not begun their initial semester at GCU may opt to change their start semester by completing the [Change of Information form](#), found on the GCU Web site. Students may select a new start semester and submit the form to the Office of Academic Records for processing.

### Administrative Withdrawal

The University reserves the right to administratively withdraw a student for the following reasons:

- Students who do not attend any of their registered classes within the first week of the semester may be administratively withdrawn from all classes, in both the current and subsequent semesters.
- Students who are brought up with Code of Conduct issues or per College-specific policy.
- Students who have not returned to the University in 24 months and have not provided any notification of their absence.

### Course Drop

When students seek to remain active in a semester, yet reduce the number of credits for which they are registered, the option to drop a course is available. Reporting the intent to drop a course to the instructor, a classmate, failure to attend class, or stopping tuition payment does not constitute an official drop. A Drop form is the only official means to drop a course within a semester. Students must submit the Drop form to the [Office of Academic Records](#).

Students who drop one or more courses prior to the twenty-first day of the semester will earn a grade of W for the course. The refund schedule for dropped courses is outlined in the [Academic Calendar](#). Tuition refunds are determined by the date that the student submits the Schedule Change Form to the OAR. Students are responsible for all non-refundable charges published in the [Refund Policy](#) section of the Catalog.

If students drop one or more courses on or after day 21 of the semester, they will receive a grade of WF for in-session courses and a grade of W for courses that have not begun. Students who delay exercising the course-drop option until after the deadline retain financial responsibility for all registered courses, both in-session and pre-session.

Before dropping a course, students are strongly advised to speak with an Academic Advisor and a Finance Advisor to understand

the academic and financial ramifications associated with dropping a course. A Drop fee will be charged to the student for each course dropped. (See rate table in [Financial Services](#) section.)

### Late Add

All students may add courses after the semester has begun, but the scheduling may differ based on the length of the instructional period.

- Students enrolled in 16 week courses may add additional 16 week courses to their schedule through the third week of the semester with College approval.
- Students enrolled in non-traditional 8 week, 5 week and 4 week courses may add additional courses in their current 16 week semester only if the instructional period has not yet begun and if they have been actively enrolled from the beginning of the semester.

To be eligible for additional credits above full-time status, please see the [Course Enrollment for Full-Time Status](#) section of the catalog. Each course added to the schedule will incur a Late Add processing fee. (See rate table in [Financial Services](#) section.)

### Add/Drop

If students drop and add courses of equivalent credits simultaneously, there will be no tuition or fee penalty if the change is made in the time frame listed in the Late Add policy above.

### Leave of Absence

All students who choose to drop from all courses in a semester after the semester has already begun must complete a Leave of Absence form and submit to the Office of Academic Records. When students submit this form, they will be dropped from all courses in the current and/or future semester and are considered inactive for the period included in the LOA form. This time period must be guided by regularly scheduled terms in the same track. For example, a student may drop all classes in the middle of the 2007 Summer semester, and choose to return to GCU in the 2008 Spring semester, thereby leaving for the remainder of the 2007 Summer semester and the 2007 Fall semester.

Although the leave of absence places students in an inactive status for the requested period of time, students on leave retain their admitted status within the University and should remain in contact with an Academic Advisor. Per the GCU Enrollment Agreement, the student will be automatically registered into the returning semester specified on the form. Students who do not register for classes for two consecutive years will be automatically withdrawn from the University and must reapply for admission.

To submit a Leave of Absence, students must submit an [LOA form](#) to the Office of Academic Records via the GCU Web site.

Students are still subject to the Refund policy and the grading policy listed above in Course Drop. Before submitting an LOA, students are strongly advised to speak with an Academic Advisor and a Finance Advisor to understand the academic and financial ramifications associated with dropping a course. A Drop fee will be charged to the student for each course dropped. (See rate table in [Financial Services](#) section.)



## Official University Withdrawal

In the event that students choose to discontinue their enrollment at GCU permanently, they must officially withdraw from the University. Students in this situation lose all of the rights and privileges associated with being GCU students. Officially withdrawn students must reapply for admission to the University if they decide to return.

To officially withdraw from the University, students must submit a [Complete Withdrawal form](#) to the Office of Academic Records via the GCU Web site. When submitting the Complete Withdrawal Form, students will be asked to identify the reason for withdrawing from the University.

Students are still subject to the Refund policy and the grading policy listed above in Course Drop. Before withdrawing from the University, students are strongly advised to speak with an Academic Advisor and a Finance Advisor to understand the academic and financial ramifications associated with dropping a course.

All Financial Aid students are required to complete Exit Counseling for any federal loans borrowed while in attendance at Grand Canyon University. This is in accordance with the Department of Education requirements and students should contact the Office of Financial Aid for further information on how to complete the Exit Counseling. A Withdrawal fee will be charged to the student for each course withdrawn. (See rate table in [Financial Services](#) section.)

## Military Deployment

In support of those students who are in any branch of the U.S. military service, the University permits students who are deployed for active duty while enrolled in courses to withdraw from all Grand Canyon University classes without financial penalty. Students seeking this option must submit a completed [Deployment Notification Form](#) and a copy of their official military deployment orders to the Office of Academic Records.

Active Duty, Reservists, and National Guard students that are currently enrolled in a degree program will be placed on a "deployment leave of absences" for the date of deployment. Temporary Duty assignments for training are not considered under this policy nor is relocation of housing.

Students will receive a tuition credit to their GCU account for the course(s) from which they withdraw. If the deployment occurs within the first week of the semester, students will receive a full refund in accordance with the standard University Refund Policies. A grade of W will appear on the student transcript for each class with the expectation that students will re-take the affected courses at their next opportunity..

Grand Canyon University will defer collections of tuition and fees while in a deployed status.

## Academic Honors

### Semester Academic Honors

#### Freshman Honor Roll

At the close of each semester, GPAs for freshman students carrying 12 or more semester hours with a minimum of eight semester hours of graded courses are calculated to determine

eligibility for this honor. Those freshman students whose semester GPA is 3.00 or above qualify for the Freshman Honor Roll.

#### Sophomore Honor Roll

At the close of each semester, GPAs for sophomore students carrying 12 or more semester hours with a minimum of eight semester hours of graded courses are calculated to determine eligibility for this honor. Those sophomore students whose semester GPA is 3.25 or above qualify for the Sophomore Honor Roll.

#### Dean's List

At the close of each semester, GPAs for all undergraduate students carrying 12 or more semester hours with a minimum of eight semester hours of graded courses are calculated to determine eligibility for this honor. Students whose semester GPA is 3.50 or above qualify for the Dean's List. (Note: The Dean's List recognition supersedes Freshman and Sophomore Honor Roll recognitions.)

## Graduation Academic Honors

### Junior Marshals

Special recognition is given to the two juniors with the highest GPA at the end of the Fall semester of their junior year. This honor is restricted to those who have transferred in no more than 12 semester hours.

### Ray-Maben Scholars

This recognition represents the highest scholarship honor awarded by Grand Canyon University each year at graduation. Established by the faculty, the criteria consist of a cumulative and Grand Canyon University GPA of at least 3.90, with no more than 12 transferable semester hours.

### Graduation with Honors

Undergraduate students who have earned at least 60 hours at Grand Canyon University may qualify for honors at graduation by maintaining one of the following GPAs:

- 3.40 to 3.59 may qualify for graduation cum laude;
- 3.60 to 3.79 may qualify for graduation magna cum laude;
- 3.80 to 4.00 may qualify for graduation summa cum laude.

Students must meet or exceed the GPA requirement for that honor both on work done at GCU and on all college work attempted. Transfer students may not graduate with an honor higher than that for which their GPA at Grand Canyon University would qualify them. Second degree and graduate students are not eligible for honors.

For walking purposes for graduation, honor candidates will be decided by using the GPA from the Fall semester (either Track I or Track II) before the May graduation ceremony. Students will be informed regarding whether or not they are a walking honors candidate during the Spring graduation ceremony. Walking honors does not guarantee actual honors will be granted and displayed on your transcript or diploma. True honors will be determined at the time of the posting of the degree.

### University Honors

Undergraduate students who have completed less than 60

semester hours of credit at Grand Canyon University may be eligible for University Honors. Students, who complete their degree with a cumulative grade point average of 3.5 or higher for credits earned at Grand Canyon University, will be awarded University Honors at Graduation.

## Other Honors

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

Each year, the honor recognizes approximately 15 seniors with outstanding records of campus activities, community service, and academic achievement. Nominees must have a cumulative and Grand Canyon University GPA of at least 3.00 and have attended for at least two semesters as a full-time student. Selections are made by the faculty and student body.

## Student Records

### Family Educational Rights and Privacy Act (FERPA)

Grand Canyon University annually informs students of the Family Educational Rights and Privacy Act of 1974. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of Academic Records.

These rights are as follows:

- The right to inspect and review educational records within 45 days of the day the University receives a request for access. Students should submit written requests that identify the record(s) they wish to inspect to the Office of Academic Records, Dean, Vice President of Academic Affairs, or Provost. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request an amendment of education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative,

supervisory, academic, research, or support staff position (including law enforcement, personnel, and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Executive Cabinet; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

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

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

Grand Canyon University has designated certain information in the education records as directory information for the purposes of the Family Educational Rights and Privacy Act (FERPA). Students are required to complete a form in the Office of Academic Records to control release of such information with respect to student records. Notification must be given prior to the 12<sup>th</sup> class day of the Fall and Spring semesters and the 4<sup>th</sup> class day of each Summer semester. This request remains permanently with the student's record unless the student later requests in writing that the control be lifted.

The following information will be released to those requesting it unless the student specifically requests otherwise on the form provided or by submitting written notification to the Office of Academic Records.

- Student's name
- Local address and telephone number
- Permanent address and telephone number
- Canyon Cruiser login
- E-mail address
- Date and place of birth
- Hometown
- Degrees and awards received and dates
- Dates of attendance (current and past)
- Full or part-time enrollment status
- Participation in officially recognized activities or sports
- Weight and height of members of athletic teams
- Most recently attended educational institution
- Major field of study
- Academic levels
- Residency status
- Photographs

# Student Access

## Title IX

Grand Canyon University complies with Title IX, the federal law that prohibits educational institutions in receipt of federal funds from participating in or perpetuating gender bias and discrimination.

Please direct any inquiries pertaining to the University's compliance with the regulations of Title IX of the Educational Amendments of 1972 to the University Athletic Director, Keith Baker at 602-639-6054 or via e-mail at [kbaker@gnu.edu](mailto:kbaker@gnu.edu)

## Academic Disability Services

GCU values all of its students. In order to provide reasonable accommodations for specific needs of students with disabilities, self-declaration of disabilities upon acceptance of admissions is available. Records are confidential and the information is shared only with those who need to know for accommodation purposes. The University reserves the right to ask for any documented verification of need.

It is the student's responsibility to request the exception/modification by completing an [Accommodation Request Form](#) with sufficient time for the University to make appropriate plans. Requests should be submitted no later than 10 working days prior to the start of the semester. Processing of accommodations begins after complete information is received. A new request must be submitted for each semester. The University cannot provide accommodations that are not requested.

The University will respond in writing to all requests. If the request is granted, the appropriate professors will receive a confidential communication outlining the accommodations granted for the student for the course. The details of the disability or special needs are not disclosed to the professors unless the information is required for making appropriate accommodations.

### Accommodation steps:

- Complete the Accommodation Request Form
- Obtain disability and/or special needs documentation from a medical provider (such as a doctor, psychologist, psychiatrist, etc.) or from testing services (such as WAIS and other testing)
- Turn in a copy of the above items to the appropriate office.

After receiving accommodations, a student who is dissatisfied with the accommodations provided by the University may make a request for further investigation by submitting a written appeal to the disabilities office that handled the original request. These appeals will be reviewed by the Vice President of Academic Affairs or the University Provost. The decision by either of these University administrators is final.

Grand Canyon University does not discriminate on the basis of age, race, color, national origin, sex, or handicap in its programs and activities.

## International Students

- The International Academic Advisor must approve international student schedules for each semester, any schedule changes, and any changes to change majors or

specializations. Any exceptions to policies about classes, schedules, or other academic requirements must be discussed with the International Academic Advisor.

- International students may not take more than 18 credit hours a semester without special permission. (12 – 16 credits is the recommended schedule for most students).
- International students may not take courses at another college or university without special permission from Center for International Education. This permission must be obtained before attempting to register for courses at another school.

# Intellectual Property Rights

## Introduction

The Digital Millennium Copyright Act (DMCA) amends federal copyright law to provide certain liability protections for online service providers, when their computer systems or networks carry materials that violate (infringe) copyright law. To qualify for liability protection, the University is required to have a policy under which the computer accounts of users will be terminated if they repeatedly infringe the copyrighted works of others.

The objectives of this policy are to minimize liability while also providing support for the activities of students, faculty, and staff. In the context of copyright and other intellectual property, this means that the Chief Information Officer should be advised as soon as possible of any suspected infringement. The Chief Information Officer will work with the University content provider to establish any defenses. However, if there is inadequate information to provide a defense, or it appears that no defense exists, the best route to minimize University damages will be prompt removal of the allegedly infringing material.

## Policy Statement

Compliance with federal copyright law is expected of all students, faculty, and staff at Grand Canyon University. "Copyright" is legal protection for creative intellectual works, which is broadly interpreted to cover just about any expression of an idea. Text (including e-mail and Web information), graphics, art, photographs, music, and software are examples of types of works protected by copyright. The creator of the work, or sometimes the person who hired the creator, is the initial copyright owner.

Students may "use" all or part of a copyrighted work only if (a) they have the copyright owner's permission (in writing—either e-mail or letter), or (b) they qualify for a legal defense (the most common defense is called "fair use"). "Use" of a work is defined for copyright purposes as copying, distributing, making derivative works, publicly displaying, or publicly performing the work.

Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Even an innocent, unintentional infringement violates the law. Violations of copyright law that occur on or over the University's networks or other computer resources may create liability for the University as well as the computer user. Accordingly, repeat infringers are subject to the appropriate disciplinary review procedures as set forth in the disciplinary policies for students, faculty or staff. Violations of law may also be referred for



criminal or civil prosecution.

The University has a legal duty to insure that official Web sites, official e-mail, and other official communications and expressions do not violate the intellectual property rights of third parties. The most common intellectual property rights found on the Internet involve copyright and trademark/service marks.

"Official" Web sites and communications include those that are funded or otherwise sponsored by the University for a University purpose, or which are created by an employee or agent of the University who is acting within the authorized scope of employment or agency on behalf of the University (e.g., posting course materials on the web for educational use of enrolled students).

Removal of official University content, especially course materials, can be harmful to academic freedom, to teaching effectiveness, and to the University's educational mission. Therefore, faculty and staff are encouraged to secure copyright permission, a license, or a legal basis for use of someone else's intellectual property, before using the material.

## Procedures

A Notice and Counter Notice for material that may infringe on Intellectual Property Rights:

Notice: A copyright owner, or person acting for the owner, must provide the University's designated agent, the Chief General Council, with written notice that information residing on the University's computer systems or networks is an infringement of the copyright. The notice requirement also applies to information in system cache and to information location tools (e.g., hypertext links) that infringe copyright.

If a person working for the University has independent knowledge of a copyright violation on a University computer system or network, the University may have a duty to remove the infringing material. This is true even if there is no "notice" from the copyright owner and this person should report the violation to the General Council as soon as possible.

The University has "notice" of possible infringement when a third party advises a University official that there is an infringement, or when it appears to a University official that material is likely to be infringing based on the circumstances (e.g., copies of nationally syndicated cartoons appear on a University Web site without any statement of copyright permission).

When the University has notice of a possible intellectual property infringement in official University-provided content, it will in good faith:

- Attempt to establish who truly owns the copyright (or other intellectual property) through consultation with the author of the University content and the party claiming ownership.
- Attempt to determine if any legal defense (e.g., "fair use") exists to allow the material to be used by the University.
- Attempt to negotiate a permission or settlement if it appears that the content is infringing or if it appears that settlement is preferable to litigating an unclear claim. If permission or settlement is not feasible and it appears that the material is infringing, the University will promptly remove the material and the designated agent will notify the computer user and

the person who complained of infringement.

- When copyright ownership is clear and sharing of the copyrighted material on the University's network appears to violate the law, the University will take appropriate, interim actions to discontinue sharing of the copyrighted materials on the University's network.
- Determine if any disciplinary action is appropriate against the person who posted infringing content. In the case of repeated infringement or bad faith infringement, disciplinary action may include suspension or termination of computing privileges, disciplinary review, termination of employment, and/or legal action.

## Residence Network Use

To assure reliable operation of the Grand Canyon University computer network in a manner compliant with all applicable federal, state, and local laws and regulations, the Information Technology Services department enforces each of the policies listed below. All network users must agree to abide by these policies. Use of the network or any portion thereof for any purpose implies such consent.

To comply with the Grand Canyon University Residence Network Use Policy, the student must sign his or her initials where indicated. By signing those initials students understand and agree to all the terms and conditions stated within the Grand Canyon University Residence Network Use Policy.

## Network Goals and Priorities

The Grand Canyon University Information Technology Services department operates and maintains the computer network for the purpose of facilitating the timely transfer of digital information relevant to and essential for the research and educational activities of Grand Canyon University. In particular, the network is intended to enable information transfer among students, faculty, staff and administrators as necessary to observe the following goals:

1. To facilitate student and faculty research;
2. To enable access to published literature relevant to teaching and research efforts at Grand Canyon University;
3. To allow the receipt and transmission of electronic mail both within the campus and between the campus and off-campus institutions and individuals; and
4. To provide access to Internet-based information resources of value to teaching and research efforts at Grand Canyon University.

For all students, faculty, and administrators of Grand Canyon University Information Technology Services, all networking activities not directly related to one of the above goals are considered to be of secondary importance and should not impede or interfere with activities which serve the stated goals of the network.

## Software Licensing and Compliance with Copyright Protection Legislation

It is strictly forbidden for any employee or agent of Grand Canyon University to engage in any illegal activity while on Grand Canyon University property or during performance of any

duties related to their employment with the University. Because unauthorized copying of software is a form of theft, and theft is illegal, the illegal copying or “pirating” of software is forbidden by Grand Canyon University policy.

### **Software Purchase and Installation**

To fully comply with Grand Canyon University policy governing software copyright protection, each registered network user must agree in writing that (s)he will not install or use any software on any computer that is not legally purchased and registered.

### **Discipline and Consequences of Policy Violation**

If there is discovery of illegally installed software, the user may be subject to disciplinary action which may include but is not limited to the loss of network access privileges, suspension, dismissal, and/or criminal prosecution. The individual involved shall be held responsible to fully reimburse the Grand Canyon University for all losses resulting from such discovery.

## **Standards for Network Etiquette and Security**

### **Installation and Detachment of Network Devices**

No device may be connected to the network without authorization of the network manager for the Information Technology Services department. This includes hardware or software, routers, printers, modems, servers, wireless access points and new computers. Violation of this policy that results in network crashes, or other downtime, may result in loss of network privileges.

### **Computer Virus Protection**

All computers connected to the Grand Canyon University Residence Network will be required to have anti-virus protection provided by and installed by the Grand Canyon University Information Technology Services department. Students with computers that use an operating system other than Windows will be required to purchase and install separate anti-virus protection. The software must be configured to check for updates on a daily basis.

### **User-Caused Network Service Interruptions**

Any user who repeatedly causes service interruptions in any network segment, either through knowingly or unknowingly performing disruptive procedures, introducing viruses, or by attempting procedures for which the user is unqualified, can lose the privilege of access to the network. It is incumbent upon the individual user to use reasonable care to make sure that his/her computer is free of computer viruses that may infect other network computers before each attachment to the network. In

cases of malicious vandalism of the network and/or tampering with other user files, the perpetrator may be financially liable for all damages, and can be subject to criminal prosecution.

### **Hacking**

It is expressly forbidden to make any attempt to defeat any security system in operation on the network. It is also forbidden to reconfigure any common use machine without the express authorization of the network manager responsible for supporting that machine. No computer attached to the network may be used for any illegal activities, including attempts to penetrate the security of other networks. Any user who knowingly or negligently attempts to defeat security may be subject to discipline including but not limited to loss of network access.

## **Desktop Support**

### **Definition**

Desktop support is defined as the support required to keep a desktop personal computer up and running. This includes the installation, set-up and trouble-shooting of desktop hardware including hard drives, computer cards, monitors, modems, printers, memory upgrades, etc.

Students will not receive desktop support from the Grand Canyon University Information Technology Services department.

### **Software Support**

Students will not receive software support from the Grand Canyon University Information Technology Services department.

### **Network Access and Support**

The Grand Canyon University Information Technology Services department will provide support for student computers to connect to the Residence network and access the Internet.

\*The Grand Canyon University Information Technology Services department assumes no responsibility for the loss of any data that resides on student owned computers.

Student computers must have a network interface card (NIC) in order to connect to the GCU network.

Students are required to be present when a representative from the Information Technology Services department is working on a student owned computer.

### **Warranties**

It is a recommendation that students maintain manufacturer warranties for the computer and any software installed.

# Financial Services

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## Preface

The financial information presented in this catalog was current when published. Many of the policies, interest rates, limitations, etc., are set by organizations (private or governmental), which may change after this catalog is published. We strongly urge students to confirm all such information with the University's Office of Financial Aid and/or Business Office before making financial decisions or commitments.

## Payment Policy

### Methods of Payment

The University offers students the option of one or more of the following methods of payment:

- Cash
- Direct Bill
- Financial Aid

Students choose primary and secondary methods of payment upon completing the application for admission. Students are expected to clear their account balances using the specified methods of payment, unless other arrangements are approved. Upon clearing their account, students may contact the Office of Financial Aid or the Business Office to arrange different methods of payment for future terms.

### Cash Payment Options

#### *Cash*

For the protection of Grand Canyon University students and employees, cash payments are only accepted at the University Business Office. Students should not send cash through the mail.

#### *Check*

The University accepts personal checks, traveler's checks, bank money orders, and cashier's checks. When paying by check, students must include their full name and GCU Student ID on the face of the check. Remit payments to the Business Office:

A service fee of \$50.00 is charged for each check returned by a bank for any reason. The University may refuse future payments by check for individuals whose payment is returned by a bank.

#### *Charge*

The University accepts Visa, MasterCard, Discover and American Express. All credit card payments are subject to authorization by the issuing bank. If authorization is denied, payments cannot be processed.

Credit card payments can be made online via Web Advisor, available at <http://my.gcu.edu>. Web Advisor displays student balances by semester. Enter payment information and submit. An e-mail will be sent to the Canyon Cruiser e-mail address with confirmation of payment received.

#### *Monthly Installment Plan*

The Tuition Payment Plan enables students to spread tuition payments in four equal payments during the duration of the term. Tuition Payment Plans will not accrue interest, but do have a \$50.00 application fee. Because it is not a loan, there are no interest charges. The Tuition Payment Plan is available to all families, regardless of financial need. For additional information,

please contact the Business Office at [BusinessOffice@gcu.edu](mailto:BusinessOffice@gcu.edu) or 602-639-6605.

#### *Deferred Payment/Tuition Reimbursement Plan*

GCU will offer a deferred payment plan to those students who are eligible for their employer's Tuition Reimbursement plan. To benefit from this option the students must complete a Deferred Payment Voucher with current and valid Credit Card information and the signature of a company representative. This process must be completed each semester, confirming that the employee is eligible for the Tuition Reimbursement plan. Students need to be aware that when an employer offers tuition reimbursement, the student is liable for payment of the tuition to the University. The reimbursement relationship is between the student and the employer, not between the school and the employer. Students expecting reimbursement from their employers will be marked as cash paying with Grand Canyon University.

### Direct Bill Payment Options

#### *Corporate*

Students may have employers that pay school tuition directly (this is different from Deferred Payment). In this situation, the Employer will create an account with GCU, and the Business Office will send a billing statement directly to the Employer. This payment relationship bypasses the student; however, the student must have their employer complete a Direct Bill Voucher, and submit with their application.

In addition, students must pay any balance that Employers do not cover or on which Employers default by selecting an alternative payment option before the end of each semester.

#### *Military*

GCU offers a scholarship program to active duty, retired veterans and recently discharged veterans who qualify for a military Direct Bill option, providing they start within a timeframe equal to the time spent in active service. Qualifications are given to those students that can provide the following supporting documents:

- Copy of Military I.D. Card;
- Copy of DD-124;
- Letter from Commanding Officer; and
- Military Memorandum of Understanding (MOU).

Qualifying documentation must be presented in advance of the term to receive the scholarship.

There are numerous military benefits from the government based upon military status at the time of departure from the service as well as for active duty personnel. Students may utilize several Veteran's Administration educational benefits a student may utilize at GCU such as ROTC, the Montgomery GI Bill, Tuition Assistance (Top-Up), and Vocational Rehabilitation. For

additional information, please call 888-442-4551 or visit [www.gibill.va.gov](http://www.gibill.va.gov).

## Financial Aid Payment Option

### *Self-Help Aid (Federal Loans)*

Students must submit a FAFSA (Free Application for Federal Student Aid) online and contact a Finance Advisor. All required paperwork must be completed by day 21 of the semester in order to receive Federal Funds in a timely manner on the account. Students should visit the GCU Web site to learn more about how to apply for Federal funds.

### *Gift Aid (Scholarships and Grants)*

This money does not need to be repaid. There are strict requirements to receive this type of aid, and it is not available to everyone. Students should visit the GCU Web site to learn more about available Scholarships and Grants.

If awarded, these funds will be awarded to the student in the Financial Aid department, but transmitted to the account in the Business Office.

## Payment Deadlines

Tuition and fees are assessed when the student registers for a semester.

All cash payment options must be paid in full by Day 30 of the semester, where day one is the official semester-start date. Balance notices will be generated upon registration and e-mailed to the student's GCU account.

All direct-bill payment options must be paid in full by Day 37 of the semester, where day one is the official semester-start date. Balance notices will be generated and e-mailed to the liable employer on Day 7 of the semester, after all rosters have been confirmed.

Payments must be received by the due date, whether the student receives a Billing Statement or not. The Business Office sends paper statements on day 30 and e-mail reminders on days 22, 30, 45, 90 to student's GCU e-mail account as well as any other personal e-mail account on file. The e-mail messages indicate that students can pay their balances through their Canyon Cruiser accounts and provide instructions to go to Web Advisor or to contact the Business Office directly.

On day 90 of a delinquent account, students are notified through e-mail and a paper statement that their accounts will be turned over to an outside collection team if they do not secure a method of satisfying their account by day 120. It is the sole responsibility of the students to adhere to payment deadlines of their tuition and fees, regardless of the method of payment or contract with their employer.

## Failure to Pay

Failure to pay balance does not cancel registration or responsibility for tuition and fee charges. Non-attendance does not cancel registration or responsibility for tuition and fee charges.

All cash and direct-bill payment options must be received in full by their due date of the current semester or a Business Office hold will be placed on the Student Account.

\*\* The only exception to this rule includes CASH-paying students who are making regular and consistent payments through Tuition Payment Plans or students with a Deferred Payment Voucher. These students will not receive holds on their accounts in the active semester.

A Business Office hold will prohibit any future class registration as well as prohibit the purchase and distribution of any official Grand Canyon University transcripts or diploma. Any student who has a hold placed on his/her account will be subject to Grand Canyon University Collection Policy.

Failure to comply with the stated policies of the University's Business Office may result in an administrative withdrawal from classes and/or submission to an outside collection agency, with the student assuming all additional costs. Students will not receive transcripts or a diploma until all accounts are satisfied in the University's Business Office, at the discretion of the University.

## Refund Policies

### Refund Schedule

Grand Canyon University is a semester-based school. All tuition refunds are based on the semester start dates, not the course start date. Please make sure to be familiar with the Academic Calendar and the drop dates for each semester.

- First week of the semester, 100% of the tuition and fees are refunded.
- Second week of the semester, 75% of the tuition is refunded; none of the fees are refunded.
- Third week of the semester, 50% of the tuition is refunded, and none of the fees are refunded.
- Fourth week and up to the end of the semester, none of the tuition is refunded, and none of the fees are refunded.

### Refund Check Policy

Student refund checks are processed according to federal regulations and University policies. For further details, please contact the University's Business Office.

### Room and Board Refunds

See the Residence Life housing contract for specific information on room and board refunds.

### Federal Loan Refund Checks

Many times students are awarded loans in excess of the total amount of the account charges. Once the funds post to the student account, the excess funds create a credit on the account. When the Business Office determines that there is no existing balance from previous semesters, in compliance with Federal Regulations, the Business Office will mail a refund check within 14 days from the date the credit was created on the account. This date is typically 1 week into the semester, however, that date is subject to change.

It is University policy to mail all refund checks to the current address on file. Students that wish to change their address must go through the Office of Academic Records to make this change. All personal pick ups need to be scheduled through the Business Office, according to refund check scheduled. Students will be

subjected to a \$35.00 fee for any expedited refunds and a \$25.00 charge for stop payments after seven business days of mailed date.

Student refund checks are processed according to federal regulations and University policies. For further details, please contact the University Business Office at 602-639-6605.

## Refund Grievances

See the [Grievance Procedures](#) section of the Academic Catalog.

## Title IV Calculations

Any federal financial aid recipient who withdraws from all classes is subject to a Federal Return of Title IV Aid Calculation. This calculation determines the amount of federal aid that the student and the school are eligible to retain and the amount that must be returned to the student's lender and/or the federal government. Title IV financial aid includes subsidized and unsubsidized Stafford Loans, Perkins Loans, Federal Plus Loans, Pell Grants, Federal Supplemental Education Opportunity Grants (FSEOG), Academic Competitive Grant (ACG) and the Science and Mathematics Access to Retain Talent (SMART) Grant.

The Office of Financial Aid regularly runs reports that identify students who have completely withdrawn from classes. Official withdrawal occurs when the student submits a Complete Withdrawal Form to the Office of Academic Records.

The date of withdrawal for students is the date that students submit the Complete Withdrawal Form to the Office of Academic Records. If students do not apply for official withdrawal due to illness, accident, grievous personal loss, or other circumstances beyond the students' control, the University will weigh the consideration of the circumstances in its determination of a withdrawal date.

The federal calculation for the return of Title IV aid follows these regulations:

In the case of withdrawal before the first day of classes, 100% of students' Title IV aid must be returned.

In the case of withdrawal prior to the 60% point in the semester, the Office of Financial Aid will calculate the percentage of the semester actually completed by the student. That percentage will be applied to the student's Title IV aid and will be considered earned aid. The student may retain any earned aid. Any unearned Title IV amount due by the school will be sent back to the government and/or to the lender.

If the withdrawal occurs at or after the 60% point in the semester, 100% of the student's Title IV aid is considered earned. The University will retain 100% of its institutional costs for the semester, and the student may retain any remainder.

## Lopes Card Account

The University offers the Lopes Card Account, convenient debit card system, to all students. This benefit enables students to make purchases at multiple locations on campus, including the Bookstore, Coffee House, AV Lab, Health Center, Library and Copy Center. These funds may also be used online at the University bookstore Web site. When the student purchases a meal or a textbook, etc., the cost of the item is deducted from the credit available on the account.

Traditional students receive an actual Card attached to the Account, which serves as the student identification card and contains the student's photo to deter unauthorized use. The Card is issued in the Public Safety department. For Online students, the Card is optional and may be requested; this Card will be mailed without a picture. Regardless of the Card, Online students are provided a Lopes Account, from which they may withdraw funds only at the University bookstore Web site.

Per a student request, the Business Office will apply funds to a student's Lopes Account. This credit must be purchased and the funds must be received at the time of the request, for example, a student wanting to add twenty dollars to their account must pay twenty dollars at the Business Office upon request. These funds will then be applied to the Lopes Account immediately and available on the Card.

Students receiving Financial Aid may also utilize the Lopes Account. A student wishing to have Financial Aid monies applied to their Lopes Account must make this request directly to the Business Office AND they must be financially "cleared" through the Financial Aid department. Specifically, students must have completed all their Financial Aid paperwork and are ready for certification by the Financial Aid department. After students have been cleared, a maximum amount of \$400.00 per semester will be applied to their Lopes Account. This charge will then be covered with excess Financial Aid funds coming in for that semester. Please note this is not an automatic application each semester. The University may not utilize Financial Aid monies without the permission of the student; this permission must be obtained each semester the student attends. Also, the student must be financially "cleared" each semester through the Financial Aid department. Once the student has made the request for Lopes funds AND is financially "clear", the funds should be available in 24 hours, with the exception of a Friday/Monday time period. Students will receive an e-mail notification to their Canyon Cruiser account.

Any unused credit will remain on the card and can be used in future semesters or credited to the student's University account. This credit can also be refunded per the student's request.

Some students are required to have funds applied as part of their living arrangements on campus. Board (meal) plans are required for some dorm residents and are optional for students living in the apartments and commuter students. There are no refunds for unused meals. Board plans are valid only during the semester in which they are purchased.

Whether required or requested, the amount is charged to the student's account at the Business Office and must be paid for under the same guidelines as tuition, fees, housing or other charges.

## Room and Board

See the [Residence Life](#) section of the Academic Catalog for specific information on room and board.

## Tuition and Fees

The following tuition charges and fees apply for the current academic year. Please see the [Student Life](#) section for more information on room and board.

<b>Undergraduate Tuition</b>	
Campus and Traditional Students	
▪ Credits 1-11	\$645/credit hour
▪ Block Tuition (12-18 credits)	\$7,740.00
▪ Credits 19+	Block + \$645/credit
Online and Professional Studies	\$395/credit
<b>Graduate Tuition</b>	
Online and Professional Studies	\$420/credit
Nursing students	\$510/credit
Ken Blanchard Executive MBA Program	\$44,000/program
<b>High School Scholars Program Tuition</b>	
In State	\$60/credit
Out of State	\$130/credit
<b>Fees</b>	
Application Fee	\$100
Complete Withdrawal Fee	\$50
Drop Fee	\$25
Facilities Fee (Traditional undergraduates taking 9+ credits per semester)	\$275/semester
Graduation Fee	\$175
Health Insurance (Traditional undergraduates taking 12+ credits per semester)	\$685/semester *
Returned Check Fee	\$50
<b>Meal Plans</b>	
Breakfast – Cash	\$5.75
Breakfast – Lopes	\$5.25
Lunch – Cash	\$7.25
Lunch – Lopes	\$6.75
Dinner – Cash	\$8.25
Dinner – Lopes	\$7.75
5-Meal Plan	\$540.00
10-Meal Plan	\$1,160.00
14-Meal Plan	\$1,624.00
21-Meal Plan	\$2,212.00

\*\$685.00/semester is the rate for students who are purchasing health insurance for a full academic year. The rate for the Spring semester only is \$756.00 for International Students and Athletes, and \$804.00 for all other students. These rates may be subject to change in Fall 2008.

## Special Class Fees

Certain University classes require payment of fees or deposits for materials, breakage, and/or rental. Refer to the Program Director in the pertinent College for specific information.

All Traditional undergraduate students taking 9+ credits will be charged a \$275 Facilities Fee per semester.

All College of Education students must purchase the e-Portfolio through TaskStream at an additional cost. This is not a fee that is billed by GCU. The fee covers two years of service and contains specific GCU curriculum. Upon registration, GCU will contact the student through their GCU student email account as notification of the process and contact information of TaskStream.

All Traditional undergraduate students taking 12+ credits must purchase or choose to waive mandatory Health Insurance.

All students will need to purchase textbooks and other materials for courses and these expenses are in addition to the tuition and fees listed above.

## Student Health Insurance

### Mandatory Student Health Insurance

All traditional on-campus undergraduate students taking 12 credits or more and all student athletes, regardless of registered credits, are required to carry health and accident insurance. Students will be charged for the University-sponsored student health insurance upon registration.

In addition, all international students must carry health insurance, regardless of academic level or number of registered credits.

Those students taking less than 12 credits, professional studies students, off-site students, and graduate students are exempt from this University requirement and will not be automatically charged at the time of registration.

Student Health Insurance is provided by The Chickering Group, an Aetna Company. This University-sponsored plan provides in-and-out patient coverage up to the limit (see current brochure for limit) of reasonable and customary charges. Insurance brochures are available in the Cooke Health and Wellness Center.

- Annual Period: Coverage for all insured students enrolled for the Annual Period will become effective on August 17, 2007
- Fall Semester: Coverage for all insured students enrolled for the Fall Semester will become effective on August 17, 2007 and will terminate on February 15, 2008
- Spring/Summer Semester: Coverage for all insured students enrolled for the Spring Semester will become effective on February 15, 2007 and will terminate on August 17, 2007
- Spring/Summer Semester (Newly Enrolled Spring Students Only): Coverage for all students first entering Grand Canyon



in the spring will become effective on January 1, 2008 and terminate on August 17, 2008.

### **Waiving Health Insurance**

A student with comparable health insurance, including coverage for acute and follow-up health care in the Phoenix area, may apply to waive the student health insurance. (An insurance policy with emergency only care in Phoenix is not considered comparable insurance.)

When submitting a waiver, students must complete the Insurance Waiver form, attach front and back copies of their insurance cards and return these documents to the Business Office on campus by the posted semester deadline, September 17, 2007 for Fall, and January 21, 2008 for Spring. A new waiver and a copy of insurance card are due each academic year. All waivers are subject to verification and approval. The University cannot waive student health insurance later than the deadline.

International students may not waive the mandatory student health insurance.

### **Voluntary Purchase**

Although students taking fewer than 12 credits, professional studies students, and graduate students are exempt from the mandatory health insurance requirement, they may choose to enroll in the University-sponsored student health insurance, which is provided by The Chickering Group. Students can contact Chickering through its customer-service group at 877-480-4161. The enrollment deadline is the same as the waiver deadline. Please note that Grand Canyon University-sponsored student health insurance is not available to off-site students.

Information concerning coverage for additional family members may be obtained from the Cooke Health and Wellness Center.

Insurance charges may be subject to change in Fall 2008.

## **Financial Aid**

The purpose of student financial aid is to provide resources to students who otherwise would be unable to pursue a postsecondary education. The primary responsibility for meeting University costs lies with the student and his or her family.

### **Eligibility**

To receive financial assistance, undergraduate and graduate students must be admitted to the University, be enrolled in a degree Program of Study, be in good academic standing, and be making satisfactory academic progress. Students who are admitted to a degree program on a provisional/conditional basis may be eligible for financial assistance according to the University's admission policy.

According to federal regulations, financial aid recipients must not 1) owe a refund on grants previously received under the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, or the Leveraging Educational Assistance Partnership Program; or 2) be in default or be delinquent on any federal student loans borrowed from federal, state, or institutional funding.

### **Application Process**

The University uses the Free Application for Federal Student Aid

(FAFSA). Students are encouraged to complete the FAFSA on the Internet at <http://www.fafsa.ed.gov>. If a student does not have Internet access, they may complete a paper FAFSA that may be obtained from the Office of Financial Aid or from most high schools. The University does not require any of the supplemental forms processed by the College Scholarship Service (CSS) or American College Testing (ACT), for which there is a fee charged.

Students will need to allow four to six weeks for processing on any of the listed application processes.

### **Preference/Deadline Dates**

Students, new and returning, are strongly encouraged to submit initial or renewal FAFSA applications as soon as possible after January 1 of each year.

Some types of financial aid have limited funding. Students whose FAFSA applications are delayed run an increased risk of receiving reduced awards. Only students who have applied for admission to Grand Canyon University will be issued a financial aid award.

### **Financial Need Assessment**

After the Office of Financial Aid has received all appropriate documentation to complete a student's financial aid file, the student's financial need and the types of awards that he or she may qualify for will be determined according to the information received.

Financial need equals the student's Cost of Attendance (COA) less the sum of the Parent Contribution (PC) and the Student Contribution (SC).

$COA - (PC + SC) = \text{Financial Need}$

The student's COA includes, but is not limited to, tuition, fees, room, board, transportation, books, supplies, and personal/miscellaneous expenses. The amount of the Student Contribution and Parent Contribution, if applicable, is determined according to the information provided on the FAFSA. Please contact a Finance Advisor if there are unusual circumstances that may affect the determination of your financial need. The primary goal for the Office of Financial Aid is to assist students in paying for their educational investments by evaluating the student's family's ability to pay for educational costs, distributing limited resources in an equitable manner, and providing a balance of gift aid and self-help aid. Financial aid staff is available to discuss the student and/or parent contribution and any other questions that may arise regarding a student's financial aid package.

Please be aware that any changes made to any of the answers originally provided on a FAFSA may change financial aid award amounts. Likewise, if your financial aid record is selected for verification, any changes made during the verification process may also change financial aid award amounts.

### **Financial Aid and Enrollment**

Undergraduate students must be enrolled in at least 12 credits per semester to be considered full-time students and receive full financial aid benefits. Graduate students must be enrolled in at least five credits per semester to be eligible to receive full financial aid benefits. Undergraduate students enrolled part-time

may be eligible for a prorated portion of their financial aid. Some undergraduate programs require at least six credits per semester and all graduate programs require at least five credits per semester to receive federal aid. Students who receive any institutional scholarship (i.e., academic, departmental, endowed, and/or merit) must maintain continued full-time enrollment status. Refer to the specific requirements for your scholarship that are available in the Office of Financial Aid. Courses taken at other colleges do not count as enrollment at Grand Canyon University for financial aid/scholarship purposes.

## Inform the Office of Financial Aid

Students who receive additional outside assistance must report this fact to the Office of Financial Aid at once. Any changes that are made to your enrollment status (withdrawals, grade option, etc.) must be reported to the Office of Financial Aid in addition to the Office of Academic Records and the Business Office.

Students who have received any Title IV aid from a prior school or are currently receiving Title IV aid at another institution while attending Grand Canyon University must notify the Office of Financial Aid, as this other source of funding may affect students' eligibility to receive maximum Title IV aid with GCU. A list of students with multiple awards due to attending multiple schools will be sent to the Office of Financial Aid to review.

## Satisfactory Academic Progress

Satisfactory academic progress is evaluated at the end of each spring semester for all students who attended Grand Canyon University during that academic year. Every academic year begins with the Summer semester, continues through the Fall semester, and ends with the Spring semester. All students are required to maintain satisfactory academic progress toward the completion of their degree to maintain their eligibility for all institutional, state, and federal financial aid awards. In addition, all athletic award recipients must maintain their eligibility according to the NCAA regulations and this Satisfactory Academic Progress Policy. Satisfactory academic progress includes two equal components that are referred to as qualitative and quantitative measurements.

**Qualitative:** Undergraduate students must maintain a minimum cumulative GPA of at least a 2.00 for all Grand Canyon University coursework. Graduate students must maintain a minimum cumulative GPA of a 3.00 for all Grand Canyon University coursework.

**Quantitative:** Students receiving financial aid must demonstrate progress toward degree completion. Federal regulations require students to complete their Program of Study within a measured maximum time frame that cannot exceed 150% of the published length of the program. To determine the quantitative satisfactory academic progress component, the number of required credits to earn a degree is multiplied by 150%. (For example, if 128 credit hours were needed to earn a degree, multiply 128 by 150%, which would equal 192 credit hours.) The sum of the number of earned credits multiplied by 150% will be the maximum number of attempted credit hours for which a student can receive aid.

At the end of each year, students must complete and earn at least 67% of the credit hours attempted during each academic year. Failed grades (F) will be counted as attempted credits but will not be counted as earned credits. Incomplete courses and withdrawals

do not count as earned credits but are counted as attempted credits. Credits earned for repeated coursework, in addition to the original credits, will be counted as earned and attempted credits.

Transfer and readmitted students must follow the above referenced Satisfactory Academic Progress Policy. Accepted prior credits and transfer credits will be calculated as part of the measured maximum time frame component.

Students who fail to maintain the minimum requirements of either the qualitative and/or quantitative component of the Satisfactory Academic Progress Policy will be placed on Financial Aid Probation status but will still be eligible to receive financial aid during their probationary period. However, if those students fail to meet any one or all of the minimum satisfactory academic progress components at the end of their probationary status, they will be placed on Financial Aid Suspension and will not be eligible to receive any financial aid during their Financial Aid Suspension period. Students on suspension status who had extenuating circumstances that prevented them from maintaining satisfactory academic progress eligibility may submit a Grievance Form to the Office of Financial Services for review. All students suspended from financial aid who rectify the deficiencies outlined in their notice of suspension must inform the Office of Financial Services so that relevant information may be reviewed to determine the student's eligibility status.

## Student Responsibilities

Each student should do the following:

- Accurately complete and return all applications, additional documentation, verification forms, corrections, and/or new information that are requested by the Office of Financial Services or any other agency providing financial assistance. Errors or omissions may delay the disbursement of eligible funds.
- Read and understand all documentation and/or agreements that he/she signs and submits to any department and/or agency.
- Review the award letter and all other notices sent to him/her regarding the responsibilities and conditions that must be adhered to by students receiving financial aid.
- Understand what portion of his/her financial aid package is gift-aid (it does not have to be repaid or earned) and what portion is self-help aid (it must be repaid or earned). If any portion of the self-help aid is in the form of a student loan, the student must know the total amount of the loan, the interest rate assessed to the amount borrowed, the repayment schedule, the time-frame of the repayment schedule, and the start date for the repayment schedule.
- Notify the lender(s) of any changes to his/her name, address, and enrollment status if the student is a loan borrower.
- Review and understand the amounts pertaining to the cost of attendance and the Refund Policy for Grand Canyon University as stated in the [Financial Information](#) section of the University Catalog.
- Review and comply with all rules and regulations pertaining to academic, financial aid, and University conduct policies.
- Know that any intentional misrepresentation of information on applications and/or documentations submitted for federal financial aid is a violation of law and is considered a



criminal offense subject to penalties under the U.S. Criminal Code.

- Be aware of the appeal process and procedures.

## Scholarships

The University makes an effort to provide scholarships and awards to students based on outstanding performance. For clarification purposes, the terms scholarships and grants-in-aid will be used when achievement and/or merit are the primary consideration in determining eligibility.

The purpose of the academic scholarship program is to enable undergraduate students to complete their bachelor degree. GCU scholarships are not awarded for summer courses. GCU scholarships do not apply to second degrees or double majors. Most baccalaureate programs at Grand Canyon University require 120 hours to complete. If a student declares a major that requires more than 120 credit hours to complete, then the academic scholarship may apply for the necessary additional hours required to earn the degree. A Financial Aid Appeal Form must be completed to request this. However, scholarships would not be applicable if a student chooses to change majors necessitating additional courses above the 120 hours required for a degree.

Endowed and academic scholars must enroll in at least 12 credit hours each semester at Grand Canyon University in which the scholarship is used unless the student is graduating at the end of the semester and needs less than 12 credits to graduate. In this case, the scholarship may be prorated for the number of hours required to complete the degree for the last semester of the study only. A Financial Aid Appeal Form must be completed to request prorating. Students may not receive more than 50% of their tuition costs in scholarships generated by institutional funds, with the exception of grants-in-aid and Scholars 100 scholarships.

If students use the scholarship award to pay the tuition for a course and then withdraw, the award will be adjusted accordingly. Students are advised to check with the Office of Financial Aid for information pertaining to the effect of the scholarship adjustment on their student account balance. Recipients of any Grand Canyon University scholarship that requires full-time enrollment will lose that scholarship if they drop below full-time enrollment. The scholarship will be revoked for the semester that the student dropped below full-time status and for all future semesters. Students can appeal any scholarship by completing a Financial Aid Appeal Form.

If students lose an academic scholarship because their GPA falls below the requirement or because their enrollment drops below full-time status, the scholarship may not be regained. If the scholarship was lost due to GPA only, students may qualify for other scholarships.

## Scholarship Requirements

Unless otherwise specified, the minimum requirements for a Grand Canyon University scholarship are listed below.

- Enrollment. Register and complete the minimum credit hours each semester at Grand Canyon University, depending on the individual requirements of the scholarship
- GPA. Maintain a minimum Grand Canyon University cumulative grade point average (GPA) of at least 2.0. (Other

Institutional Scholarships may require a GPA above 2.0 to qualify.)

- Undergraduate credit hours. Traditional, undergraduate scholarships may be renewed for up to 128 undergraduate credit hours at Grand Canyon University. If a student declare a major that requires more than 128 credit hours, please contact the Office of Financial Aid.
- Students may receive only one GCU Academic Scholarship during a given academic year.

## New, Incoming First-Year Students Only

### Academic Excellence Scholarship

Students with a demonstrated record of academic excellence are eligible to apply for this scholarship. The Academic Excellence Award is designed to recognize those that have excelled academically in high school and is not a renewable scholarship. A letter of recommendation from a school counselor is required.

Students who would like more information about this scholarship may contact the Office of Enrollment to request an application.

### Lead the Way Award

The Lead the Way Award is designed to encourage higher education for students who are the first in their families to attend college and to create a community of diversity. Ethnic-minority, first-generation, or low-income students are encouraged to apply. Students must submit a statement explaining personal history, volunteerism, academic achievement, and perception of how a GCU education will help them achieve their goals. A letter of recommendation from a school counselor is required. Scholarship assistance will be provided to a selected full-time undergraduate student.

Students who are interested in learning more about this scholarship are encouraged to contact the Office of Enrollment to obtain an application.

### Servant Leadership Scholarship

Servant Leadership Scholarship is to help recognize students who have proven history or Christian leadership and volunteerism. Students must submit a personal statement explaining Christian leadership, volunteerism, and how a GCU education will help them lead, serve, and excel in their church, community and the world. A letter of recommendation from a youth or church pastor is required. Scholarship assistance will be provided to a selected full-time undergraduate student.

Students who are interested in learning more about this scholarship are encouraged to contact the Office of Enrollment to obtain an application.

### The Local Lope Scholarship

The Local Lope Scholarship is to help encourage local high school students to pursue their academic goals at Grand Canyon University. Students must submit a personal statement explaining history, volunteerism, academic achievement and how a GCU education will help them achieve their goals. A letter of recommendation from a school counselor is required. Scholarship assistance will be provided to a selected full-time undergraduate student.

Students who are interested in learning more about this

scholarship are encouraged to contact the Office of Enrollment to obtain an application.

### **Ahead of the Herd Scholarship**

Ahead of the Herd Scholarship is to help encourage and support students' early registration at GCU. Students must be admitted to GCU and meet the commit deadline of April 19th, 2008. Students must submit a personal statement explaining history, volunteerism, academic achievement and how a GCU education will help them achieve their goals. Scholarship assistance will be provided to a selected full-time undergraduate student.

Students who are interested in learning more about this scholarship are encouraged to contact the Office of Enrollment to obtain an application.

## **New and Continuing Students**

### **Associated Students of Grand Canyon University (ASGCU) Cabinet Scholarships**

ASGCU Cabinet Scholarships are open to all current students who desire to serve the student body in their student government through leadership, community building and ownership in student activities. Cabinet Positions are:

- ASGCU President (Elected Position)
- ASGCU Vice President (Elected Position)
- ASGCU Event Coordinator
- ASGCU Commuter Coordinator
- ASGCU Intramural Coordinator
- ASGCU Athletic Spirit Coordinator
- ASGCU Community Service Coordinator
- ASGCU Coordinator

The application deadline for positions is March. Students who are interested in learning more about this scholarship should contact the Office of Student Life to obtain an application.

### **Associated Students of Grand Canyon University (ASGCU) Representative Scholarships**

ASGCU Representative Scholarships are open to all current and new students who desire to serve the student body in their student government through leadership, community building and ownership in student activities. Each ASGCU Representative will be required to serve on one of the committees listed below:

- ASGCU Events
- ASGCU Commuter Service
- ASGCU Athletic Spirit
- ASGCU Intramurals
- ASGCU Intercultural
- ASGCU Community Service

The application deadline for positions is March. Students who are interested in learning more about this scholarship should contact the Office of Student Life to obtain an application

### **Christian Service Scholarships**

The purpose of the Christian Service Scholarship (CSS) is to develop Christian student leaders through the various Grand Canyon University ministries so that greater ministry impact can

be achieved in the GCU, local, and global communities. Scholarship assistance will be provided to selected full-time undergraduate students in good academic standing with the University. These students will represent GCU and fully support its Mission, Guiding Principals, and Five Pillars in addition to the University's Christian heritage. The deadline to apply for this scholarship is April.

Students who are interested in learning more about this scholarship should contact the Office of Spiritual Life to obtain an application.

### **Men's and Women's Athletics Grants-in-Aide**

Interested scholar-athletes may contact the Office of Enrollment to request an application.

### **Resident Assistant Scholarships**

The position offers an excellent opportunity for those interested in helping students solve their problems and meet the challenges of college life, as well as offering an opportunity to begin developing leadership and management skills and to stretch your spiritual growth.

Students who are interested in learning more about this scholarship should contact the Office of Residence Life to obtain an application.

### **ROTC Scholarships**

Army ROTC scholarships are available to Grand Canyon University students. Scholarships vary in amount and provide an allowance for tuition, fees, textbooks, and living expenses. For information, contact the Grand Canyon University Army ROTC Scholarship Officer at 602-639-6340 or [rotcofficer@gcu.edu](mailto:rotcofficer@gcu.edu).

High school students applying for the 4-year scholarship should log onto <http://www.armyrotc.com> and follow the 4-year scholarship link. For more information, contact the GCU ROTC Scholarship Officer.

Current college students may apply for a scholarship based on the time remaining to complete their degree by contacting the GCU ROTC Scholarship Officer.

## **Loan Programs**

Loans are often part of a financial award package and are considered self-help aid. They provide students with an opportunity to defer part of their educational costs by borrowing now and paying later.

Please note that the FAFSA must be submitted each academic year and is required to establish the student's eligibility for federal student loans. Likewise, eligibility for certain loans and loan amounts may change according to the information reported on all required documentation.

### **Federal Carl D. Perkins/National Direct Student Loan Program (NDSL)**

The Federal Perkins Loan provides low interest, long-term loans for graduate and undergraduate students who are United States citizens or permanent residents. The amounts awarded vary, depending on financial need and the availability of limited funds. No interest is charged nor is repayment required while the

borrower is enrolled at least halftime. Nine months after the borrower ceases to be enrolled at least half time, payments begin at an interest rate of 5%. Loan repayment must be completed within a ten-year period at a minimum repayment rate of \$40 per month. Under certain circumstances, a portion of the loan may be canceled for designated public service. To be considered for this loan, a student must file the application for Federal Student Aid. The application procedure is described in the [Financial Aid Application Process](#) section.

All financial records pertaining to Federal Perkins Loans awarded to Grand Canyon University students are maintained by the Office of Financial Aid. For questions on award amounts, please contact Office of Financial Aid.

## Federal Perkins Loan Requirements

Recipients of the Federal Perkins Loan must complete the Perkins Entrance Interview and sign the Perkins Promissory Note. The [Federal Perkins Promissory Note](#) must be signed before the Perkins Loan can credit student accounts. Loans for any Summer semester cannot credit student accounts before July 1.

Undergraduate students must be enrolled for at least 6 credit hours a semester in an eligible program at Grand Canyon University to qualify for this loan.

Graduate students must be enrolled for at least 5 credit hours a semester at Grand Canyon University to qualify for this loan.

## Federal Family Education Loans (FFEL)

These loans are secured from an off-campus lending agency such as a bank, credit union, savings and loan association, or insurance agency. To be considered for this loan, a student must file an [Application for Federal Student Aid](#) available from the Office of Financial.

Both subsidized and unsubsidized loans have the same terms and conditions, except unsubsidized loan borrowers are responsible for interest that accrues during all in school, grace, and deferment periods.

Borrowers must meet the general eligibility requirements and be enrolled at least halftime each semester in an eligible program to be eligible for a Stafford loan.

## Annual and Aggregate Loan Limits

Academic Year Loan Limits			
	Base Loan	Additional Loan*	Total Loan
	Sub/Unsub	Unsub	
<b>Freshman**</b>	\$3500	\$4,000	\$6,625
<b>Sophomore**</b>	\$4,500	\$4,000	\$7,500
<b>Junior</b>	\$5,500	\$5,000	\$10,500

<b>Senior</b>	\$5,500	\$5,000	\$10,500
<b>Graduate**</b>	\$8,500	\$12,000	\$18,500
Aggregate Stafford Loan Limits			
Undergraduate Subsidized Limit		\$23,000	
Undergraduate Combined Limit		\$46,000	
Graduate Subsidized Limit (including all undergraduate loans)		\$65,500	
Graduate Combined Limit (including all undergraduate loans)		\$138,500	

\*For independent students or dependent students whose parent has been denied a PLUS loan.

\*\*Starting on July 1, 2007 base loan amounts for freshmen and sophomores will go up to \$3,500 and \$4,500 respectively and graduate students will be able to borrow up to \$12,000 in unsubsidized loans.

The interest rate for all borrowers is determined each year and is announced during the month of July.

See the Office of Financial Aid for the most current interest rate that applies to Federal Student Loans.

Repayment on the principle loan balance and the interest begins six (6) months after the borrower drops below half-time enrollment status or graduates. Monthly loan payments will not be less than fifty dollars (\$50) and must be repaid within the time-period specified by the terms of your repayment contract.

## PLUS Loans

PLUS Loans are for parent borrowers. This loan provides additional funds for educational expenses and, like the Stafford, is made by a lender such as a bank, credit union, or savings and loan association. The PLUS Loan enables parents to borrow up to the full cost of attendance less any other financial aid for each eligible dependent. This rate may vary from year to year. Call your lender to obtain the current interest rate. PLUS Loan borrowers must begin repayment within 60 days after the loan is disbursed. Before the PLUS Loan can be awarded, a determination must be made to see if the student is eligible for the Stafford. To be considered for the PLUS loan, a student must file an application for Federal Student Aid.

## Graduate PLUS Loan

The Federal Graduate PLUS loan is a low-interest federal student loan, guaranteed by the US government. Like its undergraduate counterpart, the Graduate PLUS loan can be used to pay for the total cost of education, less any aid that the student have already been awarded. Also like the undergraduate version of the loan, eligibility for the Graduate PLUS loan is largely dependent on the credit rating and history of the borrower, as opposed to the purely

financial-need based Graduate Stafford Loan.

## Disbursement of Student Loans

The United States Department of Education requires that there be multiple disbursements of loans. If the loan period is for one semester, the loan must be disbursed in one equal disbursement at the beginning of the semester. If a loan period is for more than one semester, the loan will be disbursed in two or three equal amounts depending on the number of semester enrolled within the academic year. The loan disbursement dates are dependent upon the receipt date of the loan application and the federal regulations.

### Students Receiving Overpayments or Over-awards

#### *Overpayments*

Federal regulations require all schools to return any amount of federal assistance disbursed to a student that is greater than the amount earned by the student such as a Pell Overpayment or an overpayment of Stafford loans due to dual awards from attending another university. With Stafford loans, a student can only receive up to the annual loan limit during the current award year. If an overpayment occurs on a Subsidized or an Unsubsidized Stafford loan, the University will withhold and promptly return to the lender the federal loan disbursement not yet delivered to the student that exceeds the eligible amount of assistance, including all financial aid awards. The school may only return to the lender the calculated ineligible portion. However, if a return is necessary on a disbursed award, the student may owe the school the amount that was return to the lender or to the government.

#### *Over-awards*

An over-award occurs on the student's account when the student's aid package has exceeded the student unmet need. For example, a student may have received a state grant or an outside scholarship that will cause the over-award. If an over-award does occur, the award package may be required to be adjusted to correct the over-award.

## Federal Grants

### Federal Pell Grant Awarding

A Federal Pell Grant is a free grant and is available to eligible undergraduate students that have not earned a bachelor's degree. Student and family income information that is provided when completing the FAFSA determines Pell eligibility; enrollment hours determines the amount (fulltime, three-quarter, half-time, less than half-time).

### Grand Canyon University Pell Adjustment Policy

It is university policy to calculate a student's initial Pell Grant award based on full-time Fall/Spring enrollment for traditional ground undergrad students and halftime Summer/Fall/Spring enrollment for online undergraduate students.

The final Pell award will be adjusted according to the enrollment status at the student's census date (first day of each semester) each semester. Registration for all classes must be completed by the start of each semester, including second 8 week classes, in

order to be counted towards Pell eligibility. Pell disbursement normally occurs during the first week of the semester, therefore if the course load is less than original enrollment status the student may have to repay all or part of the disbursement. Pell awards for financial aid applications that are received after the start of the semester will be calculated based on the student's enrollment at the time the application is received.

## Supplemental Education Opportunity Grant

To receive a Federal Supplemental Educational Opportunity Grant also known as FSEOG, a student must meet the general eligibility requirements. An eligible recipient must also be an undergraduate student and have financial need, and students with the lowest EFC's who will also receive Pell grants for the award year have primary consideration for FSEOG money. FSEOG is an award that does not need to be paid back to the government after a student has completed their program of study. Same Pell Grant requirements apply to the Supplemental Educational Opportunity Grant (FSEOG). The award is dependent on financial need and availability of limited funds.

## Academic Competitiveness Grant (ACG)

The Academic Competitiveness Grant provides up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study. The program became available for the first time for the 2006-07 school year for first year students who graduated from high school after January 1, 2006 and for second year students who graduated from high school after January 1, 2005. The Academic Competitiveness Grant award is in addition to the student's Pell Grant award.

To be eligible for an ACG each academic year, a student must:

- Be a U.S. citizen;
- Be Federal Pell Grant eligible;
- Be enrolled full-time in a degree program;
- Be enrolled in the first or second academic year of his or her program of study at a two-year or four-year degree-granting institution;
- Have completed a rigorous secondary school program of study (after January 1, 2006, if a first-year student, and after January 1, 2005, if a second year student);
- If a first-year student, not have been previously enrolled in an undergraduate program; and
- If a second-year student, have at least a cumulative 3.0 grade point average on a 4.0 scale for the first academic year.

For more information about this grant, students can refer to the Financial Services Web site at <http://my.gcu.edu>; select Student Services; select Financial Services; select Scholarships/Grants.

## National Science and Mathematics Access to Retain Talent Grant (SMART)

The National SMART Grant provides up to \$4,000 for each of the third and fourth years of undergraduate study. The National SMART Grant award is in addition to the student's Pell Grant award.

To be eligible to receive a National SMART Grant, the student

must:

- Be a US citizen;
- Be eligible to receive a Pell Grant;
- Be enrolled as a full-time third or fourth year student in a baccalaureate degree program;
- Have a 3.0 cumulative grade point average;
- Be enrolled in an eligible major in one of the following categories: Computer Science, Engineering, Critical Foreign Languages, Life Sciences, Mathematics, Physical Sciences, Technology, or Multidisciplinary Studies

For more information about this grant, students can refer to the Financial Services Web site at <http://my.gcu.edu>; select Student Services; select Financial Services; select Scholarships/Grants.

## Teacher Education Assistance for College and Higher Education Grant (TEACH)

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program was established under the College Cost Reduction and Access Act (CCRAA), to benefit current and prospective teachers. This program provides up to \$4000 a year in grant assistance to students who plan on becoming a teacher and meet certain specified requirements. If a student who receives a TEACH Grant does not complete the required teaching, the grant must be repaid as a Direct Unsubsidized Loan under the William D. Ford Federal Direct Loan Program (<http://ifap.ed.gov>). This new grant is still under review to award in 2008/2009 school year.

To be eligible to receive a TEACH Grant, students must:

- Enrolled student in an eligible institution
- File an application and agreement
- Have a 3.25 GPA

### Agreement to serve

- Full time teacher for 4 years within eight years of completing degree
- Teach in high need subject areas
  - Math
  - Science
  - Foreign Language
  - Bilingual Ed
  - Special Ed
  - Reading specialist
  - Another field as defined by the federal government as high need
- Comply with the requirements for being a highly qualified teacher

### Failure to complete service

- Amount of grant will be treated as unsubsidized Stafford loan and interest will accrue from the date of grant award

More information will be made available once the final approval for the TEACH grant is determined.

For more information about this grant, students can refer to the Financial Services Web site at <http://my.gcu.edu>; select Student Services; select Financial Services; select Scholarships/Grants.

## State Grants

### Leveraging Educational Assistance Partnership Program (LEAP)

To be eligible for assistance under the Leveraging Educational Assistance Partnership (LEAP) Program, all students must meet the general eligibility requirements for the FSA programs and the additional eligibility criteria that the state higher education agencies establish. The student must also demonstrate substantial financial need, as defined by the state agency and approved by the Department.

#### Arizona LEAP Requirements

- Arizona resident
- Undergraduate student
- Must meet GCU SAP requirements
- Must not enroll in undergraduate and graduate courses at the same time
- Must complete the current FAFSA application
- Must demonstrate substantial financial need
- Must be a registered Arizona voter
- Must have an Arizona Driver's License
- Must show proof of Arizona taxes

For more information about this grant, students can refer to the Financial Services Web site at <http://my.gcu.edu>; select Student Services; select Financial Services; select Scholarships/Grants.

### Arizona Private Postsecondary Education-Student Financial Assistance Program (PFAP)

A graduate from an Arizonan Community College with an Associate's Degree can apply for this voucher. The student must enroll full-time at Grand Canyon University. To apply, the student can pick-up an application at the Financial Aid Office. The student will need to complete the Promissory Note and submit it with copies of his or her Associate Degree Certificate or official transcript showing the AA degree posted. The Financial Aid Scholarship Specialist will certify that the student has met the criteria and fax the Promissory Note and the certification form to the Arizona Commission for Postsecondary Education. A check is mailed to GCU Office of Financial Aid with the student listing. If the student drops or does not complete the program within 3 years, they will owe the money back to the state and the state will collect. The Voucher is money for the students that have 2 years left to complete their bachelor's degree; it becomes a loan if the student fails to graduate in 3 years.

#### Student Eligibility Requirements:

- Must be an Arizona State resident
- Must have received an AA degree from an Arizona Public Community college or from a community college under the jurisdiction of an Indian tribe in Arizona



- Must be accepted for or enrolled full-time in a baccalaureate program of a participating PFAP college or university
- Degree program can be completed within 3 years or repayment or repayment of the Award is required

Award amounts: Full-time \$1,500, Three-quarter time \$750, & Half-time \$500

For more information about this grant, students can refer to the Financial Services Web site at <http://my.gcu.edu>; select Student Services; select Financial Services; select Scholarships/Grants.

## Postsecondary Education Grant (PEG)

The Postsecondary Education Grant was established to provide financial assistance to students seeking a baccalaureate degree from an accredited private postsecondary institution in Arizona ([http://azhighered.gov/acpe\\_default.aspx?pageid=62](http://azhighered.gov/acpe_default.aspx?pageid=62)).

The PEG grant award is \$2,000 annually for a maximum of 4 calendar years to be used for tuition, books, and fees. If the student fails to receive a baccalaureate degree within five years from the recipient of the first award, the student shall reimburse the state the total amount awarded. Monies are distributed on a first-come, first-serve basis and are contingent upon registered enrollment at a qualified private postsecondary institution.

For more information about this grant, students can refer to the Financial Services Web site at <http://my.gcu.edu>; select Student Services; select Financial Services; select Scholarships/Grants.

## Early Graduation Scholarship Grant (EGSG)

Arizona's Early Graduation Scholarship Grant or forgivable loan program is designed to encourage high school students who graduate early to promptly attend a regionally or nationally accredited Arizona postsecondary institution. A student who graduates at least one year early and enrolls full-time at an eligible postsecondary institution may receive up to \$2000. Part-time will be pro-rated (\$1250 for the first academic year and \$750 for the second). A student who graduates at least one semester early and enrolls full-time at an eligible institution may receive up to \$1500. Part-time will be pro-rated (\$1000 for the first academic year and \$500 for the second).

### Student Eligibility Requirements

- Graduate at least one semester early from an Arizona charter school or public high school
- Achieve passing scores on all components of the Arizona Instrument to Measure Standards (AIMS) test
- Currently a resident of Arizona and has been a resident for at least the past twelve months

For more information about this grant, students can refer to the Financial Services Web site at <http://my.gcu.edu>; select Student Services; select Financial Services; select Scholarships/Grants.

## Student Employment

Student employment at Grand Canyon University seeks opportunities to provide academic or career oriented jobs, develop life skills, and meet college expenses. Employment opportunities include Federal Work Study (FWS), Non-Federal Work Study (NFWS), community service, and off-campus jobs.

Positions are posted daily on the northeast outside wall of the Office of Student Life. Information regarding work-study positions may be obtained from the Center for Academic and Professional Success. Employment Guides are also available from the Human Resources Office to assist students with employment procedures.

## Federal Work Study Programs (FWS)

Federal Work Study is a federally funded program that provides job opportunities to students who are eligible to participate in need-based financial aid.

- Eligibility: Students must be a US citizen and be registered at least halftime to apply for a work-study job. Students must also complete a FAFSA and will be eligible according to their cost of attendance and estimated family contribution.
- Hours: GCU generally recommends students work no more than 20 hours per week while classes are in session.
- Remuneration: Students are paid hourly minimum wage unless the employer states differently.
- Restrictions: Students must not earn more than the awarded amount of Federal Work Study. Appeals to increase your award can be obtained in the Financial Services Office.
- Community Service Jobs: Federal Work Study students are able to apply for a community service position. Community service employers provide services designed to improve the quality of life for community residents, particularly low-income individuals. The majority of community service positions are located off campus.

## Non-Federal Work Study

Non-Federal Work Study is funded by the employing department at GCU and provides job opportunities to students needing to earn money during their enrollment.

- Eligibility: The employer determines if a student is qualified to perform the duties a position requires. The FAFSA and proof of financial need is not required.
- Remuneration: The employer determines the rate of pay for each position.
- How to Apply: A student completes a [Student Employment Application](#) available from the Office of Student Life. The front desk assistants will make copies of the application for the student to distribute to potential employers and the original must remain on file in the Office of Student Life, which has listings of current positions available to assist in your search. The student is responsible for distributing their application and setting up interviews for the desired positions. When the student is hired for a position, the student will be required to complete a [Payroll Authorization Form](#) available from the Office of Student Life. The form will be sent to Accounting and then returned to Student Life upon approval. Student Life will contact the student to pick up the approved authorization. The student will then be responsible to submit the approved Payroll Authorization Form to the Human Resource Department and will be required to complete an I-9 and W-4 forms. At this time, the student will be required to present a government issued picture ID and a Social Security card. After the student's identification has been received, the student will receive a

Work Permit that the student will submit to their employer before working.

On campus Federal Work Study and Non-Federal Work Study employees will not be able to work without a completed Work Permit and Payroll Authorization Form. Federal and Non-Federal Work Study positions are paid bi-monthly. Paychecks are available from the Business Office. A student employed by GCU must be registered for at least six credit hours in order to maintain his/her exemption from Social Security taxes. Students are unable to receive state unemployment upon termination of their position.

### Student Responsibilities

Students are expected to do the following:

- Report to work promptly.
- Notify supervisors in advance if they will be late or absent from work.
- Refrain from conducting personal business and schoolwork on the job.
- Accurately report the hours worked (sign time sheet).
- Dress appropriately according to position.
- Monitor earnings in relation to their Federal Work Study award.
- Give two weeks notice before resigning.

### General Information

The Office of Student Life is also available to assist in the search for employment off campus. Students can view available job listings and acquire job information from the Job Binder. Students are then responsible for contacting the employer to schedule an interview and to submit their resume.

### Approvals

Grand Canyon University is approved for training eligible students in the following government programs: the Department of Education Title IV programs, Veterans Education, Indian Health Service, Vocational Rehabilitation, Tribal Agencies, and the Bureau of Indian Affairs.

## International Student Employment

International students who wish to work while in the U.S. must be aware of and comply with federal employment regulations. Working illegally while in the U.S. is a serious offense that can result in loss of immigration benefits or deportation. All international students must confer with the staff of the Center for International Education before accepting or beginning any employment.

### On-campus Employment

International students with F-1 status may be employed on campus without obtaining special permission from the U.S. Citizenship and Immigration Services (USCIS) provided they are maintaining legal immigration status. Nonetheless, international students should check with the Center for International Education to be sure the prospective job is permissible.

### Off-Campus Employment

After being enrolled full time for one academic year (two semesters), international students may be eligible for employment off-campus; however, opportunities are limited. Consult with the

Center for International Education for more information.

Below is a listing of the three primary types of off-campus employment that are available to international students.

### 1. Practical Training (PT)

PT is a benefit that allows F-1 students to gain practical experience working in the US in their field of study. There are two types of PT, Optional Practical Training (OPT) and Curricular Practical Training (CPT).

- a. OPT may be taken either during or following completion of the degree program, but is most feasible following completion because of the amount of time it takes to apply. Students are allowed a total of 12 months of OPT.

The International Student Coordinator in the Center for International Education will determine eligibility for OPT and may recommend to USCIS that work authorization for OPT be given. Prior to submitting an application for OPT, students must have completed full-time enrollment in two semesters of the degree program, and the application must be submitted to USCIS prior to completion.

USCIS will review the application and upon approval will issue an Employment Authorization Document (EAD) card as legal permission to work. Students must have the EAD in their possession before they begin to work. Students are not required to have a job offer to apply for OPT.

- b. CPT may be authorized for those F-1 students who have enrolled in an internship course and have an internship job (firm offer) that has been certified through the college and the Center for International Education. Any time up to 12 months on full-time CPT does not detract from a student's OPT. Students who complete 12 or more months of full time CPT, however, are not eligible for OPT.

### 2. Employment with an International Organization

This type of employment is very limited and must fit within the guidelines of the International Organization Immunities Act. It may require a change of status that could be detrimental to the student's status.

## International Student Tax-Reporting Responsibilities

International students have some responsibilities for reporting to the Internal Revenue Service each year. Students may be subject to U.S. taxation based on the source and type of income and the number of years they have been present in the U.S.

Each tax year, all international students must file Form 8843. Those who earned income from a U.S. source must file Form 1040NR or 1040NR-EZ. Grants and scholarships may be subject to taxation. Generally, tax forms must be filed by April 15 for the previous tax year (January 1 – December 31).

It is student's responsibility to determine tax liabilities and file the appropriate forms in a timely manner.

The Center for International Education will provide tax

information and resources for international students. However, the staff is not trained as professional tax consultants and cannot complete and/or file the forms

### **Social Security Number**

A Social Security Number (SSN) is required in order to be employed in the U.S. For F-1 students to obtain an SSN, they must have employment on-campus or have other work authorization like Curricular Practical Training or Optional Practical Training. To apply for a SSN on the basis of an on-campus job, students must provide a letter from the campus department and the Center for International Education, verifying the job and eligibility.

The following documentation will be necessary to present when applying:

- Unexpired passport containing F-1 visa
- Form I-94 Arrival/Departure record
- I-20 form
- One other piece of identification – a student ID card, driver’s license, etc.
- Letter of eligibility from the Center of International

### **Education**

- Letter from campus department where the student will be working

To apply on the basis of Curricular Practical Training (CPT), after approval for the internship and registration for an internship course, the staff in Center for International Education will generate a new I-20 that lists the student’s work permission for that specific employment. In the case of Optional Practical Training (OPT), the student will apply for it in the last semester of study. Upon approval from U.S. Citizenship and Immigration Service (USCIS), the student will receive a card showing work authorization. Please see staff in the Center for International Education for these types of employment.

After obtaining one of the above types of authorization and hold the documentation, apply for a Social Security Number. Go in person to the Social Security Administration office, located at:

5907 W. Kings Avenue  
Glendale, AZ 85306

this is one block south of Bell Road at the southwest corner of 59th and Kings Avenues.



# Evaluation of Transfer Credit

## General Policies

If the Office of Academic Records is unable to determine specific applicability for an acceptable course, general elective credit will be granted. It is then the student's responsibility to provide additional documentation through the Course Substitution process if he or she wishes to receive specific credit for the course. If a student disagrees with the way credit has been awarded, he or she may appeal to the faculty of the department or college in which credit is desired, through the appeals process as outlined in this Academic Catalog. The evaluation may be adjusted upon receipt of written instructions signed by the department chairperson (and dean, if applicable)

Students transferring from GCU to another educational institution are subject to that institution's transfer credit policy. All institutions reserve the right to refuse credits for transfer; therefore, students are encouraged to consult that institution's policy. Grand Canyon University cannot control how, or if, other institutions accept credits earned at GCU. The following policies apply to credits students have earned at other institutions and wish to transfer to GCU.

The following guidelines are used in determining acceptability of courses:

- The University generally accepts courses from accredited, GCU-approved colleges, universities, or programs provided the work is not of a highly specialized nature and a grade of C or better is earned. Transfer Credit Practices of Designated Educational Institutions, published by the American Association of Collegiate Academic Registrars and Admissions Officers, is used as a general guide in determining acceptability. No course with a grade below C will count toward the required number of hours for graduation for an undergraduate degree.
- The University will not accept for transfer any credit where the course number is not 100 or above or is described as having remedial content.
- In order to accurately and consistently evaluate foreign credentials, Grand Canyon University requires all international college or university transcripts to be evaluated by a University-approved evaluation service. Obtaining an evaluation is an additional step to awarding college or university credit from foreign transcripts. The fee for evaluation is the responsibility of the student.
- Except where specifically limited by certain programs, the University will recognize the following number of credits from accredited, GCU-approved colleges, universities, or programs:
  - A maximum of 90 hours of transfer credit, no more than 84 hours of which can be lower-division in 120-hour programs; or
  - A maximum of 98 hours of transfer credit, no more than 83 hours of which can be lower-division in 128-hour programs.

Please note that the differences in the allowable-transfer hours help students to fulfill the 30-credit residency

requirement. Credit earned from courses that are not affiliated with the degree accepted in the [Direct Transfer Plan](#) must be independently evaluated to determine equivalency and applicability of content. Among the acceptable lower-division credits may be community-college credit, technical credit, military service credit, professional/life learning credit, and/or credit by examination.

- A Guide to the Evaluation of Educational Experiences in the Armed Services is used as a resource in evaluating credit earned while serving in the armed forces. Four hours of physical education credit will be awarded upon submission of the DD-214. Other credit will be granted only for work in liberal arts areas. No technical credit will be accepted. All work will be considered lower division. Credit will not be awarded if a student has earned 83 or more college credits prior to completion of the military training program. When coursework is equivalent, transfer credit from a quarter system institution is evaluated and converted to semester hours on a 1:0.66 ratio (See equivalency table below).

Quarter Hours	Equivalency in Semester Hours
5	3.33
4	2.66
3	2.00
2	1.33
1	0.66

- Courses that are evaluated and converted to a fractional amount of credit (e.g., 2.66) will be rounded up or down accordingly in content to satisfy the content requirement of a given GCU course.
  - Example A:  
If a student completed 4 quarter hours of ENG 101, the hours would be converted to 2.66 semester hours of ENG 101 at GCU. For purposes of fulfilling the course content requirement, this would be rounded up to 3 credit hours and the student would then fulfill GCU's 3 semester hour ENG 101 content requirement. However, the student would earn only 2.66 semester hours toward the overall requirement of 128.
  - Example B:  
If a student completed 3 quarter credit hours of ENG 101, the hours would be converted to 2.00 semester hours of ENG 101 at GCU. The 2 credit hours would count toward the overall requirement of 128 hours, but would not fulfill GCU's 3 semester hour ENG 101 content requirement. The student would have to take ENG 101 at GCU because there is no 1-hour course equivalent to ENG 101.

## Undergraduate Students

All undergraduate students accepted to Grand Canyon University

with prior college or university course credit will receive an official transfer credit evaluation from the Office of Academic Records showing how the courses completed at each previous school will transfer. Evaluations will include the total number of credits accepted, as well as a course-by-course breakdown indicating how each class may be applied toward University graduation requirements. Courses may be accepted as upper or lower division general electives, upper or lower division major or minor electives, or as directly equivalent University courses. Students who wish to substitute credit for a course taken either externally or internally toward the completion of a degree program must complete and submit a [Special Study Request Form](#).

## Graduate Students

Graduate students accepted to Grand Canyon University who wish to have transfer credit evaluated must submit a Graduate Transfer Credit Request Form, official transcripts, and in some cases, course descriptions to the Office of Academic Records for review. Upon review the Office of Academic Records will provide an official credit evaluation to the student showing the total number of credits accepted, as well as a course-by-course breakdown (if applicable) indicating how each class applies toward University graduation requirements.

The University generally accepts courses from accredited, GCU-approved colleges, universities, and programs, provided the work is equivalent to a Grand Canyon University graduate-level course, has been earned in conjunction with the completion of a 500 level or higher course, and a grade of B or better was earned. The University will accept up to 12 credits or 1/3 of the total program requirements in transfer (whichever is less).

### College of Education Graduate Transfer Restrictions

The first course of the graduate-level Education Programs of Study cannot be satisfied by transferred credits.

### Post-Graduate Students

Doctoral students accepted into Grand Canyon University who wish to have transfer credit evaluated must submit a Doctoral Transfer Credit Request Form, official transcripts, and in some cases, course descriptions to the Office of Academic Records. Upon review by the college Dean or designated representative, the Office of Academic Records will provide an official credit evaluation to the student showing the total number of credits accepted, as well as a course-by-course breakdown (if applicable) indicating how each class is applied toward graduation requirements.

The University generally accepts courses from regionally accredited colleges and universities provided the work is equivalent to a Grand Canyon University doctoral-level course, and a grade of B or better was earned. The University will accept up to nine credits into the program. Coursework transferred into GCU's doctoral program must have been completed within the last seven years.

## Transfer Credit

Record of previous experience or work transferred from another institution must be filed with the Office of Academic Records prior to enrollment in the final semester before graduation.

In order for course work, completed at another institution while the student is enrolled at GCU, to be considered for graduation purposes, transcripts must be received by the Office of Academic Records prior to enrollment in the final semester before graduation. After transcript evaluation, the student will be notified if the credits may be applied to his or her degree at GCU.

Students who can document work experience and/or formal training may submit that documentation for evaluation to determine if they are eligible for academic credit.

Transfer students who received credit by examination at a previous college must submit an official score report to Grand Canyon University's Office of Academic Records for evaluation. Credit given for experience or testing does not automatically transfer from one school to another.

## Additional Transfer Credit Options

Many students who come to Grand Canyon University have achieved college-level mastery of certain subjects through advanced high school programs or by other means not generally recognized for college credit. For this reason, the University actively participates in the following:

- Advanced Placement (AP);
- College Level Examination Program (CLEP) of the College Entrance Examination Board;
- American Council on Education (ACE);
- Professional Schools and Training (PST); and
- Life Learning Papers (LLP).

Upon receipt of official score reports for these assessments, up to 30 semester credits may be awarded as indicated by the tables that follow.

Certain restrictions apply to these programs. Credit will only be given when it does not duplicate credit previously earned and is not for a course more elementary than one for which the student has earned college credit. CLEP credit will be given only for examinations completed after July 1965.

## Advanced Placement Requirements (AP)

Exam	Score	Hours	Equivalency
Art History	5/4	3	ARH 234
Art Studio – Drawing	5	6	Humanities Electives
	4	3	Humanities Elective
Art Studio – General	5	6	Humanities Electives
	4	3	Humanities Elective
Biology	5	8	BIO 181/182
	4	4	BIO 181
	3	4	BIO 100
Chemistry	5	8	CHM 113/115

Exam	Score	Hours	Equivalency
	4	4	CHM 113
	3	4	CHM 101
Computer Science AB	5/4	6	CSC Electives
	3	3	CSC Elective
Economics – Intro Micro	5/4	3	ECN 211
Economics – Intro Macro	5/4	3	ECN 212
English – Language/Comp	5/4	6	ENG 101/102
English – Literature/Comp	5/4	6	ENG 101/102
Environmental Science	5/4	3	Science Elective
History – American or European	5/4	6	HIS 107/108
	3	3	HIS elective
Mathematics – Calculus AB	5/4	8	MAT 270/271
Mathematics – Calculus BC	5/4	12	MAT 270/271/272
	3	4-8	possible LD MAT credit + dept conference
Music	5/4	3	Humanities
Physics B	5	8	PHY 111/112
	4	4	PHY 111
	3	4	PHY 101
Physics C – Electricity/Magnetism	5/4	4	PHY 112
Physics C – Mechanics	5/4	4	PHY 111
Political Science – Am Govt and Pol	5/4	3	POS 252
Political Science – Co Govt and Pol	5/4	3	POS 380 LD* credit

Exam	Score	Hours	Equivalency
Psychology	5/4	3	PSY 101
Spanish Language	5/4	12-16	SPA 101/102/201/202 + dept conference
	3		Possible LD* SPA credit + dept conference
Spanish Literature	5/4	12-16	SPA 101/102/201/202 + dept conference
	3		Possible LD* SPA credit + dept conference
Statistics	5/4	3	MAT 213

\*LD = lower division

### College Level Examination Program Requirements (CLEP)

General Examination:	Score	Hours	Equivalency
English Composition w/Essay:			
1978 Scale	610+	6	ENG 101/102
1986 Scale	500+	6	ENG 101/102
CBT Scale	50+	6	ENG 101/102
Humanities	50+	6	Humanities Electives
Mathematics	50+	3	MAT 120
Natural Sciences	50+	8	Elective Credit
Social Sciences and History	50+	6	Elective Credit
Subject Examination:	Score	Hours	Equivalency
American Government	50+	3	POS 252
American History – Early Col. To 1877	50+	3	HIS 103
American History – 1865 to Present	50+	3	HIS 104
American Literature	50+	3	ENG Elective
Analysis and Interp. of Literature	50+	3	ENG Elective Credit

Calculus with Elementary Functions	60+	4	MAT 270
College Algebra (1993) (Replaces College Algebra {1979})	50+	3	MAT 121
College Algebra and Trigonometry	50+	3	MAT 121
College Spanish	42-51	8	SPA 101/102
College Spanish	52-80	16	SPA 101/102/201/202
English Literature	50+	3	ENG Elective
Freshman College Composition with Essay (Replaces College Composition and Freshman English)	50+	6	ENG 101/102
General Biology	50+	8	BIO 181/182
General Chemistry	50+	8	CHM 113/115
Human Growth and Development	50+	3	PSY 341 LD credit
Information Systems and Computer Applications	50+	3	CIS 180 A, B, C
Introduction to Educational Psychology	—	0	No Credit
Introductory Accounting	50+	6	ACC 211
Introductory Business Law	50+	3	Bus Elective
Introductory Psychology	50+	3	PSY 101
Introductory Sociology	50+	3	SOC 101
Principles of Macroeconomics (Replaces Introductory Macroeconomics)	60+	3	ECN 212
Principles of	—	0	No Credit

Management			
Principles of Marketing	—	0	No Credit
Principles of Microeconomics (Replaces Introductory Microeconomics)	60+	3	ECN 211
Trigonometry	50+	3	MAT elective
Western Civilization – Ancient Near East to 1648	50+	3	HIS 105
Western Civilization – 1648 – Present	50+	3	HIS 106

\*LD = lower division

### International Baccalaureate Credit (IB)

Many students wish to attend Grand Canyon University after completing the International Baccalaureate program at their high school. Official transcripts will need to be sent to the Office of Admission. Upon receipt of transcripts, credit will be awarded as designated below.

Subject (Higher level exams only)	Score	Hours	Equivalency
Biology	4	4	BIO 181/181L
	5,6,7	4	BIO 181/181L AND
		4	BIO 182/182L
Chemistry	4	4	CHM 113/113L
	5,6,7	4	CHM 113/113L AND
		4	CHM 115/115L
Economics	4	3	ECN 211
	5,6,7	3	ECN 211 AND
		3	ECN 212
English A	4	3	ENG 101
	5,6,7	3	ENG 101 AND
		3	ENG 102
English B			No Credit

Geography	5,6,7	3	GEO 121
History – American	4	3	HIS 103
	5,6,7	3	HIS 103 AND
		3	HIS 104
History – European	4	3	HIS 105
	5,6,7	3	HIS 105 AND
		3	HIS 106
Math Methods	4,5,6,7	3	MAT 270
Advanced Math	4	3	MAT 270
	5,6,7	3	MAT 270 AND
		3	MAT 271
Music	4	3	MUS 252
Philosophy	4,5,6,7	3	PHI 101
Psychology	5,6,7	3	PSY 101
Spanish A OR	4	4	SPA 101
Spanish B	5,6,7	4	SPA 101 AND
		3	SPA 102

## American Council on Education (ACE)

Students should contact ACE for a transcript of professional training if applicable (<http://www.acenet.edu/>).

## Professional Schools and Training (PST)

Students may create and submit a PST by documenting contact hours acquired through professional schooling and training such as seminars, workshops, certificate training programs, formalized on-the-job training, licenses and apprenticeships. Grand Canyon University will award, when equivalent, one semester hour of credit for every 15 seat hours of training for the related college course that is challenged. The PST can be used to fulfill a general education or an elective requirement. Information on how to prepare a PST submission is found on the GCU Web site. The submission includes a completed two-page PST coversheet; a short (2-4 page) essay answering the four questions found at the bottom of the first page of the coversheet; and copies of the appropriate documentation of the training hours (certificates, letters of verification, training logs with training sessions noted that pertain to the PST).

Completed PSTs with accompanying fees may be sent to the [Office of Academic Records](#).

Students should note that incomplete PSTs will not be reviewed

and will be returned to the student. Students will be notified of the outcome of the review within 3-4 weeks of receipt of the PST. Students are notified through their Canyon Cruiser e-mail account.

PST Submission Fees: \$75 per credit submitted for review.

If awarded, PST credit may only apply to general education or elective requirements at Grand Canyon University, and these credits are not transferable to another institution in the way credit for actual courses completed at GCU would be.

## Lifelong Learning Papers (LLP)

Students create and submit an LLP by documenting adult life experience in the form of an essay following the Kolb model of experiential learning. The Kolb model essay is explained in detail on the GCU Web site at

[http://my.gcu.edu/academic\\_records/pst\\_llp/pst\\_llp.htm](http://my.gcu.edu/academic_records/pst_llp/pst_llp.htm) Students should read the information carefully and adhere to it in order to submit a successful essay. Papers submitted for consideration of credit should follow the following guidelines to earn:

- 1 credit, complete 4 – 6 pages of text and a minimum of one academic reference;
- 2 credits, complete 7 – 9 pages and a minimum of two academic references;
- 3 credits, complete 10 – 15 pages and a minimum of three academic references; and
- 4 credits, complete 16 – 20 pages and a minimum of four academic references.

Papers will not be evaluated for more than 4 credits per class. Papers should be written and documented following APA guidelines, including title and reference pages. These pages are not included in the page requirement.

Grand Canyon University will award credit to students for life experiences when the evaluator is convinced that such experiences are equivalent to the course description of an accredited course proposed by the student. Credit earned through the LLP process can only be used to fulfill undergraduate general-education or elective requirements. Students may acquire a maximum of 30 credits through all the forms of prior learning credit. Students must include the LLP cover pages located on the GCU Web site as the cover sheets of the essay. The completed LLP cover pages must be included when the paper is submitted for review.

Complete LLPs with accompanying fees may be sent to the [Office of Academic Records](#)

Students should note that incomplete LLPs or LLPs with incomplete coversheets will be not be reviewed and will be returned to the student. Students will be notified of the outcome of the review within 3-4 weeks of receipt of the LLP. Students are notified through their Canyon Cruiser e-mail account. LLP Submission Fees: \$75 per credit submitted for review

If awarded, LLP credit may only apply to general education or elective requirements at Grand Canyon University, and these credits are not transferable to another institution in the way credit for actual courses completed at GCU would be.

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# Graduation Requirements

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## Overview

The completion of the required minimum of 120 semester hours for a baccalaureate degree usually requires four years of 30 semester hours each. The freshman and sophomore years are usually spent in general or introductory courses in diversified liberal arts areas. During the remaining two years, the student may concentrate in the field of major interest. The work for the entire program consists of [The Grand Experience](#) requirements (general education requirements), major and minor subjects, and elective courses. Students completing a graduate program must meet the curricular requirements per the Program of Study.

An academic advisor will help each student select a combination of major, minor, and elective studies appropriate for that individual. However, it is the ultimate responsibility of the student to plan their course of study appropriately.

## Choice of Catalog

University, college, and department requirements may change from Catalog to Catalog. A candidate for a degree from Grand Canyon University may elect to meet the requirements for graduation as outlined in the Catalog in effect at the time of his/her original matriculation or those of any subsequent Catalog, provided the student has remained in continuous enrollment at Grand Canyon University. Continuous enrollment is defined as consecutive semesters; enrollment in the Summer session is not relevant for the traditional campus student. Any changes of chosen Catalog needs to be reported and changed on your [Graduation Application](#) in the Office of Academic Records to ensure correct degree evaluation.

A student who has been readmitted after a period of non-attendance or after attending an institution other than Grand Canyon University (including an Arizona community college) will graduate under the requirements for graduation as stated in the catalog at the time of readmission. This provision applies whether the period of non-attendance at Grand Canyon University was voluntary or due to Academic Suspension or Academic Expulsion.

Students who complete one degree program and then wish to pursue a second degree do not do so under the same catalog as their first degree. These students must meet the catalog requirements in effect at the time they begin work toward the second degree, unless they remained in continuous enrollment for both degrees and both degrees will be posted at the same time.

Students who transfer directly to Grand Canyon University from an Arizona community college will be permitted to follow the degree requirements specified in the Grand Canyon University catalog in effect at the time they were initially enrolled in an Arizona community college, providing their college attendance has been continuous and they remain continuously enrolled at Grand Canyon University after transferring. (Such a student may instead elect to graduate under any subsequent catalog issued while the student is in continuous enrollment.)

## Grade Requirements for Graduation

### Undergraduate Students

- To graduate at the end of a given semester, an undergraduate student must have a cumulative 2.00 GPA (C) at the beginning of the final semester.
- Major Grade Point Average: Undergraduate students must also have at least a cumulative 2.00 GPA in their majors and

are not permitted to count any course with a grade below C toward their majors. Higher GPAs are required by specific departments and colleges.

- Minor Grade Point Average: Undergraduate students must have at least a cumulative 2.00 GPA in their minors and are not permitted to count any course with a grade below C toward their minors.

### Graduate Students

- To graduate at the end of a given semester, a graduate student must have a cumulative 3.00 GPA (B) at the beginning of the final semester. Graduate students must maintain a cumulative 3.00 GPA.

## Residency Requirements

Undergraduate students must complete at least 30 semester credits of course work in a Grand Canyon University program to satisfy residency requirements.

## Graduation Credit

The minimum number of semester hours required for a baccalaureate degree is 120. The minimum number of semester hours required for a masters degree is specified by the Program of Study. See the College sections for further details.

### Upper Division Credit

For a baccalaureate degree, a student must earn a minimum of 36 semester hours in upper division (300 or above) courses. Undergraduate students must have at least a cumulative 2.00 GPA in upper division requirements and are not permitted to count any course with a grade below C.

### Writing Intensive Course Credit

As a graduation requirement, all students must complete successfully four (three for those students who substitute ENG 103 for ENG 101 and 102) courses that have been designated as Writing-Intensive. The purpose of the Writing-Intensive courses is two-fold: to introduce students to genres and styles of writing appropriate to their own disciplines; and to give students continued practice in writing standard academic English in structuring, drafting, and revising compositions effectively. Two of these courses must be ENG 101 and 102 (or ENG 103, which replaces both). At least one of the Writing-Intensive courses must be upper division and from the student's major. Only those courses designated as Writing-Intensive in the catalog descriptions will count toward meeting this requirement. While each college designates which courses are Writing-Intensive, the



student in one of these classes can expect to produce significant amounts of writing, complete multiple drafts which may be reviewed by peers and receive a grade for the effectiveness of the written assignments.

The University has always accepted comparable courses from other accredited, GCU-approved institutions that, in the judgment of the faculty, meet the intent of the requirements as specified. The faculty teaching a specific discipline will be consulted when the Office of Academic Records cannot establish whether or not a particular transferred course is substantially similar to the GE requirement.

## Second Degree\*

A student who has earned a baccalaureate degree from an accredited, GCU-approved college, university, or program may be granted an additional baccalaureate degree from Grand Canyon University upon completion of the following:

- Meet the admission criteria for that degree.
- File an Intent to Graduate Form with the Office of Academic Records for the degree sought.
- Select a major field not used as a major for the previous degree (see specific major for number of hours required).
- Complete a minimum of 30 additional credit hours in the major area at Grand Canyon University after the conferral of the previous baccalaureate degree(s).

\*Note: Second Degree students do not qualify for honors at graduation.

## Double Degree\*

A student wishing to pursue two degrees simultaneously from Grand Canyon University must meet the following requirements:

- Obtain permission from the Office of Academic Records and the dean(s) of the college(s) under which the degrees are offered.
- File an [Intent to Graduate Form](#) with the Office of Academic Records noting each degree sought.
- Fulfill the GE requirements, all degree prerequisites and requirements, and all other University requirements for each degree sought.
- The two degrees must be different (e.g., B.A. and B.S. or B.S. and B.S.N.). A minor only needs to be completed in one of the two degrees.
- Complete a minimum of 30 credit hours at Grand Canyon University beyond the requirements for the first degree (e.g., a minimum of 150 credit hours if the requirements for the first degree were completed after 120 hours).
- Complete the requirements for both degrees before being granted either degree.

\*Note: Double degree students may only earn honors on their first degree.

## Graduation Application

Students must file a Graduation Application with the Office of

Academic Records to initiate the graduation-audit process. Before submitting the Graduation Application, which can be downloaded from the GCU Web site or completed online, students must pay a one-time, non-refundable fee.

Degrees are conferred only after successful completion of the graduation audit, wherein student transcripts are evaluated to verify that all graduation requirements have been completed. Proof of the following are required to complete the graduation audit successfully:

GCU receipt of all official transcripts from colleges/universities where additional courses have been completed to satisfy GCU degree requirements.

All necessary Course Substitution Forms received and approved by the Office of Academic Records.

At the end of the semester, all degrees will be posted (formally placed on your transcript) approximately 4 weeks after degree requirements are fulfilled and grades are posted. A degree may not be posted prior to the end of the semester in which your program of study is completed.

Students who wish to participate in the Commencement Ceremonies in May must file the Graduation Application with the Office of Academic Records by December 31st of the preceding year. Although degrees are conferred throughout the year, students who file the Graduation Application after the December 31st deadline may be subject to late fees and/or forfeit eligibility to participate in the Commencement Ceremonies.

## Commencement

### Academic Regalia for Commencement

Degree candidates participating in the commencement exercises are required to wear the prescribed academic regalia obtained through the [University Bookstore](#).

### Attendance at Commencement

A candidate for graduation is expected to attend public commencement exercises that are held annually in May. Information regarding graduation is available at <http://my.gcu.edu>

### Eligibility to Participate in Commencement

Prospective graduates who have filed a Graduation Application in the established timeframe mentioned above and have been deemed eligible will be invited to participate in the May commencement exercises. The May commencement exercises are for students completing their GCU requirements during the current academic year ending that same May for Track I students or July for Track II students. See the Academic Calendar for definitions of Track I and II. If students are completing courses from an outside college or university during this last academic year at GCU, the student must provide proof of registration from those colleges/universities before being considered eligible for commencement.

# Academic Services and Resources

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## The Center for Academic and Professional Success

Academic support and career planning is available to any Grand Canyon University student at the Center for Academic and Professional Success (CAPS). Students can access the services and resources of CAPS during regular university hours

## Career Planning Services

### Career Planning

Career Planning is available through a variety of workshops, services, and resources. Students are encouraged to take an active part in their career preparation. Aid and assistance is available with internships, resumes, cover letters, and employer connections.

### GCU Job Readiness Program

A variety of workshops are offered each semester through the Job Readiness Program. Students are encouraged to begin their career and personal development beginning in their first year to enhance their chances of success in life. The Job Readiness Program is open to all undergraduate and graduate students, alumni, staff, and faculty.

Topics include:

- Assessment testing using the Myers-Briggs Type Indicator and Strong Interest Inventory
- Resumes and Cover Letters
- People Skills
- Professional Dress
- Mock Interviews
- Professionalism
- Business Etiquette
- Life After College

### Resources

A wide variety of career and personal development resources are accessible at the CAPS office. Books, videotapes, DVDs, audiotapes, pamphlets and other resources are available.

- Books may not be checked out but are available for student use. Topics cover career exploration and planning, job search skills, interviewing, resume writing, company information, internships, and job opportunities.
- Videotapes, DVDs, and audiotapes may be viewed and listened to in the CAPS office.
- Free materials are also available.

### Job Boards

CAPS advertises employment postings, career exploration opportunities, and upcoming events in an employment book located in the CAPS office and on the GCU Info Hub located in the Student Union across from our office. Job postings and

information are also available on GCU Canyon Cruiser .

### Career Counseling Appointments and Consultations:

Career counseling is available to aid in self-assessment, resume and cover letter writing, portfolio building, job searching, interview preparation, and a number of other career-related items. Career counseling is available by appointment; please call 602-639-6606 or 800-800-9776 ext 6606 or send an e-mail to [careerservices@gcu.edu](mailto:careerservices@gcu.edu) to schedule an appointment.

### Special Events

Each semester the CAPS office hosts a career fair featuring more than 60 of the area's biggest employers seeking part-time and full-time employees and interns. For more information, stop by the CAPS office or look for notices posted on the GCU Info Hub located in the Student Union or visit us online. All currently enrolled GCU students (ground and online) and GCU alumni are eligible for all services.

## Academic Services

### Tutoring

Located online and in our office, CAPS offers tutoring services in writing and mathematics courses. Tutors provide assistance to students and encourage self-directed critical evaluation to promote academic excellence and develop critical thinking skills. Students who are having difficulty in their classes are encouraged to consult with their instructors in conjunction with using CAPS tutoring services. Tutoring services are available by appointment.

### Proctoring

CAPS also provide make-up exam proctoring services and ACCUPLACER exam services by appointment. Contact CAPS at 602-639-6606 or [ulc@gcu.edu](mailto:ulc@gcu.edu).

## Grand Canyon University Library

The GCU Library offers a study and research environment to students, faculty, and staff. A GCU ID card with a current semester sticker is required for students to check out library materials.

### Library Services include:

- Research assistance [online (articles only) and campus]
- Library and database use instruction (online and campus)
- Wireless web access
- Course reserved materials
- Interlibrary loan (online and campus)
- Audio/visual equipment
- Copiers/FAX machine

### Collections include:

- Paper and electronic books



- Paper, microfiche, electronic journals
- Full-text journal databases
- Curriculum resource room
- Music CDs
- Videos/DVDs

## Campus Computer Center

There are 2 computer labs on campus, both outfitted with new Dell OptiPlex computers and 17" monitors. The computer labs offer Internet access and a host of applications for use outside of the classroom. Each student has an individual login which includes secured space on a server to store personal files. In addition to the lab computers, wireless access is available for students with laptops.

## Office of Graduate Studies

The Office of Graduate Studies reinforces the University's commitment to excellence in graduate study by defining the graduate experience and identifying those qualities expected of GCU graduate students. Information on online and campus graduate programs of study and accreditation is available through the Office of Graduate Studies as well as policy information specific to the graduate experience that facilitates the successful completion of graduate study at GCU.

## Institutional Review Board

The purpose of an Institutional Review Board (IRB) is to protect human subjects involved in research from unnecessary or excessive physical or mental harm and prevent risk to reputation or financial status as a result of participating in research. Research protocols must be reviewed and approved by the IRB if human subjects participate in the study and the data are intended for publication or public presentation outside of a closed University setting. Of particular focus is research that involves vulnerable populations or imposes risk to the subjects. IRB approval to conduct human subject research follows the Belmont Report guiding principles, and it is the responsibility of the researcher to ensure that all research is compliant with the Federal Policy established by the Department of Health and Human Services (DHHS) and the Office of Human Research Protections (OHRP).

All research conducted at or affiliated with Grand Canyon University (GCU) that involves human subjects must be on file with the GCU IRB. Those studies in which novel data are collected from human subjects and are part of the curriculum for a course must be on file with the IRB prior to the start of a course and is exempt from IRB review. However, any research that involves risk in any form to subjects or involves vulnerable populations must be reviewed for approval by the IRB, regardless of whether the research is curriculum-based. Assessments in which the purpose of the research is to improve teaching strategies do not require IRB review nor must the protocol be on file with the IRB, providing there is no risk to the subjects in the assessment (e.g., identification that would lead to physical, personal, reputation, or financial harm).

The GCU IRB is registered with the OHRP and has Federalwide Assurance for the Protection of Human Subjects. Therefore, research at GCU is eligible for federal funding from the DHHS and the Federal Drug Administration to conduct research using

human subjects.

Contact the GCU IRB at [IRB@gcu.edu](mailto:IRB@gcu.edu)

## GCU Book store

Grand Canyon University has a campus bookstore that supports both campus, remote, and online students. The bookstore also offers, for sale, an assortment of GCU branded apparel, gift, and various school supplies.

The bookstore is located in building in building 26 near the Academic Advising building. The hours of operation are 8:00 am to 6:00 p.m., Monday through Friday with extended hours prior to class starts. The online component of the bookstore can be accessed by logging into [Canyon Cruiser](#) student web portal, click-on the 'Resources' tab across the top. You can contact the bookstore via phone or 877-866-8917 or e-mail [bookstore@gcu.edu](mailto:bookstore@gcu.edu)

## Center for International Education

### Immigration Documents

Keep your immigration documents valid at all times.

### Passport

Know your passport expiration date. Do not allow your passport to expire. You are required to have a valid passport with an expiration date that is no less than six months hence, except in those cases where your country has an agreement with the U.S. To find out how to extend the validity of your passport, contact your country's consulate in the U.S. The Center for International Education has a list of foreign consular offices in California You may also find a list of foreign consular offices in the U.S. at [www.state.gov](http://www.state.gov)

### F-1 Visa

The visa is a permit which allows individuals to apply for entry to the U.S. at the port of entry. It shows immigration status (should be F-1), the number of times an individual may enter the U.S. (shown as single, double, or multiple entry), and the last day on which he or she can enter the country. It does not show how long the student may stay in the U.S.

While it is not illegal to be in the U.S. with an expired visa, a new visa will be required to leave and re-enter the US. (Exception: If a student travels to Canada, Mexico, or any of the islands in the Caribbean except Cuba and return within 30 days, and he or she has a valid passport, an unexpired I-20 and an I-94 card, the student may enter with an expired visa.) It is not possible to obtain a visa in the U.S. If a student will be traveling outside the US and wishes to re-enter after the visa has expired, he or she should plan to visit a U.S. consulate to apply for a new visa.

### Form I-20

The I-20 authorizes individuals to attend Grand Canyon University (GCU). International students are required to read the I-20 and indicate acceptance of its terms by endorsing the document.

### Form I-94 Arrival and Departure Record

The I-94 demonstrates that the student have been lawfully admitted to the US. The I-94 is distributed on the airplane prior to

landing. When the student pass through immigration check station at the port of entry, the border agent will make a notation of the date of entry and your visa status and will usually staple the form into your passport. In most cases a notation of “D/S” (duration of status) will be marked on the card, indicating that the student may stay in the U.S. until the student have finished your academic program, as long as the student are maintaining status. If a specific date is noted on this form instead of D/S, notify the staff of the Center for International Education because the student must either exit the country by that time or file an extension.

Do not lose the I-94. Only one will be issued and replacements are expensive and take a long time to receive. When the student travel overseas, the student must surrender the card at the airport. Few exceptions exists to this requirement, including travel to Mexico, Canada, or the Caribbean Islands (verify this information with the Center for International Education). When the student re-enter the U.S., the student will be issued a new I-94.

### **Safeguarding Immigration Documents**

Do not lose or destroy any documents received from the U.S. government or school officials. Keep all issued documents in a safe and accessible place in the event it is necessary to show them to the authorities.

### **Change of Address**

Students are required to report a change of residence within 10 days of your move. Contact the staff of the Center for International Education, so the University can officially update the SEVIS record.

### **Authorization to Work**

See the [International Student Employment](#) section of the Academic Catalog.

### **Travel in F-1 Status**

Always consult with the Principal Designated School Official (PDSO) in the Center of International Education before planning travel abroad. Since the circumstances of each student will differ, the information in this section is meant to provide general guidelines for students. It may not be all that the student need to determine whether or not it is appropriate to travel or whether or not the student will be readmitted to the United States. Please remember that the U.S. Customs and Border Protection (CBP) officer at the Port of Entry (POE) decides whether or not a person is admissible to the United States. This decision is based upon the

facts and circumstances presented at the time that the student apply to enter, therefore it important to know the situation and carry the proper documentation.

### **Inside the U.S.**

#### *On and near campus*

While the student are on-campus or in the surrounding area, the student do not need to have your passport and I-20 with the student. Keep them safely stored, however, and know where to get them quickly, if necessary.

#### *Away from the campus in the Phoenix area*

Students should carry their passport, I-94 card and I-20 with them in case authorities ask for proof of identity.

### **Outside the U.S.**

Students who travel abroad must show proper documentation to re-enter the U.S. They must not have been gone from the U.S. more than 5 months for the following guidelines. At the port of entry, present

- Valid passport with expiration date at least six months from the date of entry. For exceptions, see the Passport agreement list below for countries with agreements with the US for shorter expiration dates.
- Valid F-1 visa stamp in passport
- I-20 that has been endorsed by the PDSO in the Center for International Education within the last 6 months. (Technically, the signature is valid for one year, but many agents at the port of entry prefer to see the endorsement from the school more frequently.)
- Other recommended documents: Financial guarantee documents showing the student have funds to pay for your educational and living expenses while here, copy of recent transcripts, letter from CIE verifying student status at GCU.
- Exceptions to the travel documentation above apply to travel to Canada, Mexico or adjacent island with the exception of Cuba. If the student plan travel to one of these locations for fewer than 30 days, retain your I-94 card. Even if the visa is expired, a student may be readmitted based on an automatic revalidation of the visa.

### **Securing a Validating Signature**

Students who need a validating signature for an I-20, should take it to the Center for International Education for processing several days before the planned departure.

# Drug-Free Campus and Workplace Policy

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Grand Canyon University is committed to providing a drug-free campus and workplace environment. As an institution of higher education, the University recognizes the need to establish a drug and alcohol awareness program to educate faculty, staff and students about the dangers of drug and alcohol abuse. This policy is established as required by the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities of 1989.

## Description of Health Risks

Drugs and/or alcohol use contribute to:

- 65% of all suicides
- 70% of all drowning deaths
- 83% of all fire deaths
- 50% of all motor vehicle accidents
- 70% of all homicides

**Alcohol** is a potentially addictive drug of significant physical and psychological consequence. Alcohol is a central nervous system depressant that affects all neurological functions. At relatively low levels it affects one's judgment and decision-making, and at higher levels it impairs the functioning of one's vital organs and can result in a coma or death. Alcohol is an irritant to the gastrointestinal tract and moderate over-indulgence ordinarily results in nausea, vomiting, and diarrhea. Prolonged and excessive use of alcohol usually causes progressively more serious erosion of the gastrointestinal tract lining ranging from gastritis to ulcers and hemorrhage. Damage to the pancreas is frequent among those who have used alcohol.

Interestingly, while 10% of the adult population is estimated to be addicted to beverage alcohol, (i.e., they are alcoholics), this 10% of the population comprises 35% of those hospital in-patients who receive major surgery in any given year. Alcoholism is the third major killer in the United States, second to heart disease and cancer, and acute alcohol intoxication is the second leading cause of death by poisoning.

In addition to these significant physical consequences, there are a number of less obvious consequences to alcohol use. For example, the effects of alcohol on sleep have been well documented. Consuming several drinks before bedtime has been found to decrease the amount of REM (rapid eye movement) or dreaming sleep. The consequences of being deprived of REM sleep are impaired concentration and memory, as well as anxiety, tiredness, and irritability. Additionally, research has demonstrated that alcohol tends to decrease fear and increase the likelihood that an individual will accept risks. This lack of inhibition and judgment is a major contributor to the extraordinarily high percentage of serious accidents and accidental deaths related to alcohol use.

**Marijuana (cannabis) (nicotina glauca)** is an illegal drug that impairs memory, perception, judgment, and hand-eye coordination skills. The tar content in cannabis smoke is at least 50% higher than that of tobacco and thus smokers run the added risk of lung cancer, chronic bronchitis, and other lung diseases. Recently, the medical community has diagnosed the existence of an AA motivational syndrome that affects moderate to chronic users and includes symptoms of loss of energy, motivation, effectiveness, concentration, ability to carry out long-term plans, and performance in school and work.

**LSD (Lysergic Acid Diethylamide)** is a semi-synthetic drug regarded as a hallucinogenic. Short-term effects of this drug are generally felt within an hour of consumption and may last from two to 12 hours. Physiologically the user experiences increased blood pressure, rise in body temperature, dilated pupils, rapid heart beat, muscular weakness, trembling, nausea, chills, numbness, loss of interest in food, and hyperventilation. Fine motor skills and coordination are usually impaired, as are perception, thought, mood, and psychological processes. Long-term effects may include flashbacks, weeks and even months after taking the drug, mental illness, prolonged depression, anxiety, psychological dependence, and suicidal thoughts.

**PCP (Phencyclidine Hydrochloride)** is a white crystalline powder that was originally used as a local anesthetic, but due to extreme side effects, was discontinued in 1967. In humans, PCP is a difficult drug to classify in that reactions may vary from stupor to euphoria and resemble the effects of a stimulant, depressant, anesthetic, or hallucinogen. Short-term effects include hyperventilation, increase in blood pressure and pulse rate, flushing and profuse sweating, general numbness of the extremities, and muscular incoordination. At higher doses it causes nausea, vomiting, blurred vision, loss of balance, and disorientation. It produces profound alteration of sensation, mood and consciousness, and can cause psychotic states in many ways indistinguishable from schizophrenia. Large doses have been known to cause convulsions, permanent brain damage, and coma.

**Psilocybin** is a hallucinogenic drug occurring naturally in about 20 species of Mexican mushrooms and is also produced synthetically. It is a white powder made of fine crystals and distributed in tablet, capsule, or liquid form. Shortly after taking psilocybin, a user may experience increased blood pressure, rapid heart beat, a rise in body temperature, dry mouth, dilated pupils, and some degree of agitation or excitement. This is followed by a decrease in the ability to concentrate or stay in touch with reality. (Hallucinations, as well as altered perceptions of time and space, may occur.) The effects are usually shorter lasting than those of LSD, yet the dangers are very similar.

**Cocaine** is a naturally occurring stimulant drug which is extracted from the leaves of the cocoa plant. Cocaine is sold as a white translucent crystalline powder frequently cut to about half its strength by a variety of other ingredients including sugars and cleaning powders. It is one of the most powerfully addictive drugs in use today. Short-term effects of cocaine include constricted peripheral blood vessels, dilated pupils, increased heart rate and blood pressure. It also causes appetite suppression, pain indifference, possible vomiting, visual, auditory, and tactile hallucinations, and occasionally paranoia. Long-term effects include nasal congestion, collapse of nasal septum, restlessness, irritability, anxiety, and depression. Overdoses or chronic use may result in toxicity which includes symptoms of seizures followed by respiratory arrest, coma, cardiac arrest, and/or death.

**Cocaine Free-Base or Crack** is the result of converting street

cocaine to a pure base by removing the hydrochloric salt in many of the “cutting” agents. The end result is not water soluble, and therefore, must be smoked. It is much more dangerous than cocaine because it reaches the brain in seconds, and the intensified dose results in a sudden and intense physical reaction. This response lasts a few minutes and is followed by deep depression, loss of appetite, difficulty in sleeping, feeling revulsion for self, and worries and obsessions about getting more crack. Consequently, users often increase the dose and frequency of use resulting in severe addiction that includes physical debilitation and financial ruin. Physiologically, seizures followed by respiratory arrest and coma or cardiac arrest and death may accompany long-term use.

**Amphetamines** are central nervous system stimulants that were once used medically to treat a variety of symptoms including depression and obesity. They may be taken orally, sniffed, or injected into the veins. Short-term effects disappear within a few hours and include reduction of appetite, increased breathing and heart rate, raised blood pressure, dilation of pupils, dry mouth, fever, sweating, headache, blurred vision and dizziness. Higher doses may cause flushing, rapid and irregular heartbeat, tremor, loss of coordination, and collapse. Death has occurred from ruptured blood vessels in the brain, heart failure, and very high fever. Psychological effects include increased alertness, postponement of fatigue, a false feeling of well being, restlessness, excitability, and a feeling of power. Long-term effects include drug dependence and the risk of drug induced psychosis. Withdrawal includes extreme fatigue, irritability, strong hunger, and deep depression that may lead to suicide.

## Drug and Alcohol Counseling

More information about alcohol and drugs and the risks they pose to health is available in the GCU Cooke Health Center. Outside counseling services and support groups are available. The following is a partial list of these sources:

- Alcoholics Anonymous: 602-264-1341
- Al-Anon and Ala-teen Information: 602-249-1251
- Alcohol and Drug Abuse Hotline: 800-444-9999
- Alcohol and Drug Abuse: 602-258-7714
- Alcohol and Drug Recovery Center: 800-247-2322
- Drug and Alcohol Treatment Institute: 602-275-3233
- Crossroads (Drug and Alcohol Recovery): 602-279-2585
- Teen Challenge: 602-271-4081
- Terros, Inc.: 602-249-1749

## Institutional Sanctions

The University will impose sanctions (consistent with local, State, and Federal law) upon all faculty, staff and students who violate the standards of conduct set forth in this policy. Such sanctions may include required completion (at the faculty, staff members, or students own expense) of an appropriate rehabilitation program chosen by the University, referral for prosecution, probation, suspension or expulsion of students and suspension or termination of faculty and staff members.

# Student Life

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## Statement of Principle

The words of the Alma Mater summarize the attitude and spirit of Grand Canyon University:

Hail to thee, Grand Canyon College,

Alma Mater true.

Set amidst the desert's glory,

Highest praise to you.

So to God our hopes aspiring,

This our pledge divine:

Striving, seeking, finding, serving

God and all mankind.

## Student Life Mission Statement

As an integral part of the educational mission of Grand Canyon University, the Office of Student Life seeks to create living and learning opportunities that guide all students to:

- Pursue Authenticity
- Engage in Community
- Impact the World

## Student Handbook

The [Student Handbook](#) is published annually in Canyon Cruiser. It provides information and procedures. It is the student's responsibility to become familiar with and adhere to the procedures contained within the Student Handbook.

## Student Code of Conduct

Please refer to the [Student Code of Conduct](#) policy under General Academic Regulations/Student Responsibility Guidelines and Code of Conduct in the Academic catalog.

## Spiritual Life

The Office of Spiritual Life exists to encourage and equip the University community in the life-long process of being shaped into the image of Christ.

### Areas of Ministry

- Praise Team: Student-led praise team for Chapel and special event worship.
- Prayer: Designated prayer and devotional times taking place Monday – Friday mornings in McKinley Banquet Hall as well as Tuesdays and Wednesdays in the Office of Spiritual Life.
- Community Service: Canyon Kids, Adopt-A-Block, After-School Tutoring, Hospital Volunteerism, Church and Ministry Fair, and the collaborated efforts with Habitat for

Humanity, Convoy of Hope, Salvation Army, World Vision, Food for the Hungry.

- Missions: Continued development of Global Mission opportunities such as the L.A. Dream Center, India, Kenya, Ecuador, Thailand, Greece, etc.
- Worship on the Slab: Monthly praise and worship in casual open-air atmosphere.
- Virtual Ministry: Online Ministry to connect and enhance university-wide spiritual life and climate impact. Virtual Ministry, available through Canyon Cruiser, contains Virtual Chapel, Prayer and Praise, Discussion Forum, Calendar of Events, and more.
- Small Groups Bible Study: Weekly study groups that meet for additional spiritual growth and accountability (including men's and women's studies, nurses' and athlete's studies, etc.
- Discipleship: Weekly one-on-one personal spiritual mentoring and accountability.
- Chapel: Weekly 55-minute corporate worship service, incorporating praise music, Biblical teaching/preaching, prayer, testimonials, drama, etc.

## Chapel Attendance Policy

Grand Canyon University recognizes that it is each student's responsibility and right to grow in their faith while at GCU. As a Christian University, we want to do all we can to facilitate that for you, but know that requiring attendance at a worship service of our students does not necessarily produce the fruit of righteousness God desires.

Students should consider plugging into the many opportunities for spiritual growth at GCU. The administration and leadership team of GCU believes these are important for our students and remain committed to providing the resources necessary for their success.

Weekly Chapel Services and other Attendance Opportunities:

1. A Community Chapel for students, faculty and staff will be held in Ethington Theatre each Wednesday during the Fall and Spring semesters from 11-11:50 am
2. Worship at Ethington will be held on Sunday evenings in Ethington Theater at 7:00 p.m.. This Chapel service will be offered in a different style than the Wednesday service, led by students and focused on students.
3. SALT, a ministry of the Baptist Student Union, will also count as a weekly Chapel service offered on Tuesday evenings at 9:00 p.m. at First Southern Baptist Church.
4. During Missions Week in the Fall semester and Spiritual Emphasis Week in the Spring semester, students can attend special services that will also give credit towards the Chapel attendance requirement.

## Spiritual Life Growth Opportunities

- Personal Growth: The GCU campus pastor and committed residence life staff are eager to support and help direct students in their spiritual journey. The campus pastor and

student life staff often conducts community service ministries in the surrounding neighborhoods in which students are encouraged to participate.

- Corporate Worship: Students, staff, and faculty have weekly opportunities to come together for lively worship and uplifting teaching. Guest speakers include the campus pastor, student leaders, as well as well-known pastors, community leaders, and best-selling authors.
- Student-led Bible Study: The campus pastor and the residence life staff support and encourage student-led Bible study. Bible studies are a valuable part of the residence life experience.

## Student Organizations

Many of the student organizations on campus incorporate a time of worship and devotional teachings within their organizations on campus. Student organizations frequently take on a service ministry to assist the area's needy through food distribution, children's ministries, and adopt-a-block programs.

## Campus ID Card

Campus ID cards are issued for accessing GCU services as well as for security on campus. Campus ID cards can be used for meal plan access, to check out resources and books from the GCU library, to print from computers, and for admission to, or discounts on, certain GCU-sponsored events (sporting events, etc). Students may obtain a campus ID card by visiting the Public Safety Office during normal business hours.

Students are issued one card for use during the entire time at GCU at no charge. There is a \$20 fee to replace a lost or stolen card. If a card is lost or stolen, please notify the Public Safety Office to put a hold on it for protection. If students do not have their ID card at the point of entry in the café area – they will be expected to pay cash for that meal.

Do not give your card to another student or person to use for building access, event admission or for a meal in the café. If a student allows another to use his or her card to access food services, both students will receive disciplinary sanctions.

## Dining Services

Breakfast, lunch, dinner, grilled options, and refreshments are available in the Student Union for all students, faculty, staff, and guests of GCU. The dining services may have limited hours and selections during holidays and University breaks.

Students living in the Residence Halls are required to purchase the University meal plan. The meal plan dining options are not available during Thanksgiving Break, Christmas Break, Spring Break, and Summer Break.

## Exercise Center

An exercise center is provided to all students inside the Student Union. It offers both aerobic and circuit-training equipment. To ensure against overcrowding, these centers are for use only by GCU students and staff. Use of the facilities and equipment are at your own risk. Please use good judgment when using the equipment. As a courtesy to those waiting, please limit time on cardio machines to 30 minutes when there are others waiting.

## Health Center

The Health Center has a staff of licensed and board certified medical professionals committed to the physical well being and health of the GCU community. All registered students are eligible for a full range of confidential medical services at the center located in the Student Union. Payment is due at the time services are rendered. All undergraduate full time traditional students are required to have health insurance. Those who fail to provide the University with proof each insurance each year will be automatically charged and provided with health insurance. It is the responsibility of the student to make sure they provided proof each Fall by the posted deadline.

The center is open Monday– Friday from 9 a.m. to 4:30 p.m. For after-hour or weekend emergencies, contact a Residence Life staff member or the Office of Public Safety.

## Residence Life

In addition to endorsing the University's Lifestyle Expectations, the Office of Student Life and Office of Residence Life have established policies and procedures to help create a safe and enjoyable living community. We expect that nearly everyone must adapt his or her lifestyle to some degree in consideration of other individuals or groups. We believe all students have the right at all times to study, sleep and live in an atmosphere of mutual respect. It is important to understand what is expected of students while a member of the GCU community. Standards are designed to allow for the freedom and flexibility of the individual and to ensure the rights and privileges of the community as a whole.

Any traditional-campus student officially admitted to Grand Canyon University is eligible to apply to live in campus housing. All campus-based undergraduate students with less than 60 credit hours, or under the age of 21, who do not live with a parent or guardian in Maricopa County are required to live on campus in Hegel Hall and carry the Cart Blanch meal plan. All campus-based, undergraduate students, under the age of 25 who are attending Grand Canyon University under the auspices of a student visa (F-1 status) are required to live on campus in Hegel Hall and are required to carry the Cart Blanch meal plan. Married students, students with children, those with 60 credit hours or more, or individuals who are 21 years old or older may apply to live in the North Rim Apartments.

Seniors graduating in the Spring semester may be eligible to stay in campus housing until July 31st as long as all current students who applied for summer apartment housing are placed.

Residence Halls are closed during Thanksgiving, Christmas, and Spring Break. Summer housing is provided on a limited basis for those students working on campus or attending summer school in the North Rim Apartment Complex.

Apartments are available in an unfurnished format and are assigned by priority. However, once the priority deadline has passed, the apartments will be assigned on a first come, first serve basis to all those who meet the North Rim Apartment qualifications. All utilities, including basic cable, are included in the semester charge. Local telephone, Internet service, and cable upgrades can be purchased through COX Communications.

Students must maintain full-time enrollment status to be eligible



to remain in campus housing. Part-time students over the age of 21 can petition to live on campus in the North Rim Apartments.

If students need special housing accommodations, please complete the Accommodation Request Form and follow the procedures as outlined in the section of the catalog on [Academic Disability Services](#).

## Housing Administration

### Application for Resident Housing

A completed application and one-time \$250 housing fee is required for placement in campus housing. Roommate assignments for residence hall students will be based on preferences indicated by the student on the Housing Application ([Hegel Hall](#) or [Campus Apartments](#)). Roommate selections for the apartments are made by the student, not the University, unless indicated on the application.

Suite and apartment selection for returning students will take place during the second week after Spring Break. All new residents will be officially notified of their placement by mid-July.

### Credit Load

Priority for University housing is given to matriculated (admitted) students registered for twelve or more credits each semester. Students enrolled for less than twelve credits may request housing as space permits. Dropping to part-time status from full time status does not automatically cancel a Room and Meal Plan Contract.

### Reapplication for Resident Housing

Housing assignments are made for no more than one academic year. Current residents must notify the Office of Residence Life of their intentions to stay for the following year in writing no later than the published deadline. Missing the deadline will significantly decrease the chances of receiving on-campus housing. Forms may be downloaded from Canyon Cruiser at the beginning of the spring semester. While the Residence Life staff will do its best to meet preferences, housing assignments are at the discretion of the Residence Life staff.

### Housing Fee

A one time housing fee of \$250 is required of all residents.

### Charges, Fines, and Forfeiture

A list of housing-related charges and fines can be obtained through the Office of Residence Life.

### Refunds

After the first week of classes the student is responsible for the entire semester charge.

### Special Accommodations

If a student requires special housing accommodations due to a documented disability, please contact the coordinator for disability support services. If the disability or impairment requires that the student have special assistance in an emergency situation, please note it on the Campus Housing and notify the RA, ARD or RD upon arrival. To make a formal request for other disability support services or accommodations, please contact the coordinator for disability support services.

### Subletting

Under no circumstances may a student sell, transfer or sublet his or her contract to any other person, including another student.

### Summer Housing

If a student wishes to live on campus during the summer, that person will be required to contract for housing from the end of Spring Semester until July 31st. To qualify, the student must be a continuing residential student and be enrolled for either Summer or Fall semester. If space is available, graduating seniors are also eligible to remain on campus. Summer housing information is available in the Office of Residence Life or through the RD.

### Entering Student Rooms

Students can expect reasonable privacy of their rooms and personal property. However, under specific guidelines, rooms may be entered and inspected by GCU staff members without permission. These guidelines include, but are not limited to, emergency cases, need or request for repairs, health/safety inspections, probable cause to believe that a violation of University regulations or federal, state or local laws may be taking place, or has taken place, in the room.

Entrance policy for staff members includes knocking on the door, stating who they are and why they are entering the room, and allowing approximately 30 seconds for a response before keying into the room or apartment. Students who submit a work request automatically give staff permission to enter their room without notice. For unplanned service or work that has not been requested, staff will attempt to notify students 24 hours in advance, but depending on the severity of the issue and the staff's ability to reach the student, advance notice cannot be guaranteed.

### Hall Shutdowns

The Residence Hall is closed for Thanksgiving, Christmas, Spring and Summer breaks. The apartments remain open year-round. The apartment residents are encouraged to adopt a residence hall resident during the times when residence halls are closed. The policy of same gender guests continues to apply during these times. The Office of Residence Life will take names of those individuals who want to host a Hegel Hall resident during the shutdown times. Students needing assistance should approach their Resident Director or contact the Office of Residence Life, who will attempt to help the students find accommodations.

### Housing Committee

Residents may appeal to the Housing Committee in writing for resolution of Housing decisions, including but not limited to, housing probation, late fees, rent and deposit disputes, etc. The Housing Committee consists of selected members of Residence Life and the Executive Director of Student Life. The Housing Committee meets as needed to discuss the resolution of student concerns and proposals and its actions do not negate the rights of GCU pursuant to the Housing Agreement unless University counsel specifically waives those rights. Any waiver of such rights does not waive any remaining right of GCU under the Agreement. Housing Committee decisions are final.

### Mail Services

Each residential student will be assigned a mailbox at the time of move in. The box and key are the student's responsibility until

check out. Upon checkout, the mail key must be returned to the Mail Center or a fee from the US Postal Service will be charged to the student's account.

### **Mandatory Meetings**

Residence hall and apartment meetings are mandatory. Times and locations will be posted a minimum of 48 hours in advance.

Information contained in these meetings is important. Failure to attend may result in disciplinary action.

## **Check In/Check Out**

### **Check In**

Housing Services – Residence Life serves students by preparing administrative files, assigning roommates, coordinating the apartment roommate process, and creating a campus culture through programming by the RAs. No student is allowed to move in without first contacting the Office of Residence Life. Specified check-in dates and times are posted online at <http://my.gcu.edu/> on the Residence Life page, or students can call Residence Life at 602-639-6240. Upon arriving on campus, residents should go to the Office of Residence Life or, if applicable, a designated check-in area. If a resident is moving in after the designated move-in time, he or she should page the RA on duty.

### **Keys**

Room keys are issued to each resident upon check-in. Only one key per student will be issued. Keys are not issued to non-students. The key is the responsibility of the resident and should be carried at all times to avoid lockouts and possible theft. If a key is lost, stolen, or not returned at check out, it is the student's responsibility to pay for the lock to be changed and to provide new keys for the security of the next resident. A \$25.00 fine will be charged for each lost door key and a \$10.00 fine for each lost or defaced PassPoint card (this includes cards with stickers). For the Residence Halls, a \$1.00 fine will be charged for lockouts. If a resident of Hegel Hall is locked out, he or she can call the RA on duty; if the resident is unable to locate the RA, he or she can call the Department of Public Safety at ext. 8100. For the Apartments, a \$5.00 fine will be charged for lockouts. Apartment residents can contact the Department of Public Safety at ext. 8100 in the case of a lockout. There will be an excessive re-keying charge for those students who make copies of any university assigned key.

### **Check Out**

Residence Hall residents are required to vacate their rooms no later than 24 hours after their last final examination (or the time of withdrawal) or by the announced time of hall closing, whichever comes first. Apartment residents must check out of their Apartment by 4 p.m. the day of their agreement's end date. All residents must properly check out of their room through their RA. Failure to do so may result in an improper checkout fee. A checkout appointment is required with every move.

All apartment residents who leave campus housing at the end of a semester must fill out an "Intent to Vacate" form one month before the end of their contract date. Failure to do so may result in an improper checkout fee. Forms are available in the Student Life Office.

Students who reside in campus housing and completely withdraw from the University must properly check out of their residence

hall room or apartment with University Housing personnel. Failure to check out properly will result in additional fines. Residential fees are non-refundable.

Failure to remove all belongings prior to the check out appointment or failure to clean completely may result in an improper checkout fine as well as cleaning fees.

Failure to meet checkout appointment or leaving without following the checkout procedure will result in a minimum fine of \$150.

### **Withdrawing From Housing**

To withdraw from University housing, complete a Withdrawal From Housing form available in Office of Student Life. If the student will continue to take GCU classes (i.e., the student are withdrawing from housing only), the student will be held responsible for the remaining contractual financial obligations for the semester. The form requires the student to obtain signatures from the RA, RD and Residence Life Manager. The student must also schedule and complete a checkout appointment with the RA prior to moving. (See Checking In/Out.) Students withdrawing for the following semester must checkout no later than the residence hall closing date and times. This time schedule includes residents of campus houses and apartments.

## **Room Maintenance**

### **Decorating Rooms**

The University will furnish each Hegel Hall suite with the appropriate number of single beds, extra-long twin-size mattresses, desks, dressers, and chairs. All North Rim Apartments are non-furnished. It is the responsibility of the student to furnish these within the set guidelines below. Window treatments are provided in all residential areas. Students must provide their own sheets, towels and furnishings. Within certain guidelines, the student are encouraged to make the area a comfortable living environment. The student may bring plants, posters, chairs, small tables, etc. The guidelines for decorating residential areas are as follows:

- No contact paper, wallpaper or paneling.
- Use of nails, screws, tape or other adhesives that cause damage to painted surfaces is not permitted. A temporary adhesive (e.g., Plasti-Tak, 3M hooks, Sticky Tak) is permitted for hanging posters, etc.
- The student may not remove drapes or mini-blinds. However, students may hang decorations over them.
- Students may not remove any of the furnishings from the area (if provided).
- Non-University bunk beds, lofts and/or waterbeds are not permitted in the dorm. Beds must be set on the floor for safety reasons.
- Furniture may not be stacked in any way.
- Items may not be placed on the outside doors of apartments. No large tacks, nails, bumper stickers, or glue may be used to place items on doors in the residence halls. Residents of Hegel Hall may post items on their doors if they use tape or 3M Pull Tab Hooks.
- RAs have the authority to require removal of room decorations if they are deemed offensive in nature. Displays



of alcoholic beverage and/or tobacco containers are not permitted.

- Christmas: Cut trees are not permitted in any residential facility. All string lights must be UL approved. Lights may not be hung over doorways or on aluminum trees. All decorations must be removed prior to the end of Fall semester.

### Facility Services

Facility Services is responsible for the condition of each residence hall room or apartment upon move-in. They are here to serve students who have any questions, concerns, and requests about repairs and maintenance. Once students accept the condition of their apartment upon check-in by a Residence Life staff member, students will be responsible for the normal maintenance of items such as light bulbs, toilet paper, and other dispensable items. Apartment requests for maintenance can be submitted online at [http://www.gcu.edu/apt\\_service](http://www.gcu.edu/apt_service). Hegel Hall service requests can be located on Campus Cruiser in the Forms section, after clicking on Resources.

### Garbage Disposal

Each resident is responsible for the frequent and proper disposal of his or her garbage. Receptacles and disposal services are provided for each residential facility. Failure to properly remove and dispose of garbage will result in a fine.

### Lighting

Student provided lighting must be UL approved. Halogen lights are prohibited.

## Room Assignments

### Room Consolidation and Space Utilization

A student contracts for a space on campus, but not for a specific hall, room, apartment or roommate assignment. The University reserves the right to the following:

- Assign roommates unilaterally.
- Reassign students who are without roommates.
- Use a room when it is not occupied.
- Assign single rooms.
- Reassign students to different rooms or residence hall in the event such reassignments are determined necessary.

### Room Changes

Residents are expected to remain in assigned rooms except in extreme circumstances. To change rooms, submit a room change request form to the Residence Life Manager. Residents paying semi-private rates and residing in a private room will have the option to pay private room rates or be assigned a roommate. A resident will be charged a \$35 move-out fee for each move. Any room changes made without permission may result in fines or disciplinary action. Room change requests due to roommate conflict will not be approved without first attempting roommate mediation with a staff member.

Due to the need to establish the hall community and to provide a smooth transition into the academic year, no room changes will be permitted during the first four weeks of Fall or Spring semester. If a student are approved for a room change at the end

of the semester, that student must submit paperwork by advertised deadlines and completely move into the new unit prior to the closing of the residence halls to ensure that the vacated space is prepared for a new resident.

## Facility Usage

### Advertising and Posting

Any advertising in the residential areas is subject to approval of the Student Life staff. The following criteria should be used as guidelines for advertising on campus.

- Tape is NOT permitted. Postings placed on bulletin boards should be hung with staples or pushpins. Posting on glass is NOT permitted.
- Non-university related postings will be removed if the university needs the space for university-based advertising. Materials from commercial organizations will not be approved for posting unless under special circumstances.
- Each student or organization is responsible for the removal of all advertising within 24 hours after the event takes place. Undated or unstamped material will be removed at the discretion of the Student Life staff.
- Violations of the above posting policies may result in damage fees.

### Bulletin Board

The halls, walls, and windows are not to be used as bulletin boards. Bulletin boards are the only areas for posting signs or advertisements. To obtain permission to post, contact the Student Life Office Coordinator. All posters and flyers must bear the approval stamp.

### Community Areas

Although community areas are cleaned several times each week by the custodial staff, students are expected to participate in keeping the residential area a clean and livable environment. Hegel Hall residents are required to clean their own bathrooms and living rooms (supplies not provided). Community-area furnishings are not to be removed.

### Computer Use Policy

Electronic mail facilities, Web pages, newsgroups and other electronic resources are for University-related activities. Fraudulent, harassing or slanderous messages and/or materials are not to be accessed, sent or stored. E-mail should not be used for advertising, for broadcasting unsolicited messages or to annoy other users. Obscene, pornographic, sexually explicit or offensive material is not to be accessed, sent or stored on University resources. It is a violation of policy to use campus computers or network resources for access, storage or transfer of objectionable or inappropriate material.

### Damages

Students are financially responsible for all changes in the condition of their residences, as well as for damages they make to common areas. If individual responsibility for damage or loss beyond normal wear cannot be determined, charges may be assessed equally among room/apartment residents, or equally among floor and/or hall residents for common areas. The Student Life Committee may be consulted in such cases. (See also

Pranks, and Vandalism.)

### **Handicapped Access Equipment**

Please be respectful of handicapped access equipment as it is for the use of physically challenged students. Any abuse of equipment may result in disciplinary action.

### **Internet Posting**

Any information provided to the university that may self-incriminate individuals for violating federal, state, local, or university laws and policies or that harass and/or discriminate against other individuals will be considered in accordance with our discipline sanctions. This may include information found on personal Web sites, Facebook, Xandu, MySpace, or other Internet-based postings. Violators may be asked at a minimum to remove information from the posting and may result in further discipline sanctions.

### **Lounge Use**

For a group activity, students may reserve the Hegel Hall Lobby through the RA. The McKinley Banquet Hall and the center area of the Student Union can be reserved through the seminar coordinator. If the event students are planning is a dance, public showing of a movie or concert, they must receive prior approval through the Student Activities Director in the Office of Student Life. Events that require moving, or removal, of the furniture must receive prior approval from the RD.

### **Movies – Group Rental**

National copyright laws forbid the showing of movies to public audiences without securing a public performance license. A public audience at GCU involves anyone other than the members of the immediate floor or wing. When showing a movie, observe the following guidelines:

If a residence hall wishes to have a movie night and it is open to the entire hall or to the general student population, a movie must be rented through the Student Development Manager. The cost of the movie rental can run between \$75.00 and \$350.00 depending on the movie, and must be approved by the Student Development Manager for content. The Student Development Manager will help students work with major film companies to obtain a public performance license, which enables showing the movie anywhere and to anyone on campus. Admission may be charged for such an event.

If a floor (and/or brother/sister floor) wishes to show a movie, one may be rented from a local store and shown only to those on the floor (and/or brother/sister floor) in a closed floor lounge or suite. No admission may be charged.

### **Quiet Hours**

The quiet hours for Hegel Hall and the North Rim Apartments are from 10 p.m. to 10 a.m. Quiet hours are defined as times when students' stereos, televisions and conversations are to be kept at a level that does not interfere with other students' study or sleep. Common courtesy prevails at all times. The right to study or sleep supersedes the privilege to be entertained or entertain others. Students must, respect the requests of others students to be quiet. Noise that is audible beyond the confines of one's room is prohibited and may result in judicial action. Fire drills will not be scheduled during quiet hours.

Please note that the regular workday for University employees begins at 8 a.m. and their activity may create sounds heard within the residence halls. Also, various residential facilities will be impacted to some extent by construction noise over the next few years. The construction day typically lasts from 7 a.m. to 6 p.m. but may extend to 10 p.m.

### **Windows**

Windows on all residence halls need to remain closed for efficient cooling and heating. Residence Life may enforce mandatory closing of all windows due to environmental reasons, at which time open windows may result in disciplinary action. Please be considerate of the community by keeping windows closed. No blankets or sheets may be used to cover windows. Screens must not be removed; the replacement fee for each screen is \$25.00, and the installation fee is \$25.00.

### **Visitation**

#### **Floor Hours**

Men and women may visit each other's floors and apartments only during specified hours. These hours are subject to evaluation or change by the floor members or by the University if residents are not in compliance with the policy. The University establishes the maximum number of hours and days allowed for visitation. These days and hours are as follows:

#### **Hegel Hall:**

Mondays- Thursday:	3 p.m. – 10 p.m.
Friday:	3 p.m. – 12 am
Saturday:	12 p.m. – 12 am
Sundays:	12 p.m. – 10 p.m.

When there are no regularly scheduled classes the following day floor hours are extended to midnight.

#### **North Rim Apartments:**

Monday –Sunday 9 am to 2 am daily.

Persons are not permitted to sleep in an apartment of students of the opposite gender.

#### **Guests**

Rooms are to be occupied only by the student for whom they are reserved, except when a guest has been approved. Guests must abide by all University regulations, receive approval from their hosts and register through the RA. Guests may not occupy or use residential facilities for more than four days or nights per semester. The student hosting the guest is responsible for his or her behavior. Grand Canyon University reserves the right to ask guests of residents to leave if they are violating University regulations, federal, state or local laws, and/or if they are disturbing other residents. Guests between 15 - 17 years of age must have parental consent on file with the Office of Residence Life at least 48 hours prior to the stay unless attending a University sponsored function. A parent or legal guardian must accompany guests under 15 years of age at all times unless the guest is attending a University sponsored function.

Residents may have visitors of the opposite gender beyond the lobby combination doors only during supervised open hall periods or when specific permission is given by the Residence Life staff. The Apartment residents may have visitors but must be mindful of the guest policy.

### **Hegel Hall Open Hall Hours:**

Monday – Thursday	3:00 p.m. – 10:00 p.m.
Friday	3:00 p.m. – 12:00 am
Saturday	12:00 p.m. – 12:00 am
Sunday	12:00 p.m. – 10:00 p.m.
Hall closed all other times.	

### **North Rim Apartments Open Hall Hours:**

Monday – Friday	10:00 am – 2:00 am
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## **Student Conduct**

### **Rules for Student Behavior**

Student behavior shall be consistent with the philosophy and purpose of Grand Canyon University and with federal, state, and local laws at all times. The following examples of misconduct are not exclusive but are intended to give a student advance notice of the types of behavior that may result in disciplinary action pursuant to the disciplinary procedure outlined below.

### **Disruptive Behavior**

Students are expected to cooperate with one another, with Residence Life staff and with other University officials. Students shall not interfere with the educational process or the administration of the University, including, but not limited to, actions that obstruct or disrupt the use of University property, endanger the safety of the residential community or incite a disturbance. Students who harass, provide false identification or information, or in any way fail to cooperate with University officials acting in the performance of their duties, are subject to disciplinary action.

### **Student Dress**

Although the responsibility of dressing appropriately as members of a Christian academic community is left to the student, University personnel may determine that a given mode of dress is inappropriate for a class, activity, or campus attire; such cases will be referred to the Executive Director of Student Life. Students are expected to wear clothing that adequately covers the person and to wear shoes in all public facilities

### **Good Taste Policy**

While wishing to respect the individuality of each resident, Residence Life also wishes to represent the Christian foundation of Grand Canyon University. Therefore, we ask all students to respect each other and their beliefs. Do not wear on your person or display in your room or apartment any emblems of alcohol, tobacco, or profanity or display any posters that would be considered pornographic or inappropriate for an academic setting. Displaying, distributing, circulating, or convening in order to view pornographic material is inappropriate. While what is

viewed or heard in private rooms is left to the student's discretion, please respect each other by not playing music with profanity or watching rated-R movies in the common living areas. Violators of the good taste policy may be subject to disciplinary action.

### **Pranks and Other Inappropriate Activities**

Such activities are defined as any individual or group activity that results in the disturbance or distress of others, or that causes damage, destruction or defacement to property. All such activity is prohibited and subject to disciplinary action and any fees resulting from the damage will be charged to the student(s) involved (see Damages). Recreational activities (e.g., soccer, basketball, wall climbing, Frisbees, water fights, etc.) are not permitted in the residential areas.

### **Solicitation**

The time, place and manner of solicitation are subject to regulation by the University. Recognized GCU organizations may solicit door-to-door in residence halls for selected projects only. Door-to-door solicitations require approval from the Residence Life Manager. Students, student groups and off-campus persons selling commercial products or services are not permitted to sell door-to-door in residential areas under any circumstances. They may sell at other campus locations only with the written approval of the Office of Student Life.

The University will not assist commercial agents (such as insurance agents or other salespersons) in contacting students. They may not have access to student directories or campus postal facilities. Private parties may inform students of items for sale by posting a notice on designated bulletin boards in the SU.

## **Property**

### **Appliances and Other Equipment**

Residents of Hegel Hall are permitted to have a small refrigerator (maximum 2.5 cubic feet capacity, 2.5 amp electrical) per room and one microwave per suite. Appliances prohibited from residence hall suites are: toasters, toaster ovens, woks, coffee makers, hot plates, popcorn poppers, and rice cookers. Open-coil cooking appliances and heating equipment (such as space heaters) are prohibited from all residential facilities. Exterior antennas/satellite dishes are also prohibited.

### **Abandoned Material**

Any items left in any unit after checkout or left due to failure to check out will be declared abandoned. Abandoned items will be held for 30 days. After 30 days, all items will become the property of GCU. Contact with University personnel does not negate the status of abandonment. Abandoned items will be donated, sold, or auctioned.

### **Bicycles**

Bicycles may be stored only in designated areas and at the student's own risk. Students must supply their own locks. Motorized vehicles and/or bicycles are not permitted in any residential facilities and must be parked in designated areas only. Motorized vehicles must be registered with the Office of Public Safety and are only to be parked in the appropriate parking lots. Areas for storing and securing bicycles can be found outside Hegel Hall, the Student Union, and the classroom buildings.

## Musical Instruments

The use of musical instruments that infringe on the right for quiet of others (drums, etc.) is not permitted for use in any campus housing facility.

## Pets

Fish and turtles are the only pets allowed in campus housing. Only one aquarium is permitted in each unit and it cannot exceed 25 gallons.

## Protection of Property

The University will make a reasonable effort to protect the personal property of residents. However, GCU will not be liable for articles that are lost, stolen or damaged by fire, water, heat and/or other natural disasters. Students are encouraged to purchase rental property insurance to cover loss or damage to personal property or extend parents' insurance for this purpose.

## Drugs and Alcohol

### Alcohol

See the [Drug-Free Campus and Workplace Policy](#)

Grand Canyon University does not permit the possession, use, distribution or sale of alcohol, as defined by federal law to minors. Students in violation may be subject to disciplinary actions up to, and including, dismissal.

Students are not permitted to possess, use, distribute, or sell alcohol within the residential facilities and in the parking lots immediately surrounding these facilities. Students not in compliance with this policy will be subject to disciplinary action.

### Drugs and Narcotics

See the [Drug-Free Campus and Workplace Policy](#)

The University does not permit students to use, possess or sell illegal drugs as defined by federal law, or illicitly use prescription drugs, on or off University property, or as part of any activities. Substances and/or paraphernalia so prohibited will be confiscated and disposed of by University staff members and student(s) will be subject to disciplinary action up to and including dismissal.

### Needle Disposal

See the [Drug-Free Campus and Workplace Policy](#)

Students who live in campus housing and use needles and syringes for medical purposes (e.g., diabetes) are required to dispose of used items in a specified Sharps container. The Health Center will provide a container that must be returned for disposal when full or at the end of a quarter, whichever comes first.

### Smoking and Tobacco Products

See the [Drug-Free Campus and Workplace Policy](#)

Tobacco in any form is prohibited inside any building or residential facility on campus. Please use tobacco products in designated areas only. Benches and receptacles are provided for convenience. Keep the campus clean by using the receptacles provided. The entryways of the Residence Halls and the patio areas of the Apartments must be free of discarded cigarettes or other forms of tobacco waste. Students seen smoking in non-smoking areas may be subject to disciplinary action. Residents

checking out of units with cigar, cigarette, or other residual odors will be fined for excessive cleaning.

## Non-permissible Activity

### Harassment

Students residing on campus are required to adhere to the policies described in the Catalog and in the Code of Conduct Section of this Handbook.

### Illegal Activity

Any GCU student involved with illegal activities on or off campus may lose residential privileges and may be recommended for a full academic suspension.

### Inappropriate Entertainment

Entertainment (e.g., music, videos, television, Internet, etc.) played in public and/or common areas of the campus that contains levels of violence, profanity, and sex that would be found offensive and/or in conflict with community standards is prohibited and in some cases may be considered harassment in which proper disciplinary action may be taken.

### Sexual Assault

Sexual assault, including rape and date rape, should be reported immediately to the Executive Director of Student Life. Whereas the Executive Director of Student Life will carry out an internal investigation toward resolution within the university system, cases in which legal charges are brought are handled outside of the University system. It is the alleging party's decision whether to notify the appropriate law enforcement agency and to pursue legal charges.

For more information on sexual assault or the kinds of programs that can help the sexual assault victim, contact a local law enforcement agency or the Grand Canyon University Cooke Health Center. If a student are a victim and cannot or prefer not to use the above sources, please seek help from a counselor, a doctor, or a hospital emergency room. A local (Phoenix) 24-hour emergency hotline is available at 602-263-8856.

### Trespassing

A student may be charged with criminal trespass if he or she knowingly enters or remains unlawfully in or upon the premises of another, or if he or she fails to leave when instructed by the occupant, a Residence Life staff member, or a security officer.

### Vandalism

Malicious destruction or defacing of another's property is a criminal offense. Anyone guilty of vandalism will be charged for repair and replacement of damaged property. Vandalism is subject to disciplinary action and may result in criminal prosecution

## Banned Items

### Barbecues

No individual barbecues or hibachis are allowed on campus. Student(s) in violation will be subject to disciplinary actions and/or fees.

## Christmas Trees

Live Christmas trees are prohibited in any Residential area on campus. Students caught with live Christmas trees will be subject to a significant fine and disciplinary sanctions.

## Weapons

To maintain a safe environment in campus housing, firearms and other dangerous weapons (including but not limited to antique weapons, paintball guns, recreational guns, weapons for display, swords, and a large folding and non-folding knives with blades longer than 3 inches) are prohibited in or around University property, including student housing areas and common areas. If circumstances do not allow the student to leave these items at another location, he or she must ask the Office of Public Safety to store them.

## Safety and Security

The Office of Public Safety operates 24 hours a day, seven days a week. Public Safety assists in all emergency situations, manages all parking and motor vehicle concerns, and offers safety escorts for individuals walking on campus. They can be reached 24/7 at ext. 8100.

GCU seeks to maintain a safe and healthy environment for the campus community. However, because no security system can eliminate all risk, it is expected that each member of the University community contribute to campus safety. Many of the policies and procedures outlined in this booklet were developed in the interest of students' safety. Students can contribute to their safety by following these guidelines and being aware of how they can protect themselves.

## Individual and Community Safety

Any student exhibiting potential harm to self or others may be removed from campus residence and/or classes and may be required to seek professional help. In order to return to University residence and/or classes, the Executive Director of Student Life must approve the student's petition.

## Safety Escort

A safety escort service is available for students who need to walk to different areas of the campus. Please note that this service is offered in the interest of safety, not convenience. For an escort, call 8100.

## Security Equipment

Campus security equipment including emergency telephones, cameras and fire extinguishers should not be tampered with or used improperly. Violation of this policy will result in disciplinary action.

## Medical Emergencies

In case of a medical emergency, call the Office of Public Safety at 8100, and then notify the RA, ARD, or RD immediately. Stay with the person until instructed to do otherwise. Public Safety will contact appropriate medical services. The University is not responsible for providing emergency medical transport. The Phoenix Fire Department will be notified and the student may be transported via the Phoenix Fire Department medic units or by private ambulance, depending on the circumstances. In less critical situations, students may opt to be transported by friends

or family in a private car.

## Building Safety

Climbing on the outside of any building is prohibited and no student shall be allowed on any roof at any time. No objects or substances may be dropped, thrown or poured from a stairwell, out of any window or off a balcony. Items cannot be hung from windows, balconies, or roof areas unless approved by the Office of Student Life. University personnel will hang all approved items. Window screens in Hegel Hall are not to be removed. Such acts can be extremely dangerous and pose a threat to the safety of others. Violations are considered serious and will result in a disciplinary matter.

## Candles and Open Flame

Due to fire hazards, the possession or use of flammable items such as candles with wicks, incense, potpourri and lanterns are not permitted in any residential areas. Flat plate candle warmers are not permitted as the heat source is considered an open heat source. Violation of this policy will result in disciplinary action including confiscation and/or fines or other sanctions.

## Electrical Safety

Extension cords must contain a ground wire, indicated by having a three-prong plug. Any extension cord having more than one outlet must also have a built in circuit breaker (e.g., a surge-suppression strip commonly used with a personal computer). Total electrical requirements added to rooms and apartments may not exceed one power strip per electrical outlet. Multiple socket plugs are prohibited. Extension cords may not be run under rugs, through doorways or fastened through their insulation. Do not use frayed cords.

## Elevators

Do not overload or tamper with any part of a campus elevator. Failure to comply with this policy may result in disciplinary action and/or closure of the elevator(s). If an elevator malfunctions, immediately report it to the RA or RD and the Office of Public Safety.

## Evacuation Locations

In the event of a fire alarm sounding or any other disaster or crisis, proceed to the nearest meeting area as follows:

- Hegel Hall: Students should exit the residential facility by way of the nearest exit and proceed directly to the lawn area just north of the SLAB on the Student Union.
- North Rim Apartments: All residents should exit by way of the nearest exit and proceed to the practice soccer field north of the complex (east of Hegel Hall).

## Roof Areas

No one without authorization from the appropriate staff member is allowed on the roof of any building. A \$150 fine per violation may be assessed.

## Stairways and Hallways

Stairways and hallways must remain completely clear in case of emergency evacuations.

## Emergency and Crisis Management Plan

Grand Canyon University is concerned with the welfare of faculty, staff and students at all times. Since emergency situations are a potential threat to the safety of those at the University, it is essential that a thorough Emergency and Crisis Management Plan be developed and implemented. Faculty, staff and students must be aware of the emergency procedures that will be utilized in a time of crisis.

It is hoped that we will be spared the need to implement these emergency procedures. However, a thorough understanding of this plan offers the greatest hope for providing maximum safety if a serious emergency does occur.

### Fire Safety

If a student see a fire and don't hear an alarm, activate a fire alarm immediately. If smoke is present in the room, stay close to the floor and move to the door. If the door is hot, do not open it. Seal the cracks with available cloth and call the Office of Public Safety at 8100 to report the location. If the phone isn't working, open the window and hang a sheet or other material out of the window to attract attention.

If the alarm sounds and the door is not hot, close the windows, open the curtains/blinds, turn the lights on, leave the room and close the door, leaving it unlocked. Proceed to the nearest exit (DO NOT use any elevator), checking to see if the neighboring rooms are empty. (Each hall/apartment building has posted evacuation routes that are designed to eliminate confusion.) Proceed to the nearest evacuation location. Do not return to the building until receiving approval from residence hall staff, the Office of Public Safety or the fire department.

Fire drills will be conducted periodically to ensure residents are aware of the alarm and the emergency building evacuation plan. The building evacuation plan is posted on each floor and should

be reviewed by each person. All alarms must be treated as an emergency and failure to respond may result in a \$50 fine and disciplinary action.

The following are prohibited due to their serious potential as fire hazards: open flames, such as candles, incense, etc.; BBQ's; appliances with exposed heating elements; doors and walls in rooms that are over one half covered with paper posters; use or possession of fireworks or firecrackers (fireworks are illegal in the state of Arizona); use or possession of combustible paints, liquids, or solids; scooters or other combustible engines; and flags or blankets on the wall. Tampering with any fire safety equipment may result in a \$300 fine, disciplinary action, and possible criminal investigation.

### Fire Equipment and False Alarms

Vandalism or pranks resulting in false fire alarms and/or damage to the fire alarms, smoke detectors or fire safety equipment is a crime and creates a potentially life-threatening situation. Students tampering with this equipment and/or failing to exit the building will be subject to disciplinary action. A minimum fine of \$300 per person will be assessed to the individual(s) responsible, according to each situation. If the responsible person(s) cannot be identified, fines ranging from \$500 to \$3,000 will be levied against the residents of the floor(s) or hall where the problem originated. Any accidental setting off of a fire alarm must be reported immediately to an RA, ARD or RD.

### Firecrackers and Explosives

Firecrackers and other explosives pose a danger to people as well as property. Possession or use of firecrackers or explosives is prohibited on University property. Items so prohibited will be confiscated and disposed of by University staff members and student(s) will be subject to disciplinary action up to and including dismissal.

# Intercollegiate Athletics

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## Mission Statement

The Grand Canyon University Department of Intercollegiate Athletics is dedicated to providing quality programs and athletic experiences for men and women with interest and ability that is consistent with the stated mission and values of the University. We are committed to the development of the whole person. The department strives to educate and involve students and the university community in the promotion of personal growth. This personal growth involves intellectual maturity, Christian character, and competitive excellence. The department strives to prepare men and women to be student-athletes distinguished by integrity, effort to succeed, and Christian conduct.

We expect our student-athletes to pursue excellence on the courts and playing fields, in the classroom, and in our community. Students who choose to participate in our athletic programs are challenged to lead lives committed to health, discipline, perseverance, and stewardship. We expect our student-athletes, coaches, and staff to emulate Christ in all aspects of their lives including their academic and athletic endeavors.

## Description of Athletics Program

Intercollegiate sports for women include soccer, volleyball, basketball, golf, softball, and tennis. Men's intercollegiate sports include soccer, basketball, baseball, and golf. Intercollegiate sports facilities include Antelope Gym (basketball and volleyball), Brazell Stadium (baseball), Stapleton-Pierson Field (softball), The GCU Soccer Complex (soccer) and the Youngker Tennis Center (tennis).

## National Collegiate Athletic Association (NCAA)

Intercollegiate athletics function under the guidelines of the National Collegiate Athletic Association (NCAA)—Division II. Admission to Grand Canyon University does not guarantee eligibility to participate in intercollegiate athletics. Interested students are encouraged to contact the head coach of the sport in which they have interest. The NCAA Compliance and Eligibility Coordinator at GCU can provide information regarding eligibility to participate in intercollegiate sports. Additional NCAA resources regarding eligibility are available at:

[http://www2.ncaa.org/legislation\\_and\\_governance/eligibility\\_and\\_conduct/index.html](http://www2.ncaa.org/legislation_and_governance/eligibility_and_conduct/index.html).

The basic aims of the intercollegiate athletic program are as follows: Members of Division II believe that a well-conducted intercollegiate athletics program, based on sound educational principles and practices, is a proper part of the educational mission of a university or college and that the educational welfare of the participating student-athlete is of primary concern.

Members of Division II support the following principles in the belief that these objectives assist in defining the division and the possible differences between it and other divisions of the Association. This statement shall serve as a guide for the preparation of legislation by the division and for planning and implementation of programs by institutions and conferences. A member of Division II:

- Believes in promoting the academic success of its student-athletes, measured in part by an institution's student-athletes graduating at least at the same rate as the institution's student body;
- Believes that participation in intercollegiate athletics benefits the educational experience of its student-athletes and the entire campus community;
- Believes in offering opportunities for intercollegiate athletics participation consistent with the institution's mission and philosophy;
- Believes in preparing student-athletes to be good citizens, leaders and contributors in their communities;
- Believes in striving for equitable participation and competitive excellence, encouraging sportsmanship and ethical conduct, enhancing diversity and developing positive societal attitudes in all of its athletics endeavors;
- Believes in scheduling the majority of its athletics competition with other members of Division II, insofar as regional qualification, geographical location and traditional or conference scheduling patterns permit;
- Recognizes the need to balance the role of the athletics program to serve both the campus (participants, student body, faculty-staff) and the general public (community, area, state);
- Believes in offering opportunity for participation in intercollegiate athletics by awarding athletically related financial aid to its student-athletes;
- Believes that institutional control is a fundamental principle that supports the educational mission of a Division II institution and assumes presidential involvement and commitment. All funds supporting athletics should be controlled by the institution. The emphasis for an athletics department should be to operate within an institutionally approved budget, and compliance with and self-enforcement of NCAA regulations is an expectation of membership; and
- Believes that all members of Division II should commit themselves to this philosophy and to the regulations and programs of Division II.



# Special University Programs

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## Preface

While the University is organized into several colleges, there are some academic programs that fall outside the subject matter taught in any of the colleges and other programs which cross over the boundaries of two or more colleges. Some of these programs offer specific courses; others offer services or educational experiences to specific groups of students. Some programs are totally staffed and operated within the University. Others involve relationships with other colleges, universities, organizations, or countries. All are designed to allow the University to accomplish its mission.

Students should contact the [College of Liberal Arts](#) for more information on the Special University Programs:

## Honors Program

The Honors Program is designed for academically gifted students with a strong desire to explore the connections between disciplinary fields. The Grand Canyon University Honors Program provides an integrated learning experience that offers students the challenge to fulfill their intellectual and personal potential in a unique interdisciplinary curriculum.

Team-taught classes creatively combine traditional academic disciplines and encourage students to appreciate how the pieces of their world fit together. The Honors core interdisciplinary courses help students establish vital connections among the various areas of study, while a Senior Project enables students to demonstrate scholarship within their selected major field of study.

Students will develop a community of scholarship and learning through classroom and co-curricular activities. They will explore historic and contemporary issues in ethics, the arts, literature, economics, philosophy, natural sciences, the environment, and other fields with fellow Honors students and professors in a shared experience that fosters group camaraderie and friendship. Students that are interested in the Honors Program may apply through the Director of the Honors Program. Scholars 100 students that apply for admittance into the program receive automatic acceptance. More information concerning general criteria for selection is available through the Director of the Honors Program.

## Study Abroad and International Programs

Study abroad students typically enroll at Grand Canyon University in a holding course such as UNV 300 to retain their enrollment and eligibility for financial aid. Upon successful completion of the semester, the specific credit for the experience replaces the holding course. Students are required to affirm with their major advisor how study abroad courses will apply to Grand Canyon University's requirements.

## Grand Canyon University Study Abroad Programs

- China: Grand Canyon University has relationships in China with the Guangxi Education Commission, making all the institutions within the Guangxi region available to students.

In far northwest China, Xinjiang Agriculture University receives ten students each summer. These students teach English as a Second Language for one month.

- Germany: Grand Canyon University's German language students may accompany their instructor to the University of Heidelberg Sprachlabor to enhance their German language training.
- Hungary: Each summer students from Grand Canyon University teach English as a Second Language at Eszterhazy Karoly Teacher Training College. Several of the Hungarian students then come to campus to experience American culture and language.
- Lithuania: Teaching English as a Second language is the focus of this summer program in Vilnius, Lithuania.
- Mexico: A relationship with the Universidad Kino in Phoenix's sister city of Hermosillo offers students the opportunity to study Spanish or business for a summer, semester, or year. Students may add a service component to this program by working in an orphanage school on the campus of Universidad Kino.

## Council for Christian Colleges and Universities Programs

The Council for Christian Colleges and Universities (CCCU) offers and coordinates several programs for which Grand Canyon University students who are juniors or seniors and have a GPA of at least 2.75 are eligible to apply. Students who have previously attended these programs have returned to campus to report that these have been life-changing experiences. These programs are all based on the idea of integrating one's personal faith with the experience of learning through life experience in internships or service opportunities. Preference is given to applicants from CCCU member university. GCU's current CCCU status is not a full-status member. Final admission to any of the programs is the decision of the CCCU.

- American Studies Program: Founded in 1976, the American Studies Program has served hundreds of students from council member institutions as a Washington, DC campus. ASP uses Washington as a stimulating educational lab where collegians gain hands-on-experience with an internship in their chosen field and explore pressing national and international issues in public policy seminars which are issue-oriented, interdisciplinary, and led by ASP faculty and Washington professionals. Internships are tailored to fit the student's talents and aspirations and are available in a wide

range of fields. ASP bridges classroom and marketplace, combining biblical reflection, policy analysis, and real world experience. Students are exposed to on-the-job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ's Lordship in putting their beliefs into practice. The aim of the program is to help coalition schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 credits.

- China Studies Program: The China Studies Program allows students to engage this large and intriguing country from the inside. While living and experiencing Chinese civilization firsthand, students participate in seminar courses in the historic, cultural, religious, geographical, and economic realities of this strategic populous nation. In addition to the study of standard Chinese, students will assist Chinese students learning English, allowing for one-on-one interaction. Students earn 16 credits.
- Latin America Studies Program (LASP): Students of council member colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program seeks to introduce students to as wide a range of Latin American experiences as possible through the study of language, literature, culture, politics, history, economics, ecology, and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also participate in a service opportunity and travel for three weeks to nearby Latin American nations. Students earn 16 credits.
- Los Angeles Film Studies Center (LAFSC): The Los Angeles Film Studies Center is designed to train students of council member institutions to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn, and work in the Los Angeles area near major studios. The curriculum consists of two required seminars focusing on the role of film in cultures and the relationship of faith to work in this very important industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and the seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 credits.
- Oxford Honors Program (OHP): Honors and other highly qualified students of council member institutions have the exciting opportunity to study in England through an interdisciplinary semester at Oxford University. The rigorous academic program, aimed at increasing critical thinking skills and scholarship from an integrative Christian perspective, allows participants to choose from a wide

variety of tutorial study programs in numerous disciplines, including the arts, religion, history, literature, and philosophy. Students earn 16 credits.

- Oxford Summer School Program: The summer equivalent of the Oxford Honors Program allows students of council member institutions to spend a summer semester studying at the Center for Medieval and Renaissance Studies (CMRS) of Keble College at Oxford University. The program includes multidisciplinary study of the Renaissance and Reformation through examination of philosophy, art, literature, science, music, politics, and religion of early modern Europe. Students earn 6-9 credits, which are administered directly to member institutions by CMRS.
- Middle East Studies Program (MESP): The Middle East Studies Program, based in Cairo, Egypt, allows council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural, and literary traditions of Middle East people. In addition to seminars, students study the Arabic language and work as volunteers with various organizations in Cairo. Students earn 16 credits.
- Russian Studies Program (RSP): RSP students are exposed to the depth and diversity of Russian culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg, and Nizhni Novgorod. In addition to three seminar courses (History and Sociology of Religion in Russia; Russian Peoples, Cultures, and Literature; and Russia in Transition), students receive instruction in the Russian language, choosing either four or six credits of language course work. For those opting for four credits of Russian, a semester course entitled International Russian Relations and Business in Russian is available. Students generally earn 16 credits.
- Summer Institute of Journalism (SIJ): Council campuses are invited to choose two student journalists to apply for this four-week, all-expenses-paid experience in Washington, DC. Fifteen students are selected to participate in the Institute, which lasts from mid-May to mid-June. The Institute blends classroom experience with hands-on work and is an excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Participants also take part in seminars taught by communications professors from council member institutions, take part in the field trips, and complete workshop projects for local newspapers. The course provides valuable insight and training in gathering and writing news, editing copy, and designing layout. The institute seeks to develop students as Christian journalists – exhibiting both professionalism and legal/ethical integrity. Students generally earn 4 credits.

# Reserve Officer Training Programs (ROTC)

Through an agreement with Arizona State University in Tempe, Arizona, students at Grand Canyon University can take classes in ROTC. Students register for the classes at Grand Canyon University and attend the courses at Grand Canyon University or Arizona State University, depending on the course. The goal of ROTC classes is to provide a foundation of military knowledge and skills needed by junior officers in the military. Students may take ROTC credit in Military Science (Army). For further information, contact Grand Canyon University at 602-639-6340, [rotcofficer@gcu.edu](mailto:rotcofficer@gcu.edu), or Arizona State University Army ROTC at 480-965-3318.

## Army ROTC

### Purpose

The Department of Military Science, Army ROTC (Reserve Officers' Training Corps), is a 4- or 2-year program that consists of the basic and the advance courses. One of the best leadership courses in the country, ROTC is a college elective that prepares students with the tools, training and experiences that will help them succeed in any competitive environment. In classes and during hands-on training labs, students will learn what it takes to lead others, motivate groups and how to conduct missions as an Officer in the U.S. Army. Upon successful completion of the advance course and college graduation, students will earn a commission in the U.S. Army as a Second Lieutenant and a become leader for life.

### ROTC Basic Course

Any student who is enrolled fulltime at GCU (or as approved by the professor of military science) can enroll in military science basic courses. The basic course (MIS 101, 102, 201, and 202) takes place during the first 2 years in college as 3-credit, elective courses. Each course includes a hands-on lab each semester. Students will learn basic military skills, the fundamentals of leadership and begin the groundwork toward becoming an Army leader. Students may enroll in basic course classes without a military commitment.

### Leader's Training Course (2-year program)

Scholars who want to achieve something even greater than a college degree and who aspire to be leaders, may join the Army ROTC program by attending a 4-week, summer Leader's Training Course (LTC) that consists of intense classroom and field training. This course is an accelerated version of the 2-year basic course listed above and will qualify students for enrollment into the advance course (requirements listed below) providing they have 2-years of college remaining (undergraduate or graduate). Students who attend this course will receive a stipend, transportation to and from Fort Knox, KY, housing, and meals. Those who want to receive 4 college credits for this course may enroll in MIS 205: Leader's Training Course. Students who attend this course may also qualify for a 2-year scholarship upon successful completion.

### ROTC Advance Course

The advance course takes place during a student's last 2 years in college as 3-credit, elective courses (MIS 301, 302, 401, and 402). Each course includes a hands-on lab each semester, plus a summer Leadership Development and Assessment Course (LDAC). Students will learn advanced military tactics and gain experience in team organization, planning and decision-making.

To benefit from the leadership training in the advance course, all students must have completed either the basic course (4-year program) or have attended the Leader's Training Course (2-year program). Students must meet the following qualifications to be enrolled in the advance course:

- be a citizen of the United States citizen;
- be of sound physical condition and pass the U.S. Army physical fitness test;
- meet the required professional military educational requirements;
- be at least 17 years of age to enroll into the advance course and be able to complete all commissioning requirements before age 30 (age can be waived to age 32); and
- commit to accept a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component (U.S. Army Reserve or Army National Guard) upon college graduation.

### Leadership Development and Assessment Course (Advance Course Program)

Every ROTC cadet who enters into the Advanced Course attends the Leader Development and Assessment Course. It is a 4-week summer course designed to evaluate and train all Army ROTC cadets. This course normally takes place between the junior and senior years of college and is conducted at Fort Lewis, Washington. Students who attend this course will receive a stipend, transportation to and from camp, housing, and meals. Students who want to receive 4 college credits for this course may enroll in MIS 303: National Advance Leadership Course.

### The Commitment

Army ROTC cadets who receive an Army ROTC scholarship or enter the Army ROTC Advanced Course must commit to being commissioned a Second Lieutenant in the U.S. Army and to complete an 8-year period of service with the Army. Students may serve full-time on active duty, part-time in either the U.S. Army Reserves or the Army National Guard, or a combination of full-time and part-time.

### Scholarship Programs

Students who accept an Army ROTC scholarship must also commit to accepting a commission and serve as an Officer in the U.S. Army on Active Duty or in a Reserve Component (U.S. Army Reserve or Army National Guard) upon college graduation. Scholarships provide either 100% costs for tuition, labs, and fees; or, costs for room and board up to the amount of tuition costs. In addition, scholarship students will receive a book stipend of \$450 per semester. Students receiving ROTC tuition scholarships may also be eligible for a GCU room and board

scholarship. Army ROTC offers 2-, 3-, and 4-year scholarship programs to outstanding young men and women based on the time remaining to complete a degree. Scholarships are awarded based on a student's merit and grades, not financial need.

High School 4-year: The national high school 4-year, active duty, scholarship is for high school students planning on attending a 4-year college program. Applications should be submitted by November 15. Applications submitted past that date will be considered; however, late applications may not be as competitive due to selection time frames. Applications may be obtained at: <http://www.rotc.usaac.army.mil>.

College 4-, 3- and 2-year: These active duty scholarships are for students already enrolled full time in college. Contact the GCU Army ROTC Department at [rotcofficer@gcu.edu](mailto:rotcofficer@gcu.edu) for more information, or call: 602-639-6340.

Guaranteed Reserve Forces Duty (GRFD): These reserve components, 2- and 3-year scholarships, are strictly dedicated for those students desiring to serve in the U.S. Army Reserve or Army National Guard. Contact the GCU Army ROTC Department at [rotcofficer@gcu.edu](mailto:rotcofficer@gcu.edu) for more information, or call 602-589-2825.

## Living Expenses

Scholarship and all Advance Course students also receive a monthly, non-taxable, living allowance for each school year. The amount depends on a student's level in the ROTC curriculum: Freshman: \$300; Sophomore: \$350; Junior: 450; Senior: \$500 per month. If a student chose to live in the GCU dorms, he or she may be eligible to receive a GCU ROTC Housing Scholarship for up to \$3,750 towards room and board.

## Simultaneous Membership Program

Under this program, ROTC students may simultaneously be

members of the Army Reserve or the National Guard. The combination of advance course living allowance and pay for Army Reserve or National Guard participation can provide between \$550 and \$1,000 per month.

## Graduate and Professional Studies Programs

Graduate students may also enroll in the ROTC program. Outstanding students who desire to earn graduate or professional degrees may request and receive an educational, active duty, delay of up to 4 years to complete school.

## Nurse Program

GCU is one of only 56 universities nation-wide that has a partnership in nursing with the U.S. Army and has been the largest program in the Southwest and second largest on the West Coast. Through ROTC, nursing students will distinguish themselves from their peers by developing unique characteristics of leadership and officership. In addition to scholarship benefits, students may be reimbursed for: nurse malpractice insurance, immunization and testing fees, nursing uniforms and clinical supplies, clinical fees, NCLEX-RN review course and testing fees, and a Littman cardiology stethoscope. Nurse students will also have the opportunity to attend professional training during the Nurse Summer Training Program (NSTP). NSTP is a 3-week, 120-hour, clinical rotation program at major Army medical centers throughout the United States and Germany. This paid clinical elective is offered between a student's junior and senior year and after completing the Leaders Development and Assessment Course. This program is designed to introduce students to the Army Medical Department and to the roles and responsibilities of an Army Nurse. Students who want to receive 4 credits for NSTP should coordinate with their ROTC instructor.

# Grand Experience (General Education Requirements)

## Overview

The Grand Experience prepares Grand Canyon University graduates to think critically, communicate clearly, live responsibly in a diverse world, and thoughtfully integrate their faith and ethical convictions into all dimensions of life. These competencies, essential to an effective and satisfying life, are outlined in the Grand Experience's Learner Outcomes. Grand Experience courses embody the breadth of human understanding and creativity contained in the liberal arts and sciences tradition. Students take an array of foundational knowledge courses that promote expanded knowledge, insight, and the outcomes identified in the Grand Experience University Competencies. The knowledge and skills students acquire through these courses serve as a foundation for successful careers and life long journeys of growing understanding and wisdom.

## Grand Experience Requirements

Area of Study		Permissible GCU Courses
University Success Total of 1 credit		<ul style="list-style-type: none"> <li>▪ <a href="#">UNV 101</a>**</li> </ul>
Christian Studies Total of 6 credits		<ul style="list-style-type: none"> <li>▪ <a href="#">INT 463</a> or <a href="#">BIB 113</a></li> <li>▪ <a href="#">PHI 101</a> or <a href="#">BIB 123</a></li> <li>▪ Christian Studies course*</li> </ul>
Communication Total of 3 credits		<ul style="list-style-type: none"> <li>▪ <a href="#">COM 101</a></li> </ul>
English Composition Total of 6 credits		<ul style="list-style-type: none"> <li>▪ <a href="#">ENG 101</a> <sup>Δ</sup></li> <li>▪ <a href="#">ENG 102</a> <sup>Δ</sup></li> </ul>
Fine Arts Total of 3 credits		<ul style="list-style-type: none"> <li>▪ <a href="#">MUS 252</a></li> <li>▪ Art, Theater, or Music course*</li> </ul>
Humanities Total of 6 credits	History Total of 3 credits	<ul style="list-style-type: none"> <li>▪ <a href="#">HIS 107</a></li> <li>▪ <a href="#">HIS 108</a>*</li> <li>▪ HIS 2XX</li> </ul>
	Philosophy or Literature Total of 3 credits	<ul style="list-style-type: none"> <li>▪ <a href="#">PHI 222</a></li> <li>▪ <a href="#">PHI 329</a></li> <li>▪ Literature course*</li> </ul>
Mathematical Inquiry Total of 3 credits		<ul style="list-style-type: none"> <li>▪ <a href="#">MAT 121</a> or higher-level course*</li> </ul>
Social Sciences Total of 3 credits		<ul style="list-style-type: none"> <li>▪ <a href="#">PSY 101</a></li> <li>▪ <a href="#">SOC 101</a></li> <li>▪ <a href="#">POS 100</a> *</li> <li>▪ <a href="#">ECN 211</a> or <a href="#">ECN 212</a></li> <li>▪ <a href="#">JUS 100</a> *</li> </ul>

Area of Study	Permissible GCU Courses	
Bachelor of Science (Scientific Inquiry) Total of 8 credits	<ul style="list-style-type: none"> <li>▪ BIO course*</li> <li>▪ CHM course*</li> <li>▪ GLG course*</li> <li>▪ PHY course*</li> </ul>	
Bachelor of Arts (Language Inquiry) Total of 8 credits	<ul style="list-style-type: none"> <li>▪ Foreign Language Courses*</li> </ul>	
Total Grand Experience Credits		39 credits

\*Some courses are not offered online.

<sup>Δ</sup> Writing-intensive course

\*\*Students who transfer 24 or more credits into their academic programs are exempt from the UNV 101 requirement.

## Policies

Christian studies courses may be taken from the Christian Foundations and/or the Christian Expressions categories. GCU will accept transfer credits to meet the Grand Experience Christian Studies requirements that have the following course prefixes and meet the specified guidelines:

- A course prefix that indicates Biblical and/or theological studies courses (e.g., BIB, THEO)
- A course prefix that indicates Christian studies or Christian leadership or ministry courses (e.g., MIN – Ministry, CHL – Christian Leadership)
- A course prefix that indicates humanities (e.g., HUM) courses and has in its catalog/course description explicit and direct reference to ethics, or human values, or worldview, or religion
- A course prefix that indicates philosophy (e.g., PHI) courses and has in its catalog/course description explicit and direct reference to ethics, or human values, or worldview, or metaphysics, or religion
- A course prefix that indicates religion courses (e.g., REL)



## Assessed Placement in Mathematic Classes

All students enrolling in College Algebra (MAT 121) must take a mathematics placement test. Being placed in the mathematics course that is appropriate for students' experience and knowledge is important for success. Students who enroll in a mathematics course that is more advanced than the course recommended by the placement exam risk earning sub-standard grades.

Students should take math placement tests before the start of classes and within the appropriate time window for a given semester (see below).

### Placement Time Frames

Because math skills can atrophy over time, placement tests for a course must be taken reasonably close in time to the semester when the course is taken. The time window for each semester is given below.

Semester of Course	Time Window for Placement Test
Fall	the preceding Spring semester
Spring	the preceding Fall semester
Summer Session	the preceding Spring semester

### Placement

- Total Correct Score less than 40 - Students should be considered for placement into mathematical concepts (MAT 100).
- Total Correct Score between 40 and 62 - Students should be considered for placement into intermediate algebra (MAT 120).
- Total Correct Score above 62 - Students should be considered for placement into college algebra or a credit-bearing course immediately preceding calculus.

## Self-Placement in English Classes

Freshman and transfer students have the opportunity to make an important decision that may affect their success in courses at Grand Canyon University. They have the choice of enrolling in one of two courses that have proven to be beneficial for students who need to improve writing skills in order to succeed at meeting college-level communication expectations.

Specifically, if a student's ACT scores are 1-18 and/or their SAT verbal score is 200-389, then the administration strongly recommends that students enroll in UNV 105 (Writing Experience I). If ACT scores are 19-20 and/or SAT Verbal scores are 390-469, the administration strongly recommends that these students enroll in UNV 110 (Writing Experience II).

Even if ENG 101 and 102 have already been completed at

another institution, these students will likely benefit from taking either of these courses if their test scores fall within these lower ranges. Also, students who have been away from college for an extended amount of time will benefit greatly from taking these courses as a refresher of the basics. See the accompanying chart for complete placement information.

Students who have been placed in ENG 103 Honors Composition based on ACT and/or SAT scores may satisfy the requirements of the English section the Grand Experience requirements by successfully completing this course. ENG 103 replaces ENG 101 and ENG 102 in content but not in total credit hours. Only English faculty may place students in ENG 103 based on SAT and/or ACT test scores.

ACT English Scores	SAT Verbal Scores	Recommended Placement
1 – 18	200 – 389	<a href="#">UNV 105</a>
19 – 20	390 – 469	<a href="#">UNV 110</a>
21 – 28	470 – 589	<a href="#">ENG 101 /102</a>
29 or above	590 or above	<a href="#">ENG 103</a> (Honors)
	<b>500 or above on TOEFL</b>	<a href="#">ENG 101 /102</a>

## Degree Emphasis

By the beginning of the junior year, undergraduate students are required to select one subject area, a major, in which they must present at least 30 semester hours of acceptable credit. In certain areas of study, the number of hours required for a major exceeds 30. At least 15 hours must be upper division. Transfer students should consult the paragraph concerning [Minimum Residence](#). Students must also have a cumulative 2.00 GPA in their major. Courses with a grade below 2.0 are not permitted to count toward the major. A candidate for a secondary teaching certificate must have a 2.50 average or above in the teaching major.

With few exceptions, undergraduate students must also select a different subject area, to be known as the minor, in which they must present 18 hours of acceptable credit. Of these 18 hours, six must be from upper division courses. Students must have a 2.00 GPA in their minor and are not permitted to count in the minor any course with a grade below 2.00.

Students who want certification to teach their minor subject area should earn 24 hours in that field. Students should consult the College of Education for details.

A student may elect to complete a second major in lieu of a minor. A student who chooses to complete two majors will earn only one baccalaureate degree. (If two baccalaureate degrees are sought, see [Double Degree](#) policies.)

No course may count toward hours required for the completion of both major and minor, or both majors if pursuing a second major in lieu of a minor.

# The Ken Blanchard College of Business

## College Description

The Ken Blanchard College of Business (KBCOB) focuses on providing cutting-edge and innovative courses designed to meet students' career needs. The College offers Programs of Study for those who desire the traditional four-year baccalaureate degree, accelerated degree-completion programs for working adults, and graduate degrees for working professionals. The College's academically qualified faculty has relevant business and teaching experience and is committed to providing an excellent business education through the primacy of teaching, offering small class sizes, and building student-faculty relationships that foster the student's academic and professional growth.

## College Mission

Ken Blanchard College of Business challenges and inspires students to be servant leaders with the business skills and values necessary to drive organizational success and positively impact society.

## College Features

The Ken Blanchard College of Business is comprised of two academic schools. Each school serves a unique set of students and offers quality programs to meet specific students' career needs.

## School of Business Studies

The School of Business Studies exists to serve both undergraduates who are preparing to initiate careers and working professionals who are seeking to develop their careers further. Grand Canyon University is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) to offer the following degrees: Bachelor of Science in Accounting, Bachelor of Science in Business Administration, Bachelor of Science in Marketing, and Master of Business Administration.

The School of Business Studies offers a Bachelor of Science (BS) degree with majors in Accounting, Business Administration, and Marketing. The accounting major is designed to prepare students for professional practice in corporate accounting and finance or for management positions in business. Completing the requirements for the accounting major qualifies students to sit for the Certified Management Accountant (CMA) examination. The business administration major is a broadly-based degree that emphasizes technical, human, and conceptual skills that encompass all functional areas of business. The marketing major combines a strong business core with special emphasis in market forces, marketing strategy, and sales management.

The Master of Business Administration (MBA) program, designed for working professionals, provides emphases in Accounting, Finance, Health Systems Management, Leadership, Marketing, and Six Sigma. The Master of Business Administration (MBA) degree is designed for working professionals who desire to complete their graduate degree without interrupting their professional careers. The program consists of 39-51 graduate credit hours. Students with the necessary academic or professional background who complete two courses per semester on a trimester basis will be able to complete the MBA program in just over two years.

In addition to their degree offerings, the Ken Blanchard College of Business offers students the opportunity to be members of two student organizations:

- Institute of Management Accountants (IMA) Student Chapter, is open to any student interested in business, is affiliated with the Phoenix Chapter of the IMA. Primary activities include sponsoring guest speakers, visiting area businesses, performing community service projects, and participating in Phoenix Chapter IMA events.
- Delta Mu Delta, a national honor society, is open to both graduate and undergraduate students by invitation only based primarily upon scholastic achievement.

## School of Business Studies

### Degree Requirements

#### Undergraduate Program Credits

<a href="#">The Grand Experience</a>	39 credits
Business Core	54 credits
Major Requirements	24 credits
Free Electives	3 credits
<hr/>	
Total Bachelor of Science Requirements	120 credits

#### Business Core

<a href="#">ECN 211</a>	Microeconomic Principles	3 credits
<a href="#">MGT 301</a>	Principles of Management	3 credits
<a href="#">BUS 307</a> <sup>Δ</sup>	Business Communication	3 credits
<a href="#">MKT 301</a>	Principles of Marketing	3 credits
<a href="#">FIN 301</a>	Fundamentals of Business Finance	3 credits
<a href="#">BUS 318</a>	Ethical Issues in Business and Society	3 credits
<a href="#">BUS 251</a>	Business Statistics	3 credits
<a href="#">ECN 212</a>	Macroeconomic Principles	3 credits
<a href="#">BUS 310</a>	Business Law I	3 credits
<a href="#">MGT 415</a>	Organizational Behavior	3 credits
<a href="#">ACC 211</a>	Financial Accounting	3 credits
<a href="#">ACC 212</a>	Managerial Accounting	3 credits
<a href="#">SYM 301</a>	Principles of Information Systems	3 credits
<a href="#">MGT 310</a>	Production and Operations Management	3 credits
<a href="#">ECN 425</a>	International Trade and Finance	3 credits
<a href="#">MGT 433</a>	Human Resource Management	3 credits
<a href="#">ECN 363</a>	Money and Banking	3 credits
<a href="#">BUS 480</a> <sup>Δ</sup>	Strategic Management	3 credits

Total Business Core Hours	54 credits
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<sup>Δ</sup> Writing-Intensive course



## Bachelor of Science in Accounting

### Degree Requirements

The accounting program is designed to prepare students for professional practice in corporate accounting, corporate finance, or public accounting. Completing the requirements for the accounting major qualifies students to sit for the Certified Management Accountant (CMA) examination.

<a href="#">The Grand Experience</a>	39 credits
<a href="#">Business Core</a>	54 credits
Accounting Major	24 credits
Free Electives	3 credits
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Total Bachelor of Science in Accounting	120 credits

### Accounting Major Requirements

<a href="#">ACC 321</a>	Intermediate Accounting I	3 credits
<a href="#">ACC 322</a>	Intermediate Accounting II	3 credits
<a href="#">ACC 331</a>	Cost Accounting	3 credits
<a href="#">ACC 383</a>	Advanced Accounting	3 credits
<a href="#">ACC 429</a>	Corporate Taxation	3 credits
<a href="#">ACC 430</a>	Accounting Information Systems	3 credits
<a href="#">ACC 401</a>	Financial Statement Analysis	3 credits
<a href="#">ACC 490</a>	Auditing	3 credits
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Total Accounting Major		24 credits

## Bachelor of Science in Business Administration

### Degree Requirements

The business administration program is broad-based and cross-functional in nature. The degree requirements are designed to prepare students for general careers in business, with specific emphasis placed on management skill development.

<a href="#">The Grand Experience</a>	39 credits
<a href="#">Business Core</a>	54 credits
Business Administration Major	24 credits
Free Electives	3 credits
<hr/>	
Total Bachelor of Science in Business Administration	120 credits

### Business Administration Major Requirements

<a href="#">ACC 331</a>	Cost Accounting	3 credits
<a href="#">MGT 435</a>	Project Management	3 credits
<a href="#">SYM 303</a>	Systems Analysis and Design	3 credits
<a href="#">MGT 490</a>	Organizational Development and Change	3 credits
<a href="#">MKT 480</a>	Marketing Management	3 credits
<a href="#">BUS 315</a>	Business Law II	3 credits
<a href="#">MKT 302</a>	Buyer and Consumer Behavior	3 credits
<a href="#">FIN 402</a>	Intermediate Finance	3 credits
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Total Business Administration		24 credits

## Business Administration Major with an Emphasis in Health Care Management Requirements

<a href="#">ACC 331</a>	Cost Accounting	3 credits
<a href="#">MGT 435</a>	Project Management	3 credits
<a href="#">SYM 303</a>	Systems Analysis and Design	3 credits
<a href="#">MGT 490</a>	Organizational Development and Change	3 credits
<a href="#">MKT 480</a>	Marketing Management	3 credits
<a href="#">HSM 301</a>	Principles of Health Care Management	3 credits
<a href="#">HSM 402</a>	Health Care Economics and Finance	3 credits
<a href="#">HSM 418</a>	Ethical Concerns in Health Care	3 credits
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Total Business Administration		24 credits

## Business Administration Major with an Emphasis in Management of Information Systems Requirements

<a href="#">ACC 331</a>	Cost Accounting	3 credits
<a href="#">MGT 435</a>	Project Management	3 credits
<a href="#">SYM 303</a>	Systems Analysis and Design	3 credits
<a href="#">MGT 490</a>	Organizational Development and Change	3 credits
<a href="#">MKT 480</a>	Marketing Management	3 credits
<a href="#">SYM 302</a>	Database and Decision Support Systems	3 credits
<a href="#">SYM 305</a>	Business Programming	3 credits
<a href="#">SYM 306</a>	Data Communications and Networking	3 credits
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Total Business Administration		24 credits

## Bachelor of Science in Marketing

### Degree Requirements

The marketing program prepares students for entry-level positions in marketing. The degree requirements are designed to equip students with advanced skills in the areas of advertising and promotion, marketing research, consumer behavior, and marketing strategy.

<a href="#">The Grand Experience</a>	39 credits
<a href="#">Business Core</a>	54 credits
Marketing Major	24 credits
Free Electives	3 credits
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Total Bachelor of Science in Marketing	120 credits

### Marketing Major Requirements

<a href="#">MKT 302</a>	Buyer and Consumer Behavior	3 credits
<a href="#">MKT 303</a>	Sales and Sales Management	3 credits
<a href="#">MKT 304</a>	Promotion and Advertising	3 credits
<a href="#">MKT 306</a>	Services Marketing	3 credits
<a href="#">MKT 409</a>	Retailing and E-tailing	3 credits
<a href="#">MKT 425</a>	International Marketing	3 credits

<a href="#">MKT 440</a>	Marketing Research and Reporting	3 credits
<a href="#">MKT 480</a>	Marketing Management	3 credits
Total Marketing		24 credits

## Internship Guidelines

Internships are strongly recommended for all academically qualified campus students and are available in Fall, Spring, and Summer semesters for any discipline taught in the Ken Blanchard College of Business. In order to make arrangements for an internship, the student should see the Director of the Internship Program.

### Guidelines for a Business Internship:

Internships are limited to students who have completed at least two years of college work.

A maximum of two semesters of internships may be taken. The second semester should be taken with a different organization than the first.

A maximum of six credit credits can be awarded. Normally, internships are for three credit credits per semester. Interns are expected to complete a minimum of 45 hours of documented work for each academic credit earned.

No academic credit will be granted for performing duties in the student's current job. An internship with a student's past or current employer must be for a special internship assignment and not be a part of his or her regular job assignment. In no case will academic credit be granted for work done in the past.

A faculty member within the Business School will serve as faculty sponsor for their internship. The faculty sponsor will assist the student in developing written goals for the internship and in working with the student's employing organization.

A Reflection Paper is required of all interns. Normally, this is written at the end of the internship experience. It should include the intern's self-evaluation of whether the internship goals were met and why. It should also include a discussion of how the skills needed to succeed in the internship compare with those developed within the coursework included in the student's academic major. The faculty sponsor and the Director of the Internship Program will grade reflection papers.

At the end of the semester, interns will receive a grade of either credit (CR) or non-credit (U). The Director of the Internship Program and the faculty sponsor will make this determination based on the quality of the intern's reflection paper and the written evaluation of the intern's supervisor in the employing organization.

## Graduate Programs

### Master of Business Administration

The Ken Blanchard College of Business offers the Master of Business Administration (MBA) degree, with available emphases in Accounting, Finance, Health Systems Management, Leadership, Marketing, and Six Sigma. The program is designed to afford students the opportunity to develop cross-functional business-management skills, preparing business practitioners for

advanced management and executive positions. Students have the option of completing two emphasis areas as part of their MBA degree. The Ken Blanchard College of Business MBA Program is fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

### Additional Graduate Business Admission Requirements

Students must have the equivalent of two years full-time professional work experience prior to entering the MBA program. GMAT scores are not required but are considered if submitted. Students with a GPA above 2.0 but below 2.8 and/or a non-business undergraduate degree may be admitted on a probationary basis but must successfully complete the four MBA Fundamentals courses with a cumulative GPA of 3.0 or higher.

Students of the Ken Blanchard Executive Master of Business Administration program must have, at least, five to seven years management experience at or above the Director level. They must also have corporate sponsorship and successfully complete a pre-admission interview with the Program Director.

### Master of Business Administration Degree Requirements

The MBA program is designed for experienced business professionals. The curriculum prepares student for advanced management positions in functional or line units within business organizations.

MBA Fundamentals	12 credits
Business Administration Core	30 credits
Emphasis	9 credits
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Total Master of Business Administration	39-51 credits

### MBA Fundamentals Coursework\*

<a href="#">MKT 501</a>	Economics and Marketing Principles	3 credits
<a href="#">ACC 501</a>	Accounting Principles	3 credits
<a href="#">SYM 501</a>	Applied Business Probability and Statistics	3 credits
<a href="#">FIN 501</a>	Finance Principles	3 credits
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Total MBA Fundamentals		12 credits

\*MBA Fundamentals Coursework has been developed by the Ken Blanchard College of Business faculty to prepare non-business students (those not holding an undergraduate degree in a business discipline) for the rigors of the MBA program and to supply the student with the basic business principles necessary to be successful at the graduate level. Successful completion of these courses will demonstrate the student's potential to successfully complete the MBA program. "Successful completion" requires a minimum 2.8 GPA with no course receiving a grade lower than B-. Courses of C+ or lower must be repeated. Students may be registered into the 600 level courses before all grades from the 500 level courses are tabulated in the student record; as a result, students may be re-registered into a 500 level course in a subsequent semester to ensure successful completion. Students with a non-business undergraduate degree who have taken courses with equivalent content at the undergraduate level may be able to waive one or more of these

MBA Fundamentals courses into the program of study upon evaluation of their official transcripts. Only courses with equivalent content and grades earned of B- or better will be accepted to waive the MBA Fundamentals courses.

### Master of Business Administration Core

<a href="#">BUS 602</a>	Managerial Communications	3 credits
<a href="#">ECN 607</a>	Managerial Economics	3 credits
<a href="#">MGT 602</a>	Organizational Behavior	3 credits
<a href="#">BUS 601</a>	Quantitative Methods in Business	3 credits
<a href="#">ACC 605</a>	Managerial Accounting	3 credits
<a href="#">MKT 606</a>	Marketing Management	3 credits
<a href="#">BUS 604</a>	Organizational Ethics	3 credits
<a href="#">FIN 608</a>	Managerial Finance	3 credits
<a href="#">SYM 603</a>	Information Systems	3 credits
<a href="#">MGT 609</a>	Strategic Management	3 credits
Total Master of Business Administration Core		30 credits

### Areas of Emphasis

The requirement for an emphasis is to take three courses (9 semester credits in lieu of electives) in one area as listed below:

#### Accounting Emphasis

The MBA accounting emphasis combines the broad-based, general management curriculum of the MBA program with specialized study in accounting that prepares students for advanced management positions in corporate or public accounting.

<a href="#">ACC 612</a>	Internal Auditing	3 credits
<a href="#">ACC 619</a>	Accounting Theory	3 credits
<a href="#">ACC 620</a>	Financial Statement Analysis	3 credits

#### Finance Emphasis

The MBA finance emphasis combines the broad-based, general management curriculum of the MBA program with specialized study in finance that prepares students for advanced management positions in corporate finance or investment banking.

<a href="#">ACC 620</a>	Financial Statement Analysis	3 credits
<a href="#">FIN 624</a>	Management of Working Capital	3 credits
<a href="#">FIN 626</a>	Investments	3 credits

#### General Management Emphasis

The Masters of Business Administration with an Emphasis in General Management program is designed for working professionals who desire to complete a program of study that allows focus across technical, human, and conceptual skills that encompass the functional areas of business. As such, the program allows the student to develop custom emphasis areas that share strong foundations across accounting, economics, finance, information systems, management, marketing and quantitative methods provided in the core courses. Through flexible elective course selection opportunities are maximized for depth of learning across a wide variety of business content areas. The

degree provides a broad management perspective as well as the analytical and interpersonal skills needed to succeed in a competitive business environment.

Select any Tier I course.	3 credits
Select any Tier II course.	3 credits
Select any Tier III course.	3 credits

#### Tier I Courses

<a href="#">ACC 612</a>	Internal Auditing	3 credits
<a href="#">ACC 620</a>	Financial Statement Analysis	3 credits
<a href="#">HSM 620</a>	Health Systems Management	3 credits
<a href="#">MGT 623</a>	Organizational Development and Change	3 credits
<a href="#">MKT 624</a>	Services Marketing	3 credits
<a href="#">SYM 653</a>	Business Programming Management	3 credits
<a href="#">SYM 633</a>	Fundamentals of Six Sigma	3 credits

#### Tier II Courses

<a href="#">ACC 619</a>	Accounting Theory	3 credits
<a href="#">FIN 624</a>	Management of Working Capital	3 credits
<a href="#">HSM 621</a>	Health Care Finance	3 credits
<a href="#">MGT 625</a>	Leadership Styles and Development	3 credits
<a href="#">MKT 625</a>	Seminar in Marketing	3 credits
<a href="#">SYM 654</a>	Database Management Systems	3 credits
<a href="#">SYM 634</a>	Advanced Six Sigma	3 credits

\*Students may not take SYM 634 unless they selected SYM 633 in Tier I.

#### Tier III Courses

<a href="#">ACC 620</a>	Financial Statement Analysis	3 credits
<a href="#">FIN 626</a>	Investments	3 credits
<a href="#">HSM 622</a>	Ethical Concerns in Health Care	3 credits
<a href="#">MGT 626</a>	Organizational Systems and Cultures	3 credits
<a href="#">MKT 628</a>	International Marketing	3 credits
<a href="#">SYM 655</a>	Data Communications and Network Management	3 credits

#### Health Systems Management Emphasis

The MBA health systems management emphasis combines the broad-based, general management curriculum of the MBA program with specialized study in health systems management that prepares students for advanced management or senior administration positions in the health care industry.

<a href="#">HSM 620</a>	Health Care Systems Management	3 credits
<a href="#">HSM 621</a>	Health Care Finance	3 credits
<a href="#">HSM 622</a>	Ethical Concerns in Health Care	3 credits

#### Leadership Emphasis

The MBA leadership emphasis combines the broad-based, general management curriculum of the MBA program with specialized study in leadership theory and application.

<a href="#">MGT 623</a>	Organizational Development and Change	3 credits
<a href="#">MGT 625</a>	Leadership Styles and Development	3 credits
<a href="#">MGT 626</a>	Organizational Systems and Cultures	3 credits

### Management of Information Systems Emphasis

The Master of Business Administration with an Emphasis in Management of Information Systems program is designed for experienced business professionals. The curriculum prepares students for advanced management positions in functional or line units within business organizations.

<a href="#">SYM 653</a>	Business Programming Management	3 credits
<a href="#">SYM 654</a>	Database Management Systems	3 credits
<a href="#">SYM 655</a>	Data Communications and Network Management	3 credits

### Marketing Emphasis

The MBA marketing emphasis combines the broad-based, general management curriculum of the MBA program with specialized study in marketing that prepares students for advanced management positions in corporate marketing or brand management.

<a href="#">MKT 624</a>	Services Marketing	3 credits
<a href="#">MKT 625</a>	Seminar in Marketing	3 credits
<a href="#">MKT 628</a>	International Marketing	3 credits

### Six Sigma Emphasis

The MBA Six Sigma emphasis combines the broad-based, general management curriculum of the MBA program with specialized study in Six Sigma theory, methodology, and project management skills.

<a href="#">SYM 633</a>	Fundamentals of Six Sigma	3 credits
<a href="#">SYM 634</a>	Advanced Six Sigma	3 credits
<a href="#">SYM 635</a>	Applied Six Sigma	3 credits

### Dual-Degree Programs

The Ken Blanchard College of Business offers two dual-degree graduate programs: the Master of Business Administration and Master of Science in Leadership, as well as the Master of Business Administration and Master of Science-Nursing: Nursing Leadership in Health-Care Systems<sup>◆</sup>.

◆ Information concerning the Master of Science-Nursing: Nursing Leadership in Health-Care Systems program is located in the College of Nursing and Health Sciences section of the catalog.

### Master of Business Administration/Master of Science in Leadership (Dual-Degree)

The Master of Business in Administration and Master of Science in Leadership (MBA/MSL) dual-degree program is designed to afford students the opportunity to develop cross-functional business management skills as well as cognitive and behavioral

skills necessary to be an effective leader.

<a href="#">MBA Fundamentals</a>	12 credits
<a href="#">Business Administration Core</a>	30 credits
Master of Science in Leadership Core	27 credits

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Total Master of Business Administration and Master of Science in Leadership

### Master of Science in Leadership Core

<a href="#">MGT623</a>	Organizational Development and Change	3 credits
<a href="#">MGT625</a>	Leadership Styles and Development	3 credits
<a href="#">MGT626</a>	Organizational Systems and Cultures	3 credits
<a href="#">MLE 605</a>	Leading High-Performance Teams	3 credits
<a href="#">MLE 619</a>	Power, Politics, and Influence	3 credits
<a href="#">MLE 617</a>	Leadership and Innovation	3 credits
<a href="#">LDR 657</a>	Leading Global Organizations	3 credits
<a href="#">LDR 650</a>	Diversity Management and Leadership	3 credits
<a href="#">MLE 621</a>	Contemporary Issues in Leadership	3 credits

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Total Master of Science in Leadership

### Executive Master of Business Administration

The Ken Blanchard Executive Master of Business Administration is designed to equip competent executives and high potential senior managers with the skills needed to lead organizations to performance excellence by creating dynamic organizations, passionate employees, devoted customers, satisfied investors and grateful communities.

<a href="#">MGT 630</a>	Leading Self	3 credits
<a href="#">MKT 631</a>	Customer Value and Service Excellence	3 credits
<a href="#">MKT 632</a>	Solutions-Based Relationship Management and Branding	3 credits
<a href="#">ACC 633</a>	Financial Intelligence and Decision Making	3 credits
<a href="#">FIN 634</a>	Balancing Conflicting Financial Interests	3 credits
<a href="#">MGT 635</a>	Leveraging Human Capital	3 credits
<a href="#">MGT 636</a>	Leading Others	3 credits
<a href="#">BUS 637</a>	Serving Communities	3 credits
<a href="#">ECN 638</a>	Growth Strategies	3 credits
<a href="#">MGT 639</a>	Strategic Advantage within the Global Economy	3 credits
<a href="#">BUS 640</a>	Building Efficient Organizations	3 credits
<a href="#">BUS 641</a>	Building Innovative Organizations	3 credits
<a href="#">MGT 642</a>	Leading Organizations	3 credits

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Total Executive Master of Business Administration

### School of Professional Studies

For working adults seeking an undergraduate degree, the School of Professional Studies offers the following degree programs:



- Bachelor of Science in Applied Management;
- Bachelor of Science in Public Safety Administration; and
- Bachelor of Science in Emergency Management.

All undergraduate-level Professional Studies programs are open to students that have satisfied the basic standards for admission, regardless of credit level. Students that begin a Professional Studies program at a Freshman or Sophomore level must complete the General Education and/or elective requirements before they will be permitted to begin the core coursework. Students at a Junior level or above can go directly into the core coursework.

The School of Professional Studies also offers the following graduate-level degree and certificate programs:

- Master of Science in Leadership;
  - Disaster Preparedness and Crisis Management;
- Master of Science in Executive Fire Service Leadership;
- Certificate in Emergency Management: Health Care; and
- Certificate in Emergency Management: Public Safety.

## Bachelor of Science in Applied Management

The Applied Management Program is an undergraduate degree program that emphasizes organizational behavior, real-world management, leadership and supervision, marketing concepts, managerial accounting, and effective oral and written business communications required of business managers.

<a href="#">The Grand Experience</a>	39 credits
Professional Studies Core Requirements	45 credits
Elective Requirements	36 credits
<b>Total Degree Credits</b>	<b>120 credits</b>

### Applied Management Core

<a href="#">AMP 370</a>	Systems Concepts	3 credits
<a href="#">AMP 330</a>	Group Dynamics	3 credits
<a href="#">AMP 340</a>	Management Principles	3 credits
<a href="#">AMP 410</a> <sup>Δ</sup>	Ethical Decision-Making	3 credits
<a href="#">AMP 350</a> <sup>Δ</sup>	Managerial Communications	3 credits
<a href="#">AMP 360</a>	Informational Technology and Systems	3 credits
<a href="#">AMP 420</a>	Marketing Environment	3 credits
<a href="#">AMP 430</a>	Human Resources	3 credits
<a href="#">AMP 440</a>	Financial Decision-Making	3 credits
<a href="#">AMP 450</a>	Leadership and Vocation	3 credits
<a href="#">AMP 460</a>	Project Management	3 credits
<a href="#">AMP 470</a>	Global Management	3 credits
<a href="#">AMP 480</a>	Small Business Entrepreneurship	3 credits
<a href="#">AMP 490</a>	Organizational Development and Change	3 credits
<a href="#">AMP495</a>	Capstone- Action Research Project	3 credits
<b>Total Bachelor of Science in Applied Management</b>		<b>45 credits</b>

Δ Writing-intensive course

## Bachelor of Science in Emergency Management

The Emergency Management program is an undergraduate degree program that emphasizes the fundamentals of emergency management while providing an interdisciplinary course of study in the skills and practices of emergency planning and management. The primary purpose of the program is to serve the needs of emergency management professionals to address all aspects of natural and human-caused disasters. Graduates of the program will possess a knowledge and experience-based approach to strategic planning for disaster prevention, reduction, response, and recovery. Candidates for the degree include those working in or desirous of working in emergency management and who have completed academic work in one of several fields including fire protection, emergency medical response, law enforcement, environmental health and safety, and other related fields.

### Degree Requirements

<a href="#">The Grand Experience</a>	42 credits
Emergency Management Major	39 credits
Electives*	39 credits
<b>Total Bachelor of Science in Emergency Management</b>	<b>120 credits</b>

\*Campus students may have access to a wider range of electives than the ones listed below.

### Emergency Management Requirements

<a href="#">EMM 320</a>	Emergency Management Organization	3 credits
<a href="#">EMM 330</a> <sup>Δ</sup>	All Hazards Emergency Planning	3 credits
<a href="#">EMM 335</a>	Emergency Management Operations and Techniques	3 credits
<a href="#">EMM 340</a> <sup>Δ</sup>	Communications for Emergency Management	3 credits
<a href="#">EMM 380</a>	Mitigation Planning in Emergency Management	3 credits
<a href="#">EMM 410</a>	Ethical Leadership in Emergency Management	3 credits
<a href="#">EMM 425</a>	Disaster Recovery and Business Continuation	3 credits
<a href="#">EMM 433</a>	Research Methodology	3 credits
<a href="#">EMM 435</a>	Health, Shelter, and Evacuation Issues in Emergency Management	3 credits
<a href="#">EMM 440</a>	Terrorism's Impact on Emergency Management	3 credits
<a href="#">EMM 445</a>	Case Studies of Critical Incidents	3 credits
<a href="#">EMM490</a>	Organizational Development and Change	3 credits
<a href="#">EMM 495</a>	Senior Capstone	3 credits
<b>Total Bachelor of Science in Emergency Management</b>		<b>39 credits</b>

Δ Writing-Intensive course'

## Bachelor of Science in Entrepreneurial Studies

Grand Canyon University's Bachelor of Science in Entrepreneurship program is built on the principles of personal integrity, values, and innovation. Emphasizing the philosophy of being an "Entrepreneurial School by Entrepreneurs," the program provides students with the skills to think analytically, ask the right questions, solve problems, and function as an entrepreneur in both small and large companies. Students are prepared to be self-motivated, self-managed, and self-disciplined entrepreneurs with the skill-set to manage their own careers either by starting their own business venture or working within a start-up, entrepreneurial business environment. Interaction with successful entrepreneurs, business consulting opportunities, and individual venture capital projects are highlighted in the program.

### Degree Requirements

<a href="#">The Grand Experience</a>	39 credits
Entrepreneurial Business Core	48 credits
Entrepreneurial Studies Major	24 credits
Electives*	9 credits

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Total Bachelor of Science in Entrepreneurial Studies 120 credits

\*Campus students may have access to a wider range of electives than the ones listed below.

### Electives

<a href="#">PHI 215</a>	Introduction to Logic	3 credits
<a href="#">SOC 101</a>	Understanding Society	3 credits
<a href="#">HIS 317</a>	Studies in the Non-Western World	3 credits
Total Elective Credits		9 credits

### Entrepreneurial Business Core

<a href="#">ECN 211</a>	Microeconomic Principles	3 credits
<a href="#">MGT 301</a>	Principles of Management	3 credits
<a href="#">MKT 301</a>	Principles of Marketing	3 credits
<a href="#">FIN 301</a>	Fundamentals of Business Finance	3 credits
<a href="#">BUS 318</a>	Ethical Issues in Business and Society	3 credits
<a href="#">BUS 251</a>	Business Statistics	3 credits
<a href="#">ECN 212</a>	Macroeconomic Principles	3 credits
<a href="#">MGT 415</a>	Organizational Behavior	3 credits
<a href="#">ACC 211</a>	Financial Accounting	3 credits
<a href="#">ACC 212</a>	Managerial Accounting	3 credits
<a href="#">SYM 301</a>	Principles of Information Systems	3 credits
<a href="#">MGT 310</a>	Production and Operations Management	3 credits
<a href="#">ECN 425</a>	International Trade and Finance	3 credits
<a href="#">MGT 433</a>	Human Resource Management	3 credits
<a href="#">ECN 363</a>	Money and Banking	3 credits
<a href="#">BUS 480</a> <sup>Δ</sup>	Strategic Management	3 credits
Total Entrepreneurship Business Core Hours		48 credits

## Entrepreneurship Requirements

<a href="#">ENT 100</a>	The Entrepreneurial Economy	3 credits
<a href="#">ENT 250</a>	Public Relations and Networking Skills	3 credits
<a href="#">ENT 350</a>	Sales and Negotiation Skills	3 credits
<a href="#">ENT 351</a>	Legal Aspects for Entrepreneurs	3 credits
<a href="#">ENT 353</a>	Venture Capital	3 credits
<a href="#">ENT 450</a>	Social Entrepreneurship	3 credits
<a href="#">BUS 418</a>	Entrepreneurship	3 credits
<a href="#">ENT 453</a>	Intrapreneurship and Innovation	3 credits
Total Entrepreneurship Major		24 credits

## Bachelor of Science in Public Safety Administration

Grand Canyon University's Bachelor of Science in Public Safety Administration program is an undergraduate degree program that provides a theoretical and applied approach to the professional education of students, while ensuring relevance to the homeland security and protection industry. The program highlights the application of research methodology; the utilization of communication skills at the personal, professional, and public level; and the development of professional skills and knowledge in the field of public safety.

### Degree Requirements

<a href="#">The Grand Experience</a>	39 credits
Public Safety Administration Major	45 credits
Electives*	36 credits

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Total Bachelor of Science in Public Safety Administration 120 credits

\*Campus students may have access to a wider range of electives than the ones listed below.

### Public Safety Administration Major

<a href="#">PSA 329</a> <sup>Δ</sup>	Public Safety Seminar	3 credits
<a href="#">PSA 330</a>	Group Dynamics	3 credits
<a href="#">PSA 350</a>	Managerial Communication	3 credits
<a href="#">PSA 337</a>	Psychology of Professional Development	3 credits
<a href="#">PSA 351</a>	Public Safety and the Community	3 credits
<a href="#">PSA 332</a>	Political and Legal Systems	3 credits
<a href="#">PSA 433</a> <sup>Δ</sup>	Research Methodology	3 credits
<a href="#">PSA 435</a>	Strategic Planning	3 credits
<a href="#">PSA 438</a>	Human Resource Management	3 credits
<a href="#">PSA 439</a>	Leadership in Public Safety	3 credits
<a href="#">PSA 440</a>	Ethics in Public Safety	3 credits
<a href="#">PSA 360</a>	Information Technology and Systems	3 credits
<a href="#">PSA460</a>	Project Management	3 credits
<a href="#">PSA 490</a>	Organizational Development and Change	3 credits
<a href="#">PSA 495</a>	Public Safety Capstone	3 credits
Total Bachelor of Science in Public Safety Administration Major		45 credits

Δ Writing-Intensive course`

## Master of Science in Leadership

The Masters of Science in Leadership (MSL) degree program is designed to provide applied cognitive and behavioral skill sets necessary to be an effective leader. The MSL program curriculum explores values, content knowledge, and skills required to understand and apply effective leadership within corporate and social contexts.

<a href="#">MLE 601</a>	Introduction to Organizational Leadership	3 credits
<a href="#">MGT 625</a>	Leadership Styles and Development	3 credits
<a href="#">BUS 604</a>	Organizational Ethics	3 credits
<a href="#">MLE 605</a>	Leading High-Performance Teams	3 credits
<a href="#">MLE 619</a>	Power, Politics, and Influence	3 credits
<a href="#">MGT 626</a>	Organizational Systems and Cultures	3 credits
<a href="#">MLE 613</a>	Strategic Planning and Decision-Making	3 credits
<a href="#">MGT 623</a>	Organizational Development and Change	3 credits
<a href="#">MLE 617</a>	Leadership and Innovation	3 credits
<a href="#">LDR 657</a>	Leading Global Organizations	3 credits
<a href="#">LDR 650</a>	Diversity Management and Leadership	3 credits
<a href="#">MLE 621</a>	Contemporary Issues in Leadership	3 credits
Total Master of Science in Leadership		36 credits

### Disaster Preparedness and Crisis Management Emphasis

The Disaster Preparedness and Crisis Management emphasis will provide courses in the areas of occupational health and safety, disaster preparation and crisis management, and environmental issues directly related to leadership skills development and content required of leaders in the area of emergency public safety and response.

#### Degree Requirements

<a href="#">MLE 601</a>	Introduction to Organizational Leadership	3 credits
<a href="#">MGT 625</a>	Leadership Styles and Development	3 credits
<a href="#">BUS 604</a>	Organizational Ethics	3 credits
<a href="#">MLE 605</a>	Leading High-Performance Teams	3 credits
<a href="#">MLE 619</a>	Power, Politics, and Influence	3 credits
<a href="#">MGT 626</a>	Organizational Systems and Cultures	3 credits
<a href="#">MLE 613</a>	Strategic Planning and Decision-Making	3 credits
<a href="#">MGT 623</a>	Organizational Development and Change	3 credits
<a href="#">MLE 617</a>	Leadership and Innovation	3 credits
<a href="#">EFL 627</a>	Disaster Preparation and Crisis Management	3 credits

<a href="#">EFL 628</a>	Environmental Issues and Hazard Management	3 credits
<a href="#">EFL 670</a>	Contemporary Issues in Disaster Preparedness and Crisis Management	3 credits

Total Master of Science in Leadership 36 credits

## Certificate in Emergency Management: Health Care

The primary purpose of the Emergency Management Certificate: Health Care is to serve the needs of workers in the health care industry by addressing key aspects of natural and human-caused disasters. Recipients of the Certificate will possess a knowledge and experience-based approach to strategic planning for disaster prevention, reduction, response, and recovery. Interested candidates for the certificate program include those working in the Health Care field and who have completed programs in emergency medical response, nursing, or other related fields under the general umbrella of Health Care and Health Care administration. While a Bachelor's degree or higher is required to receive transcript credit, the certificate program is open to all others as well.

<a href="#">EMM 645</a>	Disaster Medical Management I	3 credits
<a href="#">EMM 655</a>	Disaster Medical Management II	3 credits
<a href="#">EMM 665</a>	Crisis and Continuity Management for Healthcare Personnel	3 credits

Total Certificate in Emergency Management: Health Care 9 credits

## Certificate in Emergency Management: Public Safety

The primary purpose of the Emergency Management Certificate: Public Safety is to serve the needs of emergency management professionals by addressing key aspects of natural and human-caused disasters. Recipients of the Certificate will possess a knowledge and experience-based approach to strategic planning for disaster prevention, reduction, response, and recovery. Interested candidates for the certificate program include those working in Police, Fire, and other Public Safety Agencies and who have completed academic work in one of several fields including fire protection, emergency medical response, law enforcement, environmental health and safety, and other related fields. While a Bachelor's degree or higher is required to receive transcript credit, the certificate program is open to all others as well.

<a href="#">EMM 640</a>	Emergency Planning and Management	3 credits
<a href="#">EMM 650</a>	Economic and Human Issues in Emergency Management	3 credits
<a href="#">EMM 660</a>	Law and Legal Issues in Emergency Management	3 credits

Total Certificate in Emergency Management: Public Safety 9 credits



## Master of Science in Executive Fire Service Leadership

### Degree Requirements

The Master of Science in Executive Fire Service Leadership Program (MSEFSL) offers an opportunity for graduates of the National Fire Academy's Executive Fire Officer Program (NFA-EEOP) to complete a graduate degree. It also offers an opportunity for fire professionals who have not participated in or completed the NFA-EEOP to complete a graduate degree.

A graduate of EFOP, or a current EFOP student, can transfer American Council on Education (ACE) approved graduate credits, earned through the NFA-EFOP, to Grand Canyon University and take additional credits in the MSEFSL program, to complete a rigorous, pertinent, and fully accredited master's degree in Executive Fire Science Leadership.

The program is offered entirely online and can be completed in as quickly as 18 months, depending on the amount of credit transferred into the program. MSEFSL courses are facilitated by professors who possess first-hand knowledge and experience in the fire service/emergency management fields. These professors are familiar with current fire service issues and bring a wealth of theoretical and applicable information and insight to the online

learning environment.

<a href="#">EFL 623</a>	Community and Human Service Delivery	3 credits
<a href="#">EFL 620</a>	Organizational Theory and Behavior	3 credits
<a href="#">EFL 625</a>	Public Sector Ethics	3 credits
<a href="#">EFL 621</a>	Information Systems	3 credits
<a href="#">EFL 622</a>	Public Policy	3 credits
<a href="#">EFL 624</a>	Public Sector Finance	3 credits
<a href="#">EFL 626</a>	Advanced Strategic Planning	3 credits
<a href="#">EFL 630</a>	Applied Fire Service Research	3 credits
<a href="#">EFL 629</a>	Occupational Health and Safety	3 credits
<a href="#">EFL 627</a>	Disaster Preparation and Crisis Management	3 credits
<a href="#">EFL 631</a>	Legal Aspects of Fire Service	3 credits
<a href="#">EFL 628</a>	Environmental Issues and Hazard Management	3 credits
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Total Master of Science in Leadership		36 credits

# The College of Education

## College Description

The preparation of teachers for the public and private schools of our nation is a significant responsibility for the College of Education. The programs seek to ensure the highest level of professional and academic competence of the graduate in the classroom.

### College Mission

The College of Education prepares leaders who possess foundational knowledge, encourage student-focused learning, implement quality instructional design, use effective classroom procedures, and engage in reflective practice.

### College Features

The College of Education provides students with special program features. Practical classroom experience begins as early as the freshman year with a minimum of 100+ hours in the K-12 classroom prior to student teaching. Student teaching is offered in semester-long courses.

Faculty have significant experience in the K-12 school system and many adjunct faculty hold concurrent employment in the classroom and administrative positions.

The courses in education are planned to provide curricula for certification of elementary teachers, secondary teachers, special education teachers, and educational administrators. The student is strongly advised to contact the College of Education and/or the Arizona State Department of Education regarding certification information.

### Fingerprint Clearance

All College of Education (COE) students must provide verification documentation of current fingerprint clearance in accordance with the fingerprint policies of the state in which they reside and teach. Students will not be allowed to enroll in any course containing a practicum until verification. Generally, this means undergraduate COE students will not be allowed to enroll in EDU303 or their content area courses until these documents are provided. Graduate students will not be allowed to enroll in courses beyond their second course until these documents are provided. Students with questions should consult an Academic Advisor or the College of Education. Students already in the system must provide these documents as soon as possible and will not be allowed to complete student teaching, practicum, or internship components without them.

All College of Education students seeking an Arizona teaching or administrative credential or an Institutional Recommendation "IR" must complete program requirements for their degree program which include verification of finger print clearance and a supervised student teaching\* or internship\*\* component after all course work has been completed.

Prospective Arizona teachers may be required to take and pass the appropriate Arizona Educator Proficiency Assessments (AEP) for Arizona licensure. Students can access information on the AEP at <http://www.aepa.nesinc.com>. It is the student's responsibility to determine what, if any, testing is necessary for their individual state.

For information on program requirements contact an [academic advisor](#). For information on field experience requirements including: practicum, student teaching, and internships please contact the [College of Education Field Experience Directors](#).

#### \*Student Teaching

Taken at the conclusion of all course work; 16 consecutive weeks; an unpaid, full time placement with a COE approved cooperating teacher; the cooperating teacher must be certified in the area in which the student teacher is teaching; can not be done over the summer months; required for an IR.

#### \*\*Internship:

Taken at the conclusion of all course work; 8 consecutive weeks; an unpaid, ½ time placement with an approved COE mentor administrator; can not be done over the summer months; required for an IR.

## Undergraduate Programs

Students are given the choice of study in the areas of elementary education (grades K-8), secondary education (grades 7-12) with a second major in an academic area, and special education in cross-categorical.

### Additional Undergraduate College of Education Admission Requirements

Application procedures and policies, specific to the College of Education, are available through the College of Education. It is the student's responsibility to enroll in the proper courses and to follow the policies and procedures of the University and the College of Education, regardless of the year of the catalog under which the student is enrolled. Admission to and continuance in the College of Education Teacher Education Program includes an evaluative component based upon the professional view of the College of Education faculty and their collective opinion of one's potential for success in the K-12 classroom.

Students are responsible for any follow-up necessary for completing their College of Education files. Any College of Education student file not completed prior to enrolling in EDU 303 will be put in hold status. Students will be notified in writing of the action taken on their applications by the dean representing the College of Education faculty, subject to grievance to the College of Education Dean and the Vice President for Academic Affairs.

All candidates must submit a copy of their Fingerprint Clearance Card from their state Department of Public Safety or comparable agency prior to enrolling in any practicum course, generally the third course of the declared program. Copies of the Fingerprint Clearance Card should be sent to:

Office of Academic Records  
3300 West Camelback Road

Phoenix, AZ 85017  
(602) 926-8437 (Fax)

The teacher education program of Grand Canyon University is approved by the Arizona State Board of Education. All Elementary Education, Special Education, and Secondary Certification majors must meet the requirements for the Grand Canyon University state-approved certification program prior to graduation. If state certification requirements change, students must meet the new requirements regardless of the catalog under which they will be graduating.

### Additional COE Graduation Requirements

COE students are required to complete an assessment e-Portfolio. The e-Portfolio is the final assessment of students in each program, and is contributed to throughout the Program of Study. Final submission of the e-Portfolio is required to be eligible for graduation and must use the e-Portfolio product supported/used by GCU.

### Endorsements

Grand Canyon University does not issue endorsements.

Several different types of endorsements are made available through the various State Departments of Education. Students should contact their respective state agency to determine the range and requirements of endorsements that are offered.

### Student Teaching

Student teaching is 16 consecutive weeks and is a 40-hour a week commitment. Deadlines for applying for student teaching are as follows:

To teach during Fall semester – February 1

To teach during Spring semester – September 1

### Required Testing for Certification

Prior to certification, the Arizona Department of Education requires a passing score on the professional knowledge portion of the Arizona Educator Proficiency Assessment (AEPA) and a passing score on the elementary education subject knowledge portion of the AEPA. The College of Education faculty recommends that both portions of the AEPA be taken during student teaching. To receive Institutional Recommendation a student must take and pass the AEPA for Arizona certification. Students should check with their state department of education for their own state teacher certification guidelines.

#### Education Core

<a href="#">POS 300</a>	Arizona/Federal Government	3 credits
<a href="#">EDU 303A</a>	Foundations of Education	3 credits
<a href="#">EDU 313</a>	Educational Psychology	3 credits
<a href="#">EDU 363</a>	Instructional Technology	3 credits
<a href="#">ESL 423*</a>	SEI English Language Teaching: Foundations and Methodologies	3 credits

Total Education Core 15 credits

\* An Arizona Provisional SEI Endorsement requires three (3) credits of ESL coursework to include ESL 423: SEI English Language Teaching: Foundations and Methodologies. Students

are strongly encouraged to contact their state department of education for complete guidelines in obtaining an SEI or ESL endorsements.

<sup>^</sup> Writing-Intensive course.

## Bachelor of Science in Elementary Education/Special Education (K-12)

### (Eligible for Institutional Recommendation/Credential)

<a href="#">The Grand Experience</a>	39 credits
Education Core	15 credits
Special Education Requirements	32 credits
Elementary Education Requirements	27 credits
Free Electives	7 credits
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Total Bachelor of Science in Special Education Elementary Education Requirements	120 credits

### Special Education: Cross Categorical

<a href="#">SP 325A</a>	Educating Learners with Diverse Needs	3 credits
<a href="#">SPE 345</a>	Characteristics of Students with Mental Retardation	3 credits
<a href="#">SPE 355</a>	Characteristics of Students with Learning Disabilities	3 credits
<a href="#">SPE 365</a>	Characteristics of Students with Emotional and Behavioral Disorders	3 credits
<a href="#">SPE 371</a>	Characteristics of Students with Physical and Health Impairments	3 credits
<a href="#">SPE 376</a>	Strategies for Teaching Student with Learning Disabilities	3 credits
<a href="#">SPE 386</a>	Strategies for Teaching Students with Emotional and Behavioral Disorders	3 credits
<a href="#">SPE 435</a>	Diagnosis and Assessment in Special Ed	3 credits
<a href="#">SPE 448</a>	Student Teaching: Cross Categorical	8 credits
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Total Special Education Credits	32 credits	

### Elementary Education Requirements

<a href="#">ESL 433*</a>	Advanced Methodologies of Structured English Instruction	3 credits
<a href="#">EED 323</a>	Curriculum and Methods: Science	3 credits
<a href="#">EED 403</a>	Curriculum and Methods: Mathematics	4 credits
<a href="#">EED 463</a>	Curriculum and Methods: Social Studies	3 credits
<a href="#">EED 473</a>	Curriculum and Methods: Literacy: Reading/Language Arts GR 4-8	3 credits
<a href="#">EED 443</a>	Curriculum and Methods: Literacy: Reading/Language Arts GR K-3	3 credits
<a href="#">EED 480</a>	Student Teaching: Elementary School	8 credits
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Total Elementary Education Credits	27 credits	

\* An Arizona Provisional SEI Endorsement requires three (3) credits of ESL coursework to include ESL 423: SEI English Language Teaching: Foundations and Methodologies. Students are strongly encouraged to contact their state department of education for complete guidelines in obtaining an SEI or ESL endorsements.

Δ Writing-Intensive course

## Bachelor of Science in Elementary Education (Grades K-8)

### (Eligible for Credential) (Emphasis Required)

The Bachelor of Science in Education in Elementary Education (Eligible for Credential) is a program designed for any individual interested in the education of children in the Grade K-8 setting, and is seeking a teaching certificate. The format and courses of the state and regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, reading strategies, teaching methods, and curriculum development. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a Gr. K-8 classroom to complete the program assignments. Students must be prepared to complete a full-time 16 week student teaching component at the end of the program. Graduates of the program are prepared to become informed educators in public and private schools and other settings requiring a teaching credential. The student should consult the Grand Canyon University Catalog and academic advisor on current policies and procedures inherent in a teacher credentialing program.

### Degree Requirements

<a href="#">The Grand Experience</a>	39 credits
Elementary Education Major	54 credits
Emphasis	24 credits
Electives**	3 credits
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Total Bachelor of Science in Elementary Education	120 credits

\*\*Campus students may have access to a wider range of electives.

### Elementary Education Major

<a href="#">EDU 303</a>	Foundations of Education	3 credits
<a href="#">EDU 313</a>	Educational Psychology	3 credits
<a href="#">EDU 363</a>	Instructional Technology	3 credits
<a href="#">SPE 325</a>	Educating Learners with Diverse Needs	3 credits
<a href="#">ESL 423</a>	SEI English Language Teaching: Foundations and Methodologies	3 credits
<a href="#">ESL 433</a>	Advanced Methodologies of Structured English Instruction	3 credits
<a href="#">EED 323</a>	Curriculum and Methods: Science	3 credits
<a href="#">EED 403</a>	Curriculum and Methods: Mathematics	3 credits
<a href="#">EED 443</a>	Curriculum and Methods: Literacy: Reading/Language Arts GR K-3	3 credits
<a href="#">EED 463</a>	Curriculum and Methods: Social Studies	3 credits
<a href="#">EED 473</a>	Curriculum and Methods: Literacy: Reading/Language Arts GR	3 credits
<a href="#">MAT 133</a>	Contemporary Mathematics	3 credits

<a href="#">EDU 473</a>	Children's Literature	3 credits
<a href="#">POS 300</a>	Arizona/Federal Government	3 credits
<a href="#">EED 480</a>	Student Teaching: Elementary School	12 credits
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Total Elementary Education Major Credits		54 credits

### English Emphasis

<a href="#">ENG 200</a>	Analysis of World Literature	3 credits
<a href="#">ENG 201</a>	Intermediate Grammar	3 credits
<a href="#">ENG 221</a>	English Literature I	3 credits
<a href="#">ENG 301</a>	Advanced Composition	3 credits
<a href="#">ENG 341</a>	American Literature I	3 credits
<a href="#">ENG 413</a>	The Novel	3 credits
<a href="#">ENG 421</a>	Shakespeare	3 credits
<a href="#">ENG 352</a>	The Short Story	3 credits
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Total Emphasis Credits		24 credits

### Math Emphasis

<a href="#">MAT 135</a>	Numerical Systems, Operations, Properties, and Theories	3 credits
<a href="#">MAT 363</a>	Probability and Statistics for Mathematics and Science	3 credits
<a href="#">MAT 220</a>	Finite Mathematics	3 credits
<a href="#">MAT 310</a>	College Geometry	3 credits
<a href="#">MAT 320</a>	Technology in the Mathematics Curriculum	3 credits
<a href="#">MAT 410</a>	Math PRAXIS Preparation	3 credits
<a href="#">MAT 484</a>	Mathematics in the Elementary School	3 credits
<a href="#">MAT 495</a>	Mathematics Capstone	3 credits
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Total Emphasis Credits		24 credits

### Science Emphasis

<a href="#">PHY 107</a>	Astronomy	3 credits
<a href="#">PHY 107L</a>	Astronomy Lab	1 credits
<a href="#">BIO 181</a>	General Biology I	3 credits
<a href="#">BIO 181L</a>	General Biology I Lab	1 credits
<a href="#">BIO 182</a>	General Biology II	3 credits
<a href="#">BIO 182L</a>	General Biology II Lab	1 credits
<a href="#">BIO 205</a>	Microbiology	3 credits
<a href="#">BIO 205L</a>	Microbiology Lab	1 credits
<a href="#">CHM 113</a>	General Chemistry I	3 credits
<a href="#">CHM 113L</a>	General Chemistry I Lab	1 credits
<a href="#">CHM 115</a>	General Chemistry II	3 credits
<a href="#">CHM 115L</a>	General Chemistry II Lab	1 credits
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Total Emphasis Credits		24 credits

## Bachelor of Science in Elementary Education with an Emphasis in Early Childhood Education

### (Eligible for Credential)

The Bachelor of Science in Early Childhood Education degree is designed to meet the needs of persons interested in pursuing careers in early childhood education or who are currently employed in preschools, public schools, child care centers, extended day programs, agencies, or other early childhood care facilities. Students specializing in this program develop the abilities to teach and administer all facets of an early childhood program along with the knowledge of childhood development and early childhood education. Personal characteristics for this field are defined through a passion for working with young children, patience, creativity, and interest in techniques for enhancing interpersonal relationships with children and adults. An Institutional Recommendation is available to graduates of the Early Childhood Education program. Students/applicants are responsible for contacting their state department of education for certification requirements and program approval. The student/applicant should consult the Grand Canyon University Catalog and academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program.

### Additional Admission Requirements for the Early Childhood Education Program

In addition to the standard Bachelor of Science requirements for general admission to Grand Canyon University, this program is a degree completion program that will require all students to enter the program having completed an AA transfer degree in Early Childhood Education from an accredited, GCU-approved institution. Students will only complete their junior and senior years with Grand Canyon University. During this time they may be required to complete general education courses in addition to their core education courses for the purpose of completing the Bachelor of Science degree.

### Degree Requirements

<a href="#">The Grand Experience</a>	42 credits
Early Childhood Education Core	48 credits
Transfer*	30 credits

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Total Bachelor of Science in Elementary Education: Early Childhood Education 120 credits

\*Must be a AA transfer degree in Early Childhood Education from an accredited, GCU-approved institution.

### Early Childhood Education Core

<a href="#">EDU 313</a>	Educational Psychology	3 credits
<a href="#">EDU 363</a>	Instructional Technology	3 credits
<a href="#">SPE 325</a>	Educating Learners with Diverse Needs	3 credits
<a href="#">ESL 423</a>	SEI English Language Teaching: Foundations and Methodologies	3 credits
<a href="#">ESL 433</a>	Advanced Methodologies of Structured English Instruction	3 credits

<a href="#">EED 323</a>	Curriculum and Methods: Science	3 credits
<a href="#">EED 403</a>	Curriculum and Methods: Mathematics	3 credits
<a href="#">EED 443</a>	Curriculum and Methods: Literacy: Reading/Language Arts GR K-3	3 credits
<a href="#">EED 463</a>	Curriculum and Methods: Social Studies	3 credits
<a href="#">EED 473</a>	Curriculum and Methods: Literacy: Reading/Language Arts GR	3 credits
<a href="#">MAT 133</a>	Contemporary Mathematics	3 credits
<a href="#">POS 300</a>	Arizona/Federal Government	3 credits
<a href="#">EED 480</a>	Student Teaching: Elementary School	12 credits

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Total Elementary Education Core Credits 48 credits

## Secondary Education Certification (Grades 7-12)

### Degree Requirements

<a href="#">Education Core</a>	15 credits
<b>Secondary Education Certification</b>	<b>27 credits</b>

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Total Bachelor of Science in Secondary Education/Certification Requirements 42 credits

### Secondary Education Certification

<a href="#">SPE325 A</a>	Educating Learners w/ Diverse Needs	3 credits
<a href="#">SED442</a>	Secondary Methods	3 credits
<a href="#">SED443</a>	Secondary Curriculum Development and Assessment	3 credits
<a href="#">SED452</a>	Learning Strategies Secondary School	3 credits
<a href="#">SED462</a>	Secondary Practicum	3 credits
<a href="#">SED480</a>	Student Teaching: Secondary School	12 credits

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Total Secondary Education Certification 27 credits

<sup>^</sup> Writing-Intensive course

The College of Liberal Arts and the College of Health Science offer degrees with Secondary Ed Certification. These can be found in their sections of the Catalog.

## Bachelor of Arts in English for Secondary Teachers

### Degree Requirements

The Bachelor of Arts in English for Secondary Teachers is a degree offered by the College of Liberal Arts in conjunction with the College of Education for students desiring to prepare for a career in teaching English subjects in grades 7 - 12. The English Education program is designed to prepare students for careers in public education. Students/applicants are responsible for contacting their state department of education for certification requirements and program approval. The student/applicant should consult the Grand Canyon University Catalog and academic advisor on current policies and procedures inherent in a teacher



credentialing program.

<a href="#">The Grand Experience</a>	39 credits
Major	36 credits
<a href="#">Secondary Education Certification</a>	27 credits
<a href="#">Education Certification Core</a>	15 credits
<a href="#">Advanced Structured English Immersion Course</a>	3 credits

Total Bachelor of Arts in English for Secondary Teachers 120 credits

### Advanced Structured English Immersion (SEI)

<a href="#">ESL 433*</a>	Advanced Methodologies of Structured English Instruction	3 credits
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\*Three of the six SEI credits required for graduation are earned through ESL 423, which is a part of the Education Certification Core. ESL 433 is the advanced course that completes the requirement.

### English for Secondary Teachers Major

<a href="#">ENG 200</a> <sup>Δ</sup>	Analysis of World Literature	3 credits
<a href="#">ENG 201</a>	Intermediate Grammar	3 credits
<a href="#">ENG 221</a>	English Literature I	3 credits
<a href="#">ENG 301</a> <sup>Δ</sup>	Advanced Composition	3 credits
<a href="#">ENG 341</a>	American Literature I	3 credits
<a href="#">ENG 413</a>	The Novel	3 credits
<a href="#">ENG 421</a>	Shakespeare	3 credits

Choose one of the following courses:

<a href="#">ENG 222</a>	English Literature II	3 credits
<a href="#">ENG 342</a>	American Literature II	3 credits

Choose one of the following courses:

<a href="#">ENG 352</a>	The Short Story	3 credits
<a href="#">ENG 324</a>	Studies in Poetry	3 credits

The following classes are required:

<a href="#">ENG 453</a>	Christianity and Literature	3 credits
<a href="#">ENG 471</a>	Adolescent Literature	3 credits
<a href="#">ENG 480</a>	Method of Teaching English	3 credits

Total English for Secondary Teachers Emphasis 36 credits

<sup>Δ</sup> Writing-Intensive course

## Bachelor of Science in Secondary Education with an Emphasis in Biology

### Degree Requirements

The Bachelor of Science in Secondary Education with an emphasis in Biology degree is designed to provide students a strong foundation in the biological sciences along with an introduction into the relevant concepts associated with the physical sciences. Students/applicants are responsible for contacting their state department of education for certification requirements and program approval. The student/applicant should consult the Grand Canyon University Catalog and academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program.

<a href="#">The Grand Experience</a>	39 credits
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Biology Teaching Core	36 credits
<a href="#">Secondary Education Certification</a>	27 credits
<a href="#">Education Certification Core</a>	15 credits
<a href="#">Advanced Structured English Immersion Course</a>	3 credits

Total Bachelor of Science in Secondary Education with an Emphasis in Biology 120 credits

### Advanced Structured English Immersion (SEI)

<a href="#">ESL 433*</a>	Advanced Methodologies of Structured English Instruction	3 credits
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\*Three of the six SEI credits required for graduation are earned through ESL 423, which is a part of the Education Certification Core. ESL 433 is the advanced course that completes the requirement.

### Biology Teaching Core

<a href="#">BIO 181</a>	General Biology I	3 credits
<a href="#">BIO 181L</a>	General Biology I Lab	1 credits
<a href="#">BIO 182</a>	General Biology II	3 credits
<a href="#">BIO 182L</a>	General Biology II Lab	1 credits
<a href="#">BIO 201</a>	Human Anatomy and Physiology I	3 credits
<a href="#">BIO 201L</a>	Human Anatomy and Physiology I Lab	1 credit
<a href="#">BIO 202</a>	Human Anatomy and Physiology II	3 credits
<a href="#">BIO 202L</a>	Human Anatomy and Physiology II Lab	1 credit
BIO 317 <sup>Δ</sup>	Science Communication	3 credits
<a href="#">BIO 320</a>	Fundamentals of Ecology	3 credits
<a href="#">BIO 320L</a>	Foundations of Ecology Lab	1 credit
<a href="#">BIO 340</a>	Genetics	3 credits
<a href="#">BIO 480</a>	Methods of Teaching Science in Secondary Schools	3 credits
<a href="#">BIO 205</a>	Microbiology	3 credits
<a href="#">BIO 363</a>	Biostatistics	3 credits

Total Biology for Secondary Teachers Emphasis 36 credits

<sup>Δ</sup> Writing-Intensive course

## Bachelor of Science in Secondary Education with an Emphasis in Business Education and Technology

### (Eligible for Credential)

The Bachelor of Science in Secondary Education with an Emphasis in Business Education and Technology is a degree offered by the College of Education in conjunction with the Ken Blanchard College of Business for candidates desiring to prepare for a career in teaching business courses in grades 7 - 12. The business education program is designed to prepare candidates for careers as business teachers and/or corporate training.

### Degree Requirements

<a href="#">The Grand Experience</a> *	39 credits
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<a href="#">Secondary Education Certification</a>	27 credits
<a href="#">Education Certification Core</a>	15 credits
Emphasis	36 credits
Elective	3 credits
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Total Bachelor of Science in Early Childhood Education	120 credits

\*Students enrolled in this program should take BUS 318 in the Grand Experience, satisfying 3 credits of their Christian Studies requirement.

### Business Education and Technology Emphasis

SYM 180A	Word Processing	1 credit
SYM 180B	Beginning Spreadsheet	1 credit
SYM 180C	Presentation Graphics	1 credit
<a href="#">ECN 211</a>	Microeconomic Principles	3 credits
<a href="#">ECN 212</a>	Macroeconomic Principles	3 credits
<a href="#">ACC 211</a>	Financial Accounting	3 credits
<a href="#">ACC 212</a>	Managerial Accounting	3 credits
<a href="#">BUS 251</a>	Business Statistics	3 credits
<a href="#">FIN 301</a>	Fundamentals of Business Finance	3 credits
<a href="#">MGT 301</a>	Principles of Management	3 credits
<a href="#">MKT 301</a>	Principles of Marketing	3 credits
<a href="#">BUS 310</a>	Business Law I	3 credits
<a href="#">SYM 301</a>	Principles of Information Systems	3 credits
<a href="#">SYM 302</a>	Database and Decision Support Systems	3 credits
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Total Business Education and Technology Emphasis		35 credits

## Bachelor of Science in Secondary Education with an Emphasis in Chemistry

### Degree Requirements

The Bachelor of Science in Secondary Education with an emphasis in Chemistry degree is designed to provide students a strong foundation in the chemical sciences along with an introduction into the relevant concepts associated with biological sciences and other physical sciences. Students/applicants are responsible for contacting their state department of education for certification requirements and program approval. The student/applicant should consult the Grand Canyon University Catalog and academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program.

<a href="#">The Grand Experience</a>	39 credits
Chemistry Teaching Core	36 credits
<a href="#">Secondary Education Certification</a>	27 credits
<a href="#">Education Certification Core</a>	15 credits
Advanced Structured English Immersion Course	3 credits
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Total Bachelor of Science in Secondary Education with an Emphasis in Chemistry	120 credits

### Advanced Structured English Immersion (SEI)

<a href="#">ESL 433*</a>	Advanced Methodologies of Structured English Instruction	3 credits
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\*Three of the six SEI credits required for graduation are earned through ESL 423, which is a part of the Education Certification Core. ESL 433 is the advanced course that completes the requirement.

### Chemistry Teaching Core

<a href="#">CHM 105</a>	Introductory Studies to the History of Chemistry	3 credits
<a href="#">CHM 113</a>	General Chemistry I	3 credits
<a href="#">CHM 113L</a>	General Chemistry I Lab	1 credit
<a href="#">CHM 115</a>	General Chemistry II	3 credits
<a href="#">CHM 115L</a>	General Chemistry II Lab	1 credit
<a href="#">CHM 301</a> <sup>Δ</sup>	Science Communication I	2 credits
<a href="#">CHM 302</a> <sup>Δ</sup>	Science Communication II	2 credits
<a href="#">CHM 331</a>	Organic Chemistry I	3 credits
<a href="#">CHM 332</a>	Organic Chemistry II	3 credits
<a href="#">CHM 103</a>	Chemistry Lab Safety	3 credits
<a href="#">CHM 153</a>	Chemistry Lab Equipment, Setup, and Use	3 credits
<a href="#">CHM 360</a>	Principles of Biochemistry	3 credits
<a href="#">BIO 363</a>	Biostatistics	3 credits
<a href="#">CHM 480</a>	Methods of Teaching Science in the Secondary Schools	3 credits

Total Chemistry for Secondary Teachers Emphasis	36 credits
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<sup>Δ</sup> Writing-Intensive course

## Bachelor of Science in Secondary Education with an Emphasis in Mathematics

Since every degree at Grand Canyon University has a mathematics requirement, the mission of the Mathematics faculty is to focus on the needs of students from all disciplines who have diverse interests and backgrounds.

Mathematics is a broad, applicable, and playful subject. In recent times, especially since the advent of the digital computer, mathematics has expanded into a collection of mathematical sciences that include pure and applied mathematics, computation, computer science, statistics, operations research, and other areas. Themes of structure, randomness and chaos, techniques of computation, analysis and visualization, and modes of thought involving proof, counter-example, intuition, and creation of unifying concepts are hallmarks of mathematics. Mathematical ideas have found application not only in the physical sciences but increasingly in the life, social, and management sciences, and even in the arts and humanities. The pace of discovery and invention in mathematics remains high. Mathematics is indeed the “queen and servant of the sciences.”

The Bachelor of Science in Secondary Education with an emphasis in Mathematics is a degree offered by the College of Liberal Arts in conjunction with the College of Education for



students desiring to prepare for a career in teaching Mathematics in grades 7 - 12. The Mathematics Education program is designed to prepare students for careers in public education. Students/applicants are responsible for contacting their state department of education for certification requirements and program approval. The student/applicant should consult the Grand Canyon University Catalog and academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program

### Degree Requirements

<a href="#">The Grand Experience</a>	39 credits
Mathematics for Secondary Teachers Major	36 credits
<a href="#">Secondary Education Certification</a>	27 credits
<a href="#">Education Certification Core</a>	15 credits
Advanced Structured English Immersion Course	3 credits
<b>Total Bachelor of Science in Secondary Education with an Emphasis in Mathematics</b>	<b>120 credits</b>

### Advanced Structured English Immersion (SEI)

<a href="#">ESL 433*</a>	Advanced Methodologies of Structured English Instruction	3 credits
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\*Three of the six SEI credits required for graduation are earned through ESL 423, which is a part of the Education Certification Core. ESL 433 is the advanced course that completes the requirement.

### Mathematics for Secondary Teachers Major

<a href="#">MAT 270</a>	Analytical Geometry and Calculus I	4 credits
<a href="#">MAT 271</a>	Analytical Geometry and Calculus II	4 credits
<a href="#">MAT 272</a>	Analytical Geometry and Calculus III	4 credits
<a href="#">MAT 300</a> Δ	Introduction to Mathematical Thought	3 credits
<a href="#">MAT 320</a>	Technology in the Mathematics Curriculum	3 credits
<a href="#">MAT 310</a>	College Geometry	3 credits
<a href="#">MAT 342</a>	Linear Algebra	3 credits
<a href="#">MAT 363</a>	Probability and Statistics	3 credits
<a href="#">MAT 373</a>	Differential Equations	3 credits
<a href="#">MAT 466</a>	Methods of Teaching Secondary School Mathematics I	3 credits
<a href="#">MAT 467</a>	Methods of Teaching Secondary School Mathematics II	3 credits

Total Mathematics for Secondary Teachers Emphasis 36 credits

Δ Writing-Intensive course.

## Bachelor of Science in Secondary Education with an Emphasis in Social Studies

### Degree Requirements

The Bachelor of Science in Secondary Education with an emphasis in Social Studies is a degree offered by the College of

Liberal Arts in conjunction with the College of Education for students desiring to prepare for a career in teaching Social Science subjects in grades 7 - 12. The Social Sciences Education program is designed to prepare students for careers in public education. Students/applicants are responsible for contacting their state department of education for certification requirements and program approval. The student/applicant should consult the Grand Canyon University Catalog and academic advisor to obtain information regarding current policies and procedures inherent in a teacher credentialing program.

<a href="#">The Grand Experience</a>	42 credits
Social Studies Teaching Core	36 credits
<a href="#">Secondary Education Certification</a>	27 credits
<a href="#">Education Certification Core</a>	15 credits

Total Bachelor of Science in Secondary Education with an Emphasis in Social Studies 120 credits

### Social Studies Teaching Core

<a href="#">ECN 211</a>	Microeconomics Principles	3 credits
<a href="#">ECN 212</a>	Macroeconomic Principles	3 credits
<a href="#">GEO 121</a>	World Geography	3 credits
<a href="#">HIS 103</a>	US History to 1877	3 credits
<a href="#">HIS 104</a>	US History since 1877	3 credits
<a href="#">HIS 108</a>	World History after 1500	3 credits
<a href="#">HIS 317</a>	Studies in the Non-Western World	3 credits
<a href="#">HIS 333</a>	Early Modern Europe	3 credits
<a href="#">HIS 343</a>	Colonial and Revolutionary America	3 credits
<a href="#">POS 100</a>	Introduction to Political Science	3 credits
<a href="#">POS 344</a> Δ	Political Thought	3 credits
<a href="#">POS 417</a>	Constitutional History	3 credits

Total Social Studies Teaching Emphasis 36 credits

Δ Writing-Intensive course

## Bachelor of Science in Secondary Education with an Emphasis in Physical Education

### Degree Requirements

<a href="#">The Grand Experience</a>	39 credits
Physical Education Core	38 credits
<a href="#">Secondary Education Certification</a>	27 credits
<a href="#">Education Certification Core</a>	15 credits
Advanced Structured English Immersion Course	3 credits

Total Bachelor of Science in Secondary Education with an emphasis in Physical Education 122 credits

### Advanced Structured English Immersion (SEI)

<a href="#">ESL 433*</a>	Advanced Methodologies of Structured English Instruction	3 credits
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\*Three of the six SEI credits required for graduation are earned through ESL 423, which is a part of the Education Certification

Core. ESL 433 is the advanced course that completes the requirement.

### Physical Education Core

<a href="#">EXS 335<sup>Δ</sup></a>	Kinesiology	3 credits
<a href="#">EXS 340</a>	Physiology of Exercise	3 credits
<a href="#">EXS 383</a>	Measurement in Physical Education	3 credits
<a href="#">HLT 253</a>	Anatomy and Physiology	3 credits
<a href="#">HLT 270</a>	First Aid and Safety	3 credits
<a href="#">PED240</a>	Introduction to Physical Education	3 credits
<a href="#">PED246<sup>Δ</sup></a>	Instructional Strategies in Physical Education	3 credits
<a href="#">PED363</a>	Physical Education for the Exceptional Child	3credits
<a href="#">PED403</a>	Physical Education for the Elementary Grades	3 credits
<a href="#">PED413</a>	Physical Education for the Secondary School	3 credits
PED—	Professional Activities (Select 4 from PED 252, 262, 282, 292)	8 credits
PED—	Upper Division Electives	3 credits
Total Physical Education Emphasis		38 credits

<sup>Δ</sup> Writing-Intensive course

∞ In order to graduate with a K-12 Endorsement, 16 credits of student teaching (EED 480 - grades K-6, and SED 480 - grades 7-12) must be completed.

∞ In order to graduate with a K-12 Endorsement, 16 credits of student teaching (EED 480 - grades K-6, and SED 480 - grades 7-12) must be completed.

## Graduate Degree Requirements

The graduate program is based upon a framework that provides for the professional growth of the teacher practitioner. This framework includes a cyclical process of inquiry, reflection, application, evaluation, and additional reflection. These five elements are incorporated into activities and assignments in each course of the program through a combination of collaborative and individual work. Graduate programs in education are provided in two learning formats; both online and traditional campus courses are available to the learner.

## Graduate Programs

Once the student is accepted into the graduate program, the candidate has five years to complete the Program of Study. Upon acceptance into the graduate program, the student will receive an Official Program of Study. In order for the Program of Study to remain valid, the student must be continuously enrolled in the program. All graduate students must maintain a 3.0 GPA.

### Additional Graduate Education Admission Requirements

In addition to the general Graduate Admission Requirements listed in the [Admission Policy and Procedure](#) section, all

candidates for graduate programs at GCU must submit the following information:

All candidates must submit a copy of their Fingerprint Clearance Card from their state Department of Public Safety or comparable agency and/or a copy of the state issued teaching certificate prior to enrolling in any practicum courses, generally the third course of the declared program. Copies of the Fingerprint Clearance Card should be sent to:

Office of Academic Records  
3300 West Camelback Road  
Phoenix, AZ 85017  
(602) 926-8437 (Fax)

### Graduate Transfer Restrictions

The first course of the graduate Programs of Study cannot be satisfied by transferred credits.

### Eligibility for Teaching Certification

Additional information is required for the following degrees:

- Master of Arts in Teaching: A copy of current teaching certificate
- Master of Education in Special Education for Currently Certified Teachers: A copy of current teaching certificate
- Master of Education in Secondary Education: A certifiable major in secondary education content area. This major is any course of study commonly taught in grades 7-12 in public schools.

### Additional Graduate Graduation Requirements

COE students are required to complete an assessment e-Portfolio. The e-Portfolio is the final assessment of students in each program, and is contributed to throughout the Program of Study. Final submission of the e-Portfolio is required to be eligible for graduation and must use the e-Portfolio product supported/used by GCU.

## Master of Arts in Teaching

### Degree Requirements (Not Eligible for Institutional Recommendation/Non-Credential)

The Master of Arts in Teaching (MAT) (Not Eligible for Credential) program is designed for certified elementary and secondary teachers interested in advanced studies in education. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of instructional leadership, technology enhanced instruction design, curriculum and assessment for school improvement and legal issues. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guides students through observational and practice based experiences. Students must have access to a K-12 classroom to complete the program assignments. Graduates of this program are prepared to become informed educators who meet the needs of schools and student populations. The following courses are required courses and must be taken in the sequence given below:

<a href="#">EDU 529</a>	Foundation and Framework	3 credits
<a href="#">EDU 519</a>	The Engaged Mind	3 credits
<a href="#">EDU 520</a>	Classroom Management	3 credits
<a href="#">EDU 521</a>	Current Classroom Methods and Strategies	3 credits
<a href="#">EDU 590</a>	Educational Action Research	3 credits
<a href="#">EDU 530</a>	Educational Leadership	3 credits
<a href="#">EDU 550</a>	Technology Enhanced Instructional Design	3 credits
<a href="#">EDU 583</a>	Teaching Reading in the Content Area	3 credits
<a href="#">EDU 532</a>	Legal Issues in Education	3 credits
<a href="#">EDU 560</a>	Curriculum Assessment for School Improvement	3 credits
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Total Master of Arts in Teaching		30 credits

## Master of Education in Education Administration

### Degree Requirements

Education Administration Core	27 credits
Emphasis	9 credits
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Total Master of Education Administration	36 credits

### Master of Education (M.Ed.) in Educational Administration Core

The following courses are required courses and must be taken in the sequence given below:

<a href="#">EDA 529</a>	Education Administration Foundation and Framework	3 credits
<a href="#">EDA 531</a>	Survey of Organizational Theory	3 credits
<a href="#">EDA 530</a>	Educational Leadership	3 credits
<a href="#">EDA 532</a>	Legal Issues in Education	3 credits
<a href="#">EDA 533</a>	Public School Finance	3 credits
<a href="#">EDA 550</a>	Supervision and Instructional Leadership	3 credits
<a href="#">EDA 560</a>	Curriculum Development for School Improvement	3 credits
<a href="#">EDA 570</a>	Action Research in Education Administration	3 credits
<a href="#">EDA 590</a>	Educational Leadership in Technology	3 credits
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Total Master of Education in Education Administration Areas of Emphasis		27 credits

The requirement for an emphasis is to take three courses (9 semester credits in lieu of electives) in one area as listed below:

## Master of Education in Education Administration

### (Eligible for Institutional Recommendation/Credential)

The Master of Education in Education Administration (Eligible for Institutional Recommendation/Credential) is a program

designed for any individual interested in Educational Administration in the K-12 setting and is seeking an administrative certificate. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of school leadership, administrative foundations, organizational theory, K-12 legal issues, public school finance, curriculum development, and instructional leadership. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must be prepared to complete a part time 8 week administrative internship component at the end of the program. Graduates of the program are prepared to become informed educational administrators in public and private schools and other settings requiring an administrative credential. Students must have a teaching certificate or be eligible for certification to be admitted into this program. The student should consult the Grand Canyon University Catalog and academic advisor on current policies and procedures inherent in an administrative credentialing program. In some circumstances, students may have opportunities to assist in key events with an administrator before their Internship begins. Due to the fact that many of the assignments given for EDA 580 either occur at the beginning or end of school, students may begin logging Internship hours up to 8 weeks preceding EDA 580 with the approval of Director of Field Experiences. Students need to request this in writing and be approved before they can begin logging Internship hours. Enrollment in this program requires documentation of 3 years of certified teaching experience.

<a href="#">EDA 540</a>	The Principalship	3 credits
<a href="#">ESL 523</a>	SEI English Language Teaching: Foundations and Methodologies	3 credits
<a href="#">EDA 580</a>	Internship in Educational Administration	3 credits

## Master of Education in Education Administration with an Emphasis in Organizational Leadership

### Degree Requirements (Not Eligible for Institutional Recommendation/Non-Credential)

The Master of Education in Educational Administration Organizational Leadership Emphasis (Not Eligible for Institutional Recommendation/Non-Credential) is a program designed for any individual interested in the administration of educational and social services settings for children in the Grade K-12 setting, but who must postpone a school site-based administrative internship, or who does not choose to seek a K-12 administrative certificate. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational leadership, organizational theory, and strategic management. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and

practice-based experiences. Students must have access to a school or children’s social services setting to complete the program assignments. Graduates of the program are prepared to become educational leaders in the home, church, private schools, and other settings not requiring an administrative credential. The students are also prepared to move into an administrative internship/credentialing component with Grand Canyon University at a later date. Students must have a current K-12 teaching certificate.

<a href="#">MGT 625</a>	Leadership Styles and Development	3 credits
<a href="#">MGT 626</a>	Organizational Systems and Cultures	3 credits
<a href="#">MGT 609</a>	Strategic Management	3 credits

## Master of Education in Education Administration with an Emphasis in School Leadership

### Degree Requirements (Not Eligible for Institutional Recommendation/Non-Credential)

The Master of Education in Educational Administration with an Emphasis in School Leadership (Not Eligible for Institutional Recommendation/Non-Credential) is a program designed for any individual interested in School Leadership in the K-12 setting but does not need to seek an administrative certificate. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of school leadership, administrative foundations, organizational theory, K-12 legal issues, public school finance, curriculum development, and instructional leadership. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 school to complete the program assignments. Graduates of the program are prepared to become informed educational administrators in the home, church, private schools, and other settings not requiring an administrative credential. The students are also prepared to move into an administrative internship component with Grand Canyon University at a later date.

<a href="#">EDA 540</a>	The Principalship	3 credits
<a href="#">ESL 523</a>	SEI English Language Teaching: Foundations and Methodologies	3 credits
<a href="#">EDA 541</a>	The Assistant Principalship	3 credits

## Master of Education in Elementary Education

### Degree Requirements

Elementary Education Core	33 credits
Eligible/Not Eligible Emphasis	12 credits
<b>Total Master of Education in Elementary Education</b>	<b>45 credits</b>

## Master of Education in Elementary Education Degree Core

The following courses are required courses and must be taken in the sequence given below:

<a href="#">EDU 570</a>	Philosophical/Social Issues	3 credits
<a href="#">EDU 523</a>	Advanced Educational Psychology	3 credits
	Reading/ Language Arts	3 credits
<a href="#">SPE 525</a>	Educating Learners w/ Diverse Needs	3 credits
<a href="#">ESL 523</a>	SEI English Language Teaching: Foundations and Methodologies*	3 credits
<a href="#">EED 543</a>	Prescriptive Reading and Practicum	3 credits
<a href="#">EED 573</a>	Curriculum and Methods: Literacy	3 credits
<a href="#">ESL 533*</a>	Advanced Methodologies of Structured English Instruction	3 credits
<a href="#">EED 563</a>	Curriculum and Methods: Social Studies	3 credits
<a href="#">EED 523</a>	Curriculum and Methods: Science	3 credits
<a href="#">EED 503</a>	Curriculum and Methods: Mathematics	3 credits
<a href="#">EDU 563</a>	Instructional Technology	3 credits

Total Master of Education in Elementary Education	33 credits
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\* Provisional ESL Endorsement requires six credits of ESL coursework. Six credits in a foreign language or a foreign language proficiency is required prior to receiving the full ESL Endorsement.

## Master of Education in Elementary Education

### Degree Requirements (Eligible for Institutional Recommendation/Credential)

The Master of Education in Elementary Education (Eligible for Institutional Recommendation/Credential) is a program designed for any individual interested in the education of children in the Grade K-8 setting, but who seeks a teaching certificate. The format and courses of the state and regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, reading strategies, teaching methods, and curriculum development. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a Gr. K-8 classroom to complete the program assignments. Students must be prepared to complete a full-time 16 week student teaching component at the end of the program. Graduates of the program are prepared to become informed educators in public and private schools and other settings requiring a teaching credential. The student should consult the Grand Canyon University Catalog and academic advisor on current policies and procedures inherent in a teacher credentialing program.

<a href="#">EED 580</a>	Student Teaching	12 credits
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## Master of Education in Elementary Education

### Degree Requirements (Not Eligible for Institutional Recommendation/Non-Credential)

The Master of Education in Elementary Education (Not Eligible for Institutional Recommendation/Non-Credential) is a program designed for any individual interested in the education of children in the K-8 setting, but who must postpone student teaching, or who does not choose to seek a teaching certificate. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, prescriptive reading, teaching methods, and curriculum development. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-8 classroom to complete the program assignments. Graduates of the program are prepared to become informed educators in the home, church, private schools, and other settings not requiring a teaching credential. The students are also prepared to move into a student teaching/credentialing component with Grand Canyon University at a later date.

<a href="#">RDG 525</a>	Literacy in a Multicultural Society	3 credits
<a href="#">TEC 535</a>	Educational Applications of Technology	3 credits
<a href="#">EDU 520</a>	Classroom Management	3 credits
<a href="#">EDU 590</a>	Educational Action Research	3 credits

<sup>^</sup> Writing-Intensive course

## Master of Education in Curriculum and Instruction: Reading

### Degree Requirements (Not Eligible for Institutional Recommendation/Non-Credential)

The following courses are required courses and must be taken in the sequence given below:

<a href="#">RDG 509</a>	Reading: Foundation and Framework	3 credits
<a href="#">RDG 510</a>	Curriculum and Instruction	3 credits
<a href="#">RDG 545</a>	Foundation, Cognition and Emergent Literature	3 credits
<a href="#">RDG 535</a>	Descriptive Linguistics and Phonics	3 credits
<a href="#">RDG 540</a>	Research Techniques and Procedures	3 credits
<a href="#">RDG 521</a>	Developmental and Corrective Reading Process	3 credits
<a href="#">RDG 525</a>	Literacy in a Multicultural Society	3 credits
<a href="#">RDG 515</a>	Children, Adolescents, and Learning	3 credits
<a href="#">RDG 583</a>	Teaching Reading in the Content Areas	3 credits
<a href="#">RDG 580</a>	Practicum in Reading	3 credits

Total Master of Education in Curriculum and Instruction: Reading 30 credits

## Master of Education in Curriculum and Instruction: Technology

### Degree Requirements (Not Eligible for Institutional Recommendation/Non-Credential)

The following courses are required courses and must be taken in the sequence given below:

<a href="#">TEC 509</a>	Instructional Technology: Foundation and Framework	3 credits
<a href="#">TEC 510</a>	Curriculum and Instruction	3 credits
<a href="#">TEC 525</a>	Schools in a Multicultural Society	3 credits
<a href="#">TEC 535</a>	Educational Applications of Technology	3 credits
<a href="#">TEC 540</a>	Research Techniques and Procedures	3 credits
<a href="#">TEC 545</a>	Multimedia Instructional Strategies	3 credits
<a href="#">TEC 555</a>	Design of Print-Based Media	3 credits
<a href="#">TEC 560</a>	Interactive Design for the Classroom	3 credits
<a href="#">TEC 565</a>	Distance Learning	3 credits
<a href="#">TEC 580</a>	Practicum in Technology	3 credits

Total Master of Education in Curriculum and Instruction: Technology 30 credits

## Master of Education in Secondary Education

### Degree Requirements\*

Secondary Education Core	18 credits
Eligible/Not Eligible Emphasis	12 credits

Total Master of Education in Secondary Education 30 credits

### Master of Education in Secondary Education Degree Core

The following courses are required courses and must be taken in the sequence given below:

<a href="#">EDU 570</a>	Philosophical/Social Issues	3 credits
<a href="#">EDU 523</a>	Advanced Educational Psychology	3 credits
<a href="#">SPE 525</a>	Educating Learners w/ Diverse Needs	3 credits
<a href="#">ESL 523</a>	SEI English Language Teaching: Foundations and Methodologies*	3 credits
<a href="#">SED 552</a>	Reading and Learning Strategies for Middle and Secondary School *	3 credits
<a href="#">SED 542</a>	Secondary Methods	3 credits

Total Master of Education in Secondary Education Core 18 credits

\*A minimum of 24 content credits must be completed in an area commonly taught in Arizona secondary schools prior to admission to the Master of Education in Secondary Education program (e.g., math, English, biology). Undergraduate coursework may be used to meet this requirement.

## Master of Education in Secondary Education

### (Eligible for Institutional Recommendation/Credential)

The Master of Education in Secondary Education (Eligible for Institutional Recommendation/Credential) is a program designed for any individual interested in the education of children in the Grade 7-12 setting who is seeking a teaching certificate. The format and courses of the state and regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, reading strategies, teaching methods, and curriculum development. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice based experiences. Students must have access to a Gr. 7-12 classroom to complete the program assignments. Students must be prepared to complete a full-time 16 week student teaching component at the end of the program. Graduates of the program are prepared to become informed educators in public and private schools and other settings requiring a teaching credential. Students must have a minimum of 24 units in a content area commonly taught in public Gr. 7-12 schools to be admitted to the program. The student should consult the Grand Canyon University Catalog and academic advisor on current policies and procedures inherent in a teacher credentialing program.

[SED 580](#) Student Teaching 12 credits

## Master of Education in Secondary Education

### (Not Eligible for Institutional Recommendation/Non-Credential)

The Master of Education in Secondary Education (Not Eligible for Institutional Recommendation/Non-Credential) is a program designed for any individual interested in the education of children in the Grade 7-12 setting, but who must postpone student teaching or who does not choose to seek a teaching certificate. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize the content knowledge that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of educational psychology, reading strategies, teaching methods and curriculum development. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guides students through observational and practice based experiences. Students must have access to a Gr. 7-12 classroom to complete the program assignments. Graduates of the program are prepared to become informed educators in the home, church, private schools and other settings not requiring a teaching credential. If the student wishes, the students are also prepared to move into a student teaching/credentialing component with Grand Canyon University at a later date.

Students must have a minimum of 24 units in a content area commonly taught in public Gr. 7-12 schools to be admitted to the program.

<a href="#">RDG 525</a>	Literacy in a Multicultural Society	3 credits
<a href="#">TEC 535</a>	Educational Applications of Technology	3 credits
<a href="#">EDU 520</a>	Classroom Management	3 credits
<a href="#">EDU 590A</a>	Educational Action Research	3 credits

<sup>^</sup> Writing-Intensive course

## Master of Education in Special Education for Certified Special Educators

### Degree Requirements

The Master of Education in Special Education for Certified Special Educators (Non-Institutional Recommendation/Non-Credential) is a program designed for any individual interested in advanced studies in special education and who currently certified. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, mental retardation, emotional and physical disabilities, and other physical and cognitive impairments. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice based experiences. Students must have access to a K-12 special education classroom to complete the program assignments. Graduates of the program will be prepared to work with special needs populations and implement individualized educational plans to accommodate the students various learning needs.

The following courses are required courses and must be taken in the sequence given below:

<a href="#">SPE 529</a>	Special Education Foundations and Framework	3 credits
<a href="#">SPE 525</a>	Educating Learners with Diverse Needs	3 credits

Choose two areas of disability:

#### Mental Retardation (MR)

<a href="#">SPE 545</a>	Characteristics of Students with Mental Retardation	3 credits
<a href="#">SPE 596</a>	Strategies for Teaching Students with Mental Retardation	3 credits

#### Learning Disabilities (LD)

<a href="#">SPE 555</a>	Characteristics of Students with Learning Disabilities	3 credits
<a href="#">SPE 576</a>	Strategies for Teaching Students with Learning Disabilities	3 credits

#### Emotional/Behavioral Disabilities (ED)

<a href="#">SPE 565</a>	Characteristics of Students with Emotional/Behavioral Disorders	3 credits
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<a href="#">SPE 586</a>	Strategies for Teaching Students with Emotional/Behavioral Disorders	3 credits
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### Physical/Health Impairments (PHI)

<a href="#">SPE 571</a>	Education of Students with Physical and Health Impairments	3 credits
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<a href="#">SPE 563</a>	Physical Education for the Exceptional Student	3 credits
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The following courses are required:

<a href="#">SPE 570</a>	Action Research in Special Education	3 credits
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<a href="#">SPE 535</a>	Diagnosis and Assessment in Special Ed.	3 credits
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<a href="#">SPE 540</a>	Special Education Litigation and Law	3 credits
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<a href="#">SPE 550</a>	Special Education Finance	3 credits
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<a href="#">SPE 560</a>	Special Ed. Program Development	3 credits
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<a href="#">SPE 590</a>	Assistive Technology in Special Ed.	3 credits
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Total Master of Education in Special Education for Certified Special Educators		36 credits
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## Master of Education in Special Education

### Degree Requirements

Special Education Core	33 credits
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Eligible/Not Eligible Emphasis	12 credits
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Total Master of Special Education	45 credits
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### Master of Education (M.Ed.) in Special Education

#### Degree Core

<a href="#">SPE 529</a>	Special Education Foundations and Framework	3 credits
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<a href="#">SPE 525</a>	Educating Learners with Diverse Needs	3 credits
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<a href="#">SPE 545</a>	Characteristics of Students with Mental Retardation	3 credits
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<a href="#">SPE 596</a>	Strategies for Teaching Students with Mental Retardation	3 credits
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<a href="#">SPE 555</a>	Characteristics of Students with Learning Disabilities	3 credits
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<a href="#">SPE 576</a>	Strategies for Teaching Students with Learning Disabilities	3 credits
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<a href="#">SPE 565</a>	Characteristics of Students with Emotional Disabilities	3 credits
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<a href="#">SPE 586</a>	Strategies for Teaching Students with Emotional Disorders	3 credits
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<a href="#">SPE 571</a>	Educational Implications for Students with Physical and Health Impairments	3 credits
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<a href="#">ESL 523</a>	SEI English Language Teaching: Foundations and Methodologies	3 credits
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<a href="#">SPE 535</a>	Diagnosis and Assessment in Special Education	3 credits
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Total Master of Education in Special Education		33 credits
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## Master of Education in Special Education

### (Eligible for Institutional Recommendation/Credential)

The Master of Education in Special Education (Eligible for Institutional Recommendation/Credential) is a cross-categorical program designed for any individual interested in the education of special needs children in the K-12 setting, who wishes to seek a teaching certificate. The format and courses of the state and regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 special education classroom to complete the program assignments. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate the students' various learning needs. Students must be prepared to complete a full time 16 week student teaching component at the end of the program. The student should consult the Grand Canyon University Catalog and academic advisor on current policies and procedures inherent in a teacher credentialing program.

<a href="#">SPE 548a</a>	Student Teaching: Cross Categorical
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## Master of Education in Special Education

### (Not Eligible for Institutional Recommendation/Non-Credential)

The Master of Education in Special Education, (Not Eligible for Institutional Recommendation/Non-Credential) is a cross-categorical program designed for any individual interested in the education of special needs children in the K-12 setting, but who must postpone student teaching, or who does not choose to seek a teaching certificate. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of learning disabilities, emotional and behavioral disabilities, and other physical and cognitive impairments. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 special education classroom to complete the program assignments. Graduates of the program are prepared to work with special needs populations and implement individualized educational plans to accommodate the students' various learning needs. The students are also prepared to move into a student teaching/credentialing component with Grand Canyon University at a later date.

<a href="#">RDG 525</a>	Literacy in a Multicultural Society	3 credits
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<a href="#">TEC 535</a>	Educational Applications of Technology	3 credits
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<a href="#">EDU 520</a>	Classroom Management	3 credits
<a href="#">EDU 590 A</a>	Educational Action Research	3 credits

<sup>A</sup> Writing-Intensive course

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

### (Not Eligible for Institutional Recommendation/Non-Credential)

The Master of Education in Teaching English to Speakers of Other Languages (TESOL) is a program designed for already certified teachers or administrators with an interest in teaching ESL students in the classroom or serving as a district ESL coordinator. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner, who is a certified teacher or administrator, and to maximize strengths that the working educator possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of linguistics, second language acquisition, and curriculum development. Opportunities are provided to apply concepts, theories, and research throughout the program, but particularly in an unsupervised internship which guides students through observational and practice based experiences. Graduates of the program are prepared to become leaders in the ESL/TESOL initiatives districts must undertake in an ever increasing school climate of diversity.

<a href="#">TSL 529</a>	Foundation of Instruction for English Language Learners	3 credits
<a href="#">TSL 530</a>	Methods of Teaching English to Speakers of Other Languages	3 credits
<a href="#">TSL 533</a>	English Linguistics	3 credits
<a href="#">TSL 535</a>	Teaching a Second Language in the Content Areas	3 credits
<a href="#">TSL 542</a>	Second Language Acquisition and Education	3 credits
<a href="#">TSL 544</a>	Teaching in a Pluralistic Society	3 credits
<a href="#">TSL 570</a>	Modern English Grammar	3 credits
<a href="#">TSL 580</a>	Reading Theories and Research	3 credits
<a href="#">TSL 539</a>	Curriculum Development and Assessment	3 credits
<a href="#">TSL 575</a>	Child Language Acquisition	3 credits
<a href="#">TSL 555</a>	Practicum in TESOL	3 credits

Total Master of Education Teaching English to Speakers of Other Languages 33 credits

## Master of Education (M.Ed.) in PK-12 School Guidance Counseling

### (Eligible for Institutional Recommendation/Credential)

The Master of Education in PK-12 School Guidance Counseling (Eligible for Institutional Recommendation/Credential) is a program designed for any individual with a bachelor's degree interested in seeking certification as a school counselor. The format and courses of the regionally accredited program are

tailored to meet the needs of the adult learner and to maximize strengths that the student already possesses. Courses are taught by experts in their respective fields who share knowledge and experience in areas of professional counseling, psychology of learning, psychological perspectives on marriage, the family and children, principles of human development, and appraisal of children with special education needs. Opportunities are provided to apply concepts, theories, and research throughout the program. Assignments within each course guide students through observational and practice-based experiences. Students must have access to a K-12 classroom to complete the program requirements. This program requires 600 clock hours of internship occurring in a school counseling setting, under the supervision of a site supervisor, that includes a minimum of 400 direct-service clock hours as outlined by the Council for Accreditation of Counseling and Related Educational Programs.

<a href="#">EPC 525</a>	Ethical Issues in Professional Counseling	3 credits
<a href="#">EPC 530</a>	Theories in Counseling Psychology	3 credits
<a href="#">EPC 531</a>	Principles of Guidance	3 credits
<a href="#">EPC 532</a>	Research Techniques and Procedures	3 credits
<a href="#">EPC 533</a>	Methods and Techniques in Counseling	3 credits
<a href="#">EPC 534</a>	The School Counselor in a Multicultural Society	3 credits
<a href="#">EPC 535</a>	Psychology of Learning	3 credits
<a href="#">EPC 536</a>	Psychological Perspectives on Marriage, the Family, and Children	3 credits
<a href="#">EPC 537</a>	Appraisal of Children with Special Education Needs	3 credits
<a href="#">EPC 630</a>	Principles of Human Development	3 credits
<a href="#">EPC 631</a>	Psychological Measurement and Appraisal	3 credits
<a href="#">EPC 632</a>	Guidance Services and Career Counseling	3 credits
<a href="#">EPC 635</a>	Methods of Group Process	3 credits
<a href="#">ESL 523</a>	SEI English Language Teaching: Foundations and Methodologies	3 credits
<a href="#">EPC 639a</a>	Internship in Counseling	3 credits
<a href="#">EPC 639b</a>	Internship in Counseling	3 credits

Total Master of Education in PK-12 School Guidance Counseling 48 credit

## Doctor of Education (Ed.D.) in Organizational Leadership

The Doctor of Education in Organizational Leadership program develops leaders capable of generating new knowledge and responsibly applying knowledge to achieve organizational outcomes. Students will study the major bodies of literature in leadership, will reflect critically on existing theory, and will identify appropriate applications of theory in educational, business, and other organizational environments. Students will develop academic and organizational research expertise through the study of statistics and research methodology. The program of

study is consistent with the Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders.

RES 811	Introduction to Advanced Graduate Studies and Scholarship	3 credits
RSD 801	Residency I	3 credits
LDR 800	Ethical Dilemmas and Stewardship	3 credits
LDR 802	Progressions in Leadership Thought	3 credits
LOR 810	Servant Leadership	3 credits
LDR 808	The Nature and Dynamics of Organizations	3 credits
LDR 804	Leading Across Cultures	3 credits
LOR 805	Innovation: The Last Frontier of Competitive Advantage	3 credits
RES 855	Understanding and Interpreting Data	3 credits
RSD 851	Residency II	3 credits
LOR 815	Organizational Governance and Accountability	3 credits

LDR 806	Understanding Toxic Leadership	3 credits
LOR 820	Leading Values Driven Organizations	3 credits
RES 861	Research I	3 credits
RES 862	Research II	3 credits
LOR 825	Strategic Planning and Change	3 credits
RES 871	Research Design	3 credits
LDR 810	Leading the New Organization	3 credits
RSD 881	Residency III	3 credits
CMP 951	Comprehensive Exam	3 credits
RES 955	Dissertation I	3 credits
RES 960	Dissertation II	3 credits
RES 965	Dissertation III	3 credits
Total Doctor of Education in Organizational Leadership		61 credit

# The College of Nursing and Health Sciences

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## College of Nursing Description

A quarter of a century after the College of Nursing was founded, the college continues to educate nurses through rigorous academic and clinical preparation in a tradition of values-based Christian education. The Bachelor of Science in Nursing (BSN) degree is offered through three programs: pre licensure, fast track, and degree completion for already licensed and registered nurses. The pre-licensure curriculum is designed to help students assess the individual, the family, and communities; utilize functional health patterns within a variety of clinical settings; formulate nursing diagnoses; plan and evaluate nursing interventions; and function as professionals within the health care team. The fast-track BSN program allows students who have fulfilled all prerequisites and co-requisites to complete a degree in approximately 20 months. Building on the baccalaureate degree, the College offers a bridge degree for already licensed and registered nurses (RN-MSN) as well as the Master of Science with a major in Nursing (MS Nursing) featuring five concentrations and a dual major: Family Nurse Practitioner, Nursing Leadership in the Health Care System, Clinical Nurse Specialist, Clinical Nurse Specialist with Education Focus, and Master of Business Administration/Master of Science-Nursing: Nurse Leadership.

## College of Nursing Mission

The mission of the College of Nursing is to provide an academically challenging professional nursing education based on a liberal arts foundation to students from diverse backgrounds within an environment of Christian values and with a commitment to the enhancement of health and wellness in society.

## College of Nursing Features

The College of Nursing (CON) offers both quality undergraduate and graduate degree programs that meet specific students' career and academic needs. The College of Nursing faculty hold a master's or doctoral degree. Recognition of the spiritual needs of all persons is an integral part of caring for one's self and others. The spiritual dimension is integrated into each nursing course throughout the undergraduate and graduate curriculum.

Pre-licensure students begin their supervised clinical experiences during the first semester of the nursing curriculum. Students spend up to 18 hours per week in an assigned clinical practice area learning to apply theory in direct patient care situations. Pre-licensure students complete a practicum in nursing as their last course in the curriculum. This course is designed to assist students in role transition and in gaining confidence in their practice.

Graduates of the College of Nursing have a record of success on the National Council Licensure Examination – RN. Development of a resume and interview skills are part of the senior studies. In today's rapidly changing health care environment, the student will value the opportunity to explore the trends in an individual capstone project.

## College of Nursing Philosophy

In concert with the mission of the University, the College of Nursing faculty affirms our belief in educating nurses within a dedicated and supportive community of Christian values. The nursing programs prepare graduates to provide excellent, holistic care while encouraging a passion for achievement, a lifelong curiosity for knowledge, and pursuit of advanced professional degrees.

The AACN Essentials of Baccalaureate Education for Professional Nursing Practice guides the curriculum for the baccalaureate program. The AACN The Essentials of Master's

Education for Advanced Nursing Practice, Advanced Nursing Practice: Curriculum Guidelines and Program Standards for Nurse Practitioner Education, NONPF and AACN Nursing Practitioner Primary Care Competencies in Specialty Areas, NONPF Domains and Competencies of Nurse Practitioner Practice, and NACNS Statement on Clinical Nurse Specialist Practice and Education provide structure for the curriculum content of the graduate-level programs

The College of Nursing curriculum is designed to facilitate the students' abilities to creatively respond to continuously changing health care systems throughout the world. Educational experiences are planned to meet the needs of and to empower both students and clients. Professionalism, ethical decision-making, accountability, critical thinking, and effective communication are emphasized. This is achieved through the application of liberal arts constructs, science, health and nursing theories, and the values of the Christian faith within the scope of nursing knowledge and evidence-based practice. Nursing practice promotes human dignity through compassionate caring for all human beings, without consideration of their gender, age, color, creed, lifestyle, cultural background, and other visible or invisible boundaries between students, faculty, and clients.

The faculty of the College of Nursing is accountable for the quality of the educational programs and for the promotion of safe and effective nursing through teaching, service, and collaboration with other professionals and consumers of care. The following statements reflect the philosophical beliefs of the faculty in relation to the concepts of health, environment, person, and nursing.

### HEALTH

Health is the central focus of nursing. Health is a dynamic aspect of being which incorporates physical, emotional, intellectual, spiritual, and social dimensions.

### ENVIRONMENT

All humans interact with the physical, emotional, intellectual, spiritual, and social environments in which they work, play, and live. The nursing role is to help provide healthy and safe environments so that persons may live in optimal health.

### PERSON

We believe that all people are accepted and loved unconditionally, as children of God. Clients are considered to be individuals, families, groups, communities, and populations.

Human diversity is cherished. Spirituality is conceived as vertical and horizontal relationships with God and with humanity. These relationships give hope and meaning in life now and in the future.

## **NURSING**

Baccalaureate nursing practice incorporates the roles of assessing, critical thinking, communicating, providing care, teaching, and leading. The caring professional approach includes the values of autonomy, altruism, human dignity, integrity and social justice with unconditional regard for all people. Nursing practice includes health promotion, disease prevention, early detection of health deviations, prompt and adequate treatment of the human response to acute and chronic illness, and compassionate care for those experiencing death.

Masters nursing practice expands upon baccalaureate nursing concepts to include primary care practice knowledge and advanced leadership with a focus on research and quality assurance, spirituality, diversity, critical thinking, caring, and learning. The advanced professional nursing role relies on best practices and evidence-based research with a focus on evaluation of health outcomes and process.

NURSING EDUCATION is theory driven. Theories are derived from the humanities, sciences, and biblical concepts. Nursing knowledge, theory, research and health promotion are influenced by spiritual perspectives, ethical, legal, political, historical, and social influences. The faculty values excellence in teaching with an individual focus on the learner. Teaching includes a variety of methods, learning modalities, and practice situations. Faculty provides opportunities for students to give comprehensive care to diverse client populations.

LEARNING environment is created and arranged to meet individual learning outcomes that are consistent with CON program outcomes. CON supports life-long learning endeavors and fosters an appreciation of diversity among traditional and non-traditional learners. Students are educated to provide, direct and evaluate client-centered care while focusing on the person as an integrated whole.

## **College of Nursing Policies**

### **CPR Requirements**

Students must be certified in CPR for Health Care Providers through the American Heart Association or American Red Cross prior to application to the College of Nursing and are required to maintain certification throughout the program. Graduate students may also obtain CPR certification for the Professional Rescuer from American Red Cross. Information as to the availability of courses may be obtained by calling either the American Heart Association, or American Red Cross. CPR for Bystanders or the community will not fulfill this requirement. CPR instruction teaches skill of airway management and external cardiac compression for the adult and pediatric victim.

Students who do not have a current CPR certification card will not be permitted to participate in clinical experiences. In addition, Graduate students need to meet the certification requirements of the respective agency in which they perform clinical.

## **Policy for Student Drug Screening**

The practice of professional nursing demands that the clinician be free from the influence of any substance that would impair judgment and thinking ability. As a result, health care agencies are requiring new employees to undergo drug screening. Nursing students must also be free from impairing substances. Health care agencies and CON require drug screening of nursing students prior to their first clinical experience. In addition, CON students are subject to screening if either the faculty or preceptor suspects that the student is impaired at anytime on campus, or during any health care experience or any other university or work related activity. Any student whose test is deemed positive may not be able to enroll or continue in nursing course for a minimum period of one year.

The policy is designed to identify the procedures to be followed for both types of testing as well as to outline the appeal and readmission to the program.

### **Initial Randomly Scheduled Drug Screening**

1. First level and new transfer students will be randomly assigned an appointment time at the Cooke Health and Wellness Center where the drug screening will be performed for the initial screening.
2. Students will be required to show picture identification. A driver's license, student ID, or passport are acceptable forms of identification.
3. The cost for all screening and medical review (if deemed necessary) will be added to student fees.
4. A screen with questionable results will be sent by the lab for a medical review. Costs for review and retest will be the responsibility of the student.
5. A negative report is necessary to continue in the program of study in the College of Nursing.
6. This screen need not be repeated as long as the student maintains continuous enrollment, except under the circumstances described below. Continuous enrollment is defined as enrollment in nursing classes during all consecutive semesters until graduation.

### **Drug Screening – Suspicion of Drug Use**

CON students are subject to screening if either the faculty or preceptor suspects that the student is impaired at any time on campus, or during any health care experience or any other university or clinical related activity.

If impairment is suspected, the student may be removed from clinical assignment or classroom activity pending the results of the screening and medical review, if necessary.

Documentation of all aspects of the testing incident will be treated as confidential, consistent with the interests of safety and reasonableness.

### **Follow-up Action**

#### *Negative Screen*

1. Students whose drug screens are negative will meet with the Associate Dean to discuss the perceptions of impaired behavior, the implications and steps to avoid similar situations in the future.

2. A medical referral for documentation of any medical condition or treatment may be requested.
3. Students will not be counted as absent from clinical during this evaluation process. However, students will be expected to meet the clinical objectives.
4. A reasonable suspicion/cause drug screen that is positive; however, is deemed negative by a medical review officer will follow these guidelines:
  - a. The student will meet with the Dean.
  - b. The Dean may require the student to undergo, at the student's expense, an evaluation for drug use/prescription drug use/impairment by a neuropsychiatrist recommended by the Arizona State Board of Nursing.
  - c. The student will follow other recommendations deemed necessary by the Dean.
  - d. The student will be required to provide a negative drug screen prior to returning to clinicals and be subject to periodic drug screens at the student's expense.
  - e. More than one incident of a reasonable suspicion/cause drug screen that is positive; however, deemed negative by a medical review officer may result in withdrawal from the nursing program for a minimum of 12 months. The student will follow the positive drug screening guidelines.

### Positive Screen

1. Positive drug screens (including medical review) may result in withdrawal from the nursing program for a minimum of 12 months. After this 12-month period, the student may apply for re-admission under general guidelines stated in the Academic Catalog, provided there is submission of evidence of satisfactory participation in a rehabilitation program for alcohol/substance abuse.
2. Sources of evidence include:
  - a. Documentation of completed program of rehabilitation
  - b. Acknowledgement of continuance in a twelve step or after-care program.
  - c. Letter from therapist or program director stating the student is now able to function safely in a clinical facility.
  - d. The student must have a negative screen prior to being readmitted to the nursing program. The screen will be done at the direction of CON and may be periodic while the student is in a CON program.
  - e. The student is responsible for all costs of screening.
3. The decision to readmit will be made by the CON faculty after review of submitted materials. As with other applications for readmission, space availability may be a determining factor for that particular semester.
4. A report will be filed with the Arizona State Board of Nursing upon withdrawal from the program consistent with the rules and regulations of the State Board of Nursing.
5. Any student who screens positive after one readmission may be permanently dismissed from the nursing program.

### Students who refuse Drug Screening

1. Students who refuse to participate in screening will be required to leave the clinical area and make an appointment with the Dean of Nursing or his/her designee. The student will be transported home and remain out of the clinical area until an investigation has been done and a recommendation has been made by the Dean or his/her designee. Students who refuse screening may be subject to dismissal from the College of Nursing.
2. The student who refuses to participate in the aforementioned rehabilitation program will not be allowed into clinical courses; therefore he/she cannot complete the nursing program.

### Drugs Included in Screens

Using Sonora Lab, this would be referred to as the "Standard Plus II" screen, which is the screen commonly used for health care facilities and professionals in the medical field.

Amphetamines	Opiates
Barbiturates	Phencyclidine (PCP)
Benzodiazepines	Propoxyphene
Cocaine	Percodan
Cannaboids	Demerol
Methadone	Fentanyl

### HIPAA Guidelines

As health care providers, one of the covered entities, nurses must be knowledgeable about the various aspects of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). CON offers this guidance below for those persons to ensure compliance with those requirements and asks that all students sign the HIPAA confidentiality Agreement.

#### Students are required to do the following:

- Sign the CON Faculty/Staff/Student Confidentiality Agreement before any involvement in a clinical agency.
- Attend CON training or in-classroom clinical instruction on requirements relating to patient privacy.
- Know and adhere to a clinical site's privacy and procedures before undertaking any activities at the site.
- Maintain at all times the confidentiality of any patient information, regardless of whether the identifiers listed in the "Do not" section of these guidelines have been removed.
- Promptly report any violation of those procedures, applicable law, or CON's confidentiality agreement by a CON student, faculty or staff member to the appropriate CON clinical instructor or faculty member.
- Understand that a violation of the clinical site's policies and procedures, of applicable law, or CON's confidentiality agreement will subject the student to disciplinary action.

#### Students are not to do the following:

- Discuss, use or disclose any patient information while in the clinical setting unless it is part of the clinical setting.

- Remove any record from the clinical site without the prior written authorization of that site.
  - Disclose any information about a patient during the clinical assignment to anyone other than the health-care staff of the clinical site.
  - Use patient information in the context of a learning experience, classroom case presentation, class assignment, or research without attempting to exclude as much of the following information as possible:
    - Names
    - Geographical subdivisions smaller than a state
    - Dates of birth, admission, discharge, death
    - Telephone and fax numbers
    - E-mail addresses
    - Social security numbers
    - Medical records or account numbers
    - Certificate/license numbers
    - Vehicle or device numbers
    - Web locators/Internet protocols
    - Biometric identifiers
    - Full face identifiers
    - Any other unique identifying number, characteristic, or code
    - All ages over 89
7. Acceptance into the College is determined by the College of Nursing criteria and availability of clinical spaces.
  8. A completed Background check and Fingerprint Clearance card through Arizona Department of Public Safety are required prior to admission to the College of Nursing.
  9. Upon admission to the College of Nursing, students must provide health information to the CON, including but not limited to:
    - Health history
    - Physical examination
    - Proof of immunization or immunity for Measles, Mumps, Rubella, Varicella, Td (Tetanus/Diphtheria) Booster, TB (Tuberculosis) Screen. Hepatitis B is recommended.
    - Drug screen (to be scheduled by the College of Nursing)
    - Current CPR certification for professional rescuer is required
    - Current health insurance coverage

## Pre-Licensure Bachelor of Science in Nursing

### Additional Admissions Requirements for the Pre-Licensure BSN Degree

In addition to the general Undergraduate Admission Requirements listed in the Admission Policies and Application Procedures section, the following admission requirements must be met:

1. Freshman students who declare nursing as a major must maintain a cumulative GPA of 3.0, successfully complete all prerequisite course work in order to progress to the nursing courses, and submit a letter of intent for the nursing major.
2. Transfer students may apply to the College of Nursing during the semester in which all prerequisite course work will be completed (semester prior to nursing coursework). Students must maintain a cumulative prerequisite GPA of 3.0.
3. Fast-track students must have all pre-requisites and co-requisites complete prior to beginning the fast-track program.
4. A maximum of two different prerequisite courses may be repeated only once to earn a grade of C or above.
5. All applicants are required to take the Nurse Entrance Test (NET).
6. Applications for Fall admission are considered the previous Spring semester. Applications for Spring admission are reviewed during the previous Fall semester. Applications for Summer admission are reviewed during the previous Spring semester.

### Retention and Progression

Students who have been accepted into the nursing program may remain as nursing students if they adhere to the following criteria:

1. Maintain continuous registration for nursing courses in the major. Traditional students: continuous registration is from Fall/Spring only, while fast-track BSN students must also maintain registration in the summer.
2. Meet the standards of Grand Canyon University as outlined in the Grand Canyon University Academic Catalog.
3. Pass all portions (test, theory, and clinical) of each nursing course with a 76% or greater average. Students must attain 76% or greater overall to complete the course successfully.
4. Maintain a 2.5 cumulative GPA on 4.0 scale in all nursing major courses. GPA will be calculated after the completion of each semester.
5. Maintain a cumulative GPA of 2.5 to graduate.

### Health and Immunization Requirements for Pre-Licensure Students

Nursing students are expected to take measures to maintain their personal health so as not to jeopardize themselves or any patient with which they come in contact. Therefore, students who are accepted into the nursing program must show evidence of the College of Nursing required immunizations and diagnostic procedures as required by the clinical agencies utilized. At anytime, a student may be required to receive a medical examination if deemed necessary by the faculty for the wellbeing of the student and/or the patients/clients.

Students are responsible for updating CPR, TB screening, and Tetanus booster when needed. Students will not be allowed to participate in clinical experiences without all agency requirements being current. Missing clinical may jeopardize a student being successful in the program. As nursing students are in contact with clients in a variety of health situations, it is imperative that students maintain protection against communicable illnesses. In addition, students must meet agency health requirements to enter clinical course work.

The charts below indicate the specific health requirements for undergraduate admission and continuing enrollment. Guidelines are based on the Center for Disease Control guidelines, Morbidity Mortality Weekly Report.

vaccine is not complete or declined by the student.

Test	Requirements for Admission
Tuberculosis (TB)	<p>TB skin testing is required. Initially, two-step testing will be required for all incoming students. Two-step testing is useful for the initial skin testing of adults who are going to be retested periodically, such as health care workers or nursing home residents. This two-step approach can reduce the likelihood that a boosted reaction to a subsequent TST will be misinterpreted as a recent infection. Two-step testing is a strategy used in TB screening programs to distinguish a boosted reaction (caused by TB infection that occurred many years before the skin test) from a reaction caused by recent infection. If a person has a negative reaction to an initial skin test, a second test is given 1 to 3 weeks later; a positive reaction to the second test probably represents a boosted reaction, not recent infection.</p> <p>An exemption from two-step testing may be granted by the CON if the student submits documentation showing a history of annual TB testing</p> <p>For positive skin tests, a health department clearance is required. Evaluation will be made on an individual basis for the student who has been out of the major for at least one rotation.</p>
MMR (rubeola, measles, mumps, rubella)	<p>Students must show one of the following:</p> <ul style="list-style-type: none"> <li>Lab evidence (titer) of immunity</li> <li>MMR (two doses)</li> <li>Physician documented evidence of disease (not accepted for Rubella)</li> </ul>
Varicella Zoster (VZV)	<p>Students must show one of the following:</p> <ul style="list-style-type: none"> <li>Proof of immunity</li> <li>Documented evidence of disease</li> <li>2 vaccines, at least 8 weeks apart</li> </ul>
Tetanus-Diphtheria (TD)	<p>Evidence of current status is needed every 10 years.</p>
Hepatitis A	<p>Hepatitis A vaccine is strongly recommended.</p>
Hepatitis B	<p>Hepatitis B vaccine is strongly recommended. A signed waiver available from the CON is required if the vaccination series is not complete or declined by the student</p>
Drug Screen	<p>A negative drug screen is required prior to beginning first clinical experience.</p>
Influenza	<p>Strongly recommended. A signed waiver available from the CON is required if the</p>

Test	Requirements for Continued Enrollment
Tuberculosis (TB)	<p>TB skin testing will be done annually during the first week of NUR 313 and NUR 443. For students testing positive on any TB screen, an initial chest x-ray and health department clearance is required.</p> <p>Then, yearly, medical clearance is required.</p> <p>Repeat chest x-ray are required for:</p> <ul style="list-style-type: none"> <li>Known exposure to TB (Refer to the Tuberculosis Exposure Plan for additional information.)</li> <li>Signs and symptoms of active TB</li> </ul>
MMR (rubeola/measles, mumps, rubella)	<p>Students who remain non-immune are at possible risk from exposure throughout clinical course work, especially female students of child-bearing years.</p>
Varicella Zoster (VZV)	<p>Students that are non-immune and are exposed to varicella during clinical course work will be permitted to continue clinical activities for the first 10 days. Then, they will not be allowed in the clinical area for the next 12 days.</p> <p>An asymptomatic student may return to the clinical area after 12 days of exposure. Symptomatic students must have clearance from health care provider. A vaccinated person exposed to VZV needs serologic evidence of immunity immediately.</p>
Tetanus-Diphtheria (TD)	<p>TD must be repeated every 10 years or after any possible exposure.</p>
Hepatitis A	<p>Hepatitis A vaccine is strongly recommended.</p>
Hepatitis B	<p>Hepatitis B vaccine is strongly recommended: documentation to be on file.</p>
Drug Screen	<p>Students may be tested. See Drug Testing Policy.</p>
Influenza	<p>Recommended yearly; documentation to be on file</p>

## Clinical Participation and Safety Guidelines for Pre-Licensure Programs

1. Participation in clinical experience is essential to meet the



objectives for all clinical nursing major courses. Students are responsible for all materials covered while student is absent.

2. Clinical absences may result in clinical probation. Students who are too ill to perform safely in clinical should seek medical attention and contact nursing faculty prior to missing clinical lab.
3. Any student who has experienced an Emergency Department visit or hospitalization or an acute illness, trauma, surgery or pregnancy/delivery will need a health care provider's release to return to clinical. Such a release should provide information that attests to the fact that the student is physically and emotionally able to provide direct patient care..
4. Students who must miss clinical due to pregnancy or extended illness may not be able to complete clinical objectives. Students must contact the course instructor to discuss options. The College of Nursing is not obligated to provide makeup clinical opportunities for students unable to complete clinical during the normal academic calendar. Any make-up clinical opportunity will be at the student's expense and subject to faculty availability, clinical site availability, and approval of the Dean of the College of Nursing.

### Standard Precautions

Student nurses are not to care for patients with active TB unless ultrafiltration masks or individually fitted masks are available. Student nurses will adhere to all guidelines for Standard Precautions within the clinical agencies.

### Protocol for Puncture Wounds and Exposure to Blood or Bodily Fluids

\*\*\*Incidents involving any type of needle stick or body-fluid exposure must be reported to the Preceptor/Clinical Facility immediately!\*\*\*

All faculty and student should observe the protocol for safe needle usage when practicing or performing parental injections, IV starts, blood draws or using syringes as part of a skills check off. The faculty/student should follow the protocol for needle usage at the agency where clinicals are being held.

### Uncontaminated Needle Stick

If a student accidentally punctures him/herself with an uncontaminated needle or is exposed to blood or bodily fluid that is an intact skin exposure should:

- Wash the area immediately and thoroughly with soap and water
- Follow-up with the Cooke Health and Wellness Center or own Primary Care Provider who will make a determination of Tetanus immunization status and give appropriate prophylaxis or referral for appropriate prophylaxis.
- Complete a student nurse puncture wound incident report (Available from the CON) to be filled out by the student and the supervising faculty or instructor who was present during incident. A copy of this report will be given to the appropriate program Associate Dean, placed in the student's file.
- Counseling referral and other referrals can be arranged through the health center.

### Contaminated Needle Stick

If the exposure is via a contaminated needle or if a bodily fluid exposure to non-intact skin, the student should continue with the following:

- Follow-up in an Emergency Department within two hours
- Student nurse puncture wound incident report will be filled out by the student and the faculty or instructor who was present during incident. A copy of this report will be given to the Associate Dean to be placed in the student's folder.

Financial responsibility for testing and recommended care following an exposure rests solely with the student nurse. This could include testing, evaluation, treatment, and counseling.

### Tuberculosis Exposure Plan

Tuberculosis (TB) exposure potential is defined as any exposure to the exhaled or expired air of a person with suspected or confirmed TB disease. A high hazard procedure involving an individual with suspected or confirmed TB disease are those that have the potential to generate potentially infectious airborne respiratory secretions such as aerosolized medication treatment, bronchoscopy, sputum induction, endotracheal intubation, and suctioning.

Workplaces with inherent exposure potential to TB disease:

- Health care facilities
- Corrections facilities
- Homeless shelters/clinics for homeless
- Long term health facilities
- Drug treatment centers

### Post-exposure Procedure

- When a Tuberculosis (TB) exposure occurs, the involved student will report the incident to the clinical instructor and the appropriate administrative staff at the involved institution or agency.
- The student will be counseled immediately and referred to his or her personal health care provider, the Maricopa County Health Department, or the Cooke Health Center. A baseline Tuberculosis Skin Test (TST) should be administered as soon as possible after the exposure.
- Frequency of follow-up TSTs will be performed per provider protocol. A TST performed 12 weeks after the last exposure will indicate whether infection has occurred.
- A student with evidence of new infection, (TST conversions) needs to be evaluated for active TB. Even if active TB is not diagnosed, prophylactic therapy for latent TB is recommended.
- A student with a previously documented reactive TST need not be retested but should have a baseline symptom screen performed following the exposure and repeated 12 weeks after the exposure. If the symptom screen is positive a chest x-ray is required.
- Any active case of TB must be reported to Maricopa County Health Department.

### Class Attendance

- A student diagnosed with active pulmonary or laryngeal TB may be highly infectious; and will not be able to attend class

or clinical experiences until he/she is noninfectious.

- In order to return to school the student will need to provide documentation from the health care provider that he/she is noninfectious. The documentation needs to include evidence that:
  - the student has received adequate therapy for a minimum of 2 weeks.
  - the cough has resolved, and the student is not experiencing chest pain, hemoptysis, fever or chills.
  - the results of three consecutive sputum acid-fast bacilli (AFB) smears collected on different days are negative

Note: The Cooke Health Center can perform TST, but will refer the student to Maricopa County Health Dept for treatment and AFB testing if indicated.

### Documentation and Financial Responsibility

- After the student returns to school and remains on anti-TB therapy, periodic documentation from their health care provider is needed to show that effective drug therapy is being maintained for the recommended period and that the sputum AFB smear results remain negative.
- The student is responsible for all costs related to the exposure incident.
- The student's health records will be maintained in a confidential file within the College of Nursing.

[Source: [Centers for Disease Control](#). (1998). Excerpts from *Tuberculosis Infection Control in Healthcare Personnel*.]

### Mandatory Advisement

Faculty members may request mandatory advisement sessions when students are in clinical or academic jeopardy, and/or when student behavior appears below professional standards. Satisfactory academics and/or behavioral changes must be accomplished by the end of the course in order to progress in the nursing program. It is important to maintain continuous progress and a sound knowledge base to be successful throughout the program.

### Academic Probation

1. A student is placed on academic probation if the student falls below the cumulative GPA of 2.5 in nursing major courses.
2. The student may be denied continued registration in the nursing program if unable to raise nursing major cumulative GPA 2.5 during the subsequent semester.
3. The student is removed from academic probation when the GPA is 2.5 or above in nursing major courses.

### Clinical Probation

Clinical probation means the student is not meeting the stated clinical objectives. Faculty may remove a student from the clinical area and the Associate Dean may confirm clinical probation action for any unsafe or unprofessional behaviors. Being placed on clinical probation can affect the clinical grade and may result in the student being withdrawn from the course.

1. Clinical probation usually will not extend beyond any given course.
2. Students must satisfactorily complete course clinical

objectives as stated in the syllabus and determined by the faculty before progressing to the next course.

3. Students must successfully complete the syllabus stated objectives at or above 76% before proceeding to the next level.

*Examples of probationary actions:*

- Unsafe practice in the clinical area
- Insufficient preparation for clinical experience
- Failure to follow faculty/staff guidance in clinical
- Failure to notify faculty/staff of tardiness or absences in clinical
- Causing patient to experience unnecessary suffering
- Inappropriate performance specific to level expectations
- Unprofessional communication to faculty, staff, or patient
- Out of clinical uniform

### Course Failure

See "Re-Entry to Nursing Major Courses" below.

Students who fail a course in the Fast Track and apply for re-entry will be considered for the traditional BSN program. Exceptions are made on an individual basis.

### Re-Entry to Nursing Major Courses

Students who have failed courses in the nursing major must submit an official academic appeal to be considered for re-entry into the program. Student must apply for re-entry to the nursing major under the following conditions

1. Student has been out of the nursing major (for at least one clinical course).
  - a. Student receives a failure in nursing course. Failure of a course occurs when the student receives below a 76% in the final grade calculation of theory and clinical. Failure removes the student from the nursing major and the student must reapply to the nursing program to be considered for progression.
  - b. Student has been administratively withdrawn from the nursing major course.
2. The student must complete an "Application to Re-enter the Nursing Major" form and submit it to the Associate Dean for pre-licensure programs. The student must meet the designated application deadline. The student who wishes to be readmitted following a failure or administrative withdrawal from a course in the nursing major must submit a request to CON to do one of the following:
  - a. Repeat the failed or uncompleted course.
  - b. Continue to the next nursing major course if the failed course is not a prerequisite.
  - c. Withdraw from the next rotation and reapply for readmission to the following semester.
3. Re-entry to the major is not assured simply because the student was previously enrolled in nursing courses or was previously accepted. The decision will be based on the evidence showing that the student is ready to continue, has potential to complete the program, and is in compliance with University regulations and standards of behavior. All decisions to readmit are also contingent upon clinical space

availability. The student must meet all admission requirements to be considered for re-entry into the program

4. Only one failed nursing course may be repeated once based on acceptance of the student by the reapplication process to the major. Subsequent course failures constitute administrative withdrawal from the nursing college.

### Student Uniform Attire

The student uniform should be worn only for specific scheduled clinical or classroom activities.

The uniform consists of:

1. Purple scrub pants
2. Purple scrub tops with modest neckline
3. White lab jacket
  - a. A white lab jacket must be worn if appropriate street clothes are worn in place of the uniform for patient selection. Shorts, very short skirts, jeans, tank tops, tube tops, see-through clothing, exercise clothes (sweats), and open-toed shoes are not acceptable attire in any clinical agency.
  - b. A white lab jacket is now optional for Level 4. Uniform will be as required by clinical agency.
  - c. Scrubs and white lab jackets may be purchased through the CON Student Nurses Association (SNA).
4. Optional, white cotton tee shirts, crew neck or turtleneck, may be worn under uniforms for warmth or modesty
5. Name pin, available at the University Bookstore The name pin (first name, SN) must be worn while attending any clinical activity. Name pins will not be worn outside of the clinical agency. The name pin should show your first name, SN ("SN" stands for Student Nurse.)
6. White or neutral socks or hose to be worn with the uniform.
7. Shoes are to be white duty, leather shoes with white soles and closed heels or all white, clean athletic shoes. Shoelaces must also be white.
8. Undergarments will not be visible through the uniform.
9. Additional items to be part of the uniform are:
  - a. Stethoscope with a bell and diaphragm head
  - b. Penlight
  - c. Bandages scissors
  - d. Black and Red pens
  - e. Goggles/ Protective eye wear
  - f. If a belt organizer is used, it must be white or purple.

### Professional Appearance

1. When applicable, the clinical facility's ID must be worn whenever in that facility. Students who do not wear this ID may be asked to leave the facility.
2. A white lab jacket may be worn for warmth over the uniform.
3. Hair should be short, pulled back and styled neatly. Beards or mustaches, if worn, should be neatly trimmed.
4. Fingernails should be neatly trimmed and free of cracked nail polish. Only clear or neutral nail polish may be used if desired. Acrylic nails are not permitted.

5. Permitted jewelry is: one pair of studded earrings, a watch, a plain ring band. No other visible jewelry is acceptable including tongue rings or other facial jewelry. Tattoos and any other body art should be covered where possible. (Students are directed to follow the agency guidelines when in specified areas such as nursery, labor and delivery, and operating room).
6. Perfume, after-shave lotion, and heavy makeup are not acceptable in the clinical area.
7. Gum chewing is not acceptable.
8. Clothing worn in course activities not requiring student uniform should adhere to professional standards.

Please remember that students also represent Grand Canyon University. Look clean, neat, and professional.

### Professional Attire for Formal Presentations (Applies to Prelicensure, RN-BSN, RN-MS-N and MS-N)

Business casual is acceptable which can be interpreted as:

1. Women: slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, shells, cardigans, blazers, dresses.
2. Men: dress pants, button down shirts, polo shirts (short sleeved shirts with a collar), blazers.

Do not wear:

3. Denim material
4. Anything that is see-through, short, tight, or shows too much skin.
5. Flip-flops, tennis shoes

### Student Achievement Tests

The Educational Resources Incorporated (ERI) tests are administered to assist students to develop test taking skills and to determine knowledge strengths and areas for improvement on standardized tests. CON requires each student to complete the appropriate ERI tests. Grouped data (anonymous) are also collected for program evaluation.

Pass means the student scored at or above the composite national average. The ERI exam listed below will be worth up to a three percent assignment grade in the courses in which it is given.

- Level I – Fundamentals
- Level II – Adult I and Adult II
- Level III – Maternity and Pediatrics
- Level IV – Mental Health
- Level V – Leadership/ManagementRN Assessment

Students will earn the full three percent if passed on the first attempt; two percent will be earned if passed on the second attempt. Zero percent will be earned if the student does not pass the test on the second attempt. If a student does not pass an ERI at the composite national average on the third attempt, a remediation plan will be initiated by the student in collaboration with the course faculty. The remediation will be completed by the student, and the form with documentation of completion will be placed in the student's file. A student may not graduate if the composite national average score is not achieved on the RN

## Assessment in Level V.

ERI will be graded as a Pass/Fail assignment in all courses. Pass means the student scored at or above the composite national average. Fail means the student did not meet the composite national average score after three attempts.

If a student does not pass an ERI at the composite national average:

1. A remediation plan will be initiated by the student in collaboration with the course faculty. The remediation will be completed by the student, and the form with documentation of completion will be placed in the student's file.
2. An "Incomplete" may be recorded for the course grade, if course grades are posted before successful remediation and passing of the ERI occurs.
3. The student may be allowed 5 weeks (or sooner- if the next Level course starts before 5 weeks) to retake and pass the ERI.
4. A student may be allowed 3 attempts to take the ERI. If the student passes at the national average, the "Incomplete" will be changed to the earned course grade.
5. If after 3 attempts the student does not pass the ERI, the "Incomplete" may be converted to an "F" for the course grade.
6. A student may not progress to the next level courses with an "Incomplete" for a previous level course. A student may not progress to the next level with a failure for a previous level course. A student may not graduate if the composite national average score is not achieved on the RN Assessment.

## Licensure Examination

During the final semester of the senior year students will work through a computer review program. This program assists graduates in preparation for the professional licensure examination. In order to be eligible to take the National Council of State Boards of Nursing Examination for Professional Licensure after graduation, students must have completed all of their studies and hold a diploma. No exceptions are made to this policy. Students are responsible for applying to take the National Council License Examination – Registered Nurse (NCLEX-RN) exam for professional licensure through the State Board of Nursing.

## Graduation Requirements for the Pre-Licensure Bachelor of Science in Nursing Degree

The registered nurse licensing requirements are the exclusive responsibility of the State Board of Nursing (Nurse Practice Act, A.R.S.. Sections 36-1601 et. seq.) and must be satisfied independently of any requirements for graduation from the University. Historically, College of Nursing graduates have been successful on the licensure examination. Satisfactory performance on the licensure examination is the responsibility of the graduate and not guaranteed by the College of Nursing.

## Professional Nurse Qualifications

Section 32-1632 of the Arizona State Board of Nursing Statutes, Chapter 15, Article 2 – Licensing states, "An applicant for a

license to practice as a graduate, professional or registered nurse shall file with the board a verified written application accompanied by the prescribed fee and shall submit satisfactory proof that the applicant:

1. Has completed the basic professional curriculum in approved professional nursing program and holds a diploma or degree from that program.
2. If convicted of one or more felonies, has received an absolute discharge from the sentences for all felony convictions five or more years prior to the date filing an application pursuant to this chapter."

Nursing students are expected to be clear of any felony convictions at the time of admission into the College of Nursing and to remain free of felony convictions for the duration of the program. If the prospective student or student is charged with a felony either before admission or during the program, he/she must speak with the Associate Dean immediately.

## Undergraduate Programs

### Bachelor of Science in Nursing (BSN) Pre-Licensure

#### Degree Requirements

<a href="#">The Grand Experience</a>	39 credits
Nursing Prerequisites (38 Credits Total)	18 credits
20 of the 38 credits will satisfy the requirements of the Grand Experience.	
Nursing Major (67 Credits Total)	64 credits
3 of the 67 credits will satisfy the requirements of the Grand Experience.	
<hr/>	
Total Pre-Licensure Bachelor of Science in Nursing	121 credits

#### Bachelor of Science in Nursing Prerequisites

Pre-licensure students without a recent and strong biology background must complete [BIO 181](#), General Biology, or pass the Biology pre-assessment prior to registering for [BIO 201](#).

<a href="#">BIO 201</a>	Human Anatomy and Physiology I* (GE: Scientific Inquiry)	3 credits
<a href="#">BIO 201L</a>	Human Anatomy and Physiology I Lab* (GE: Scientific Inquiry)	1 credit
<a href="#">BIO 202</a>	Human Anatomy and Physiology II* (GE: Scientific Inquiry)	3 credits
<a href="#">BIO 202L</a>	Human Anatomy and Physiology II Lab* (GE: Scientific Inquiry)	1 credit
<a href="#">BIO 205</a>	Microbiology	3 credits
<a href="#">BIO 205L</a>	Microbiology Lab	1 credit
<a href="#">BIO 204</a>	Applied Nutrition	3 credits
<a href="#">BIO 268A</a>	Pathophysiology I	2 credits
<a href="#">BIO 268B</a>	Pathophysiology II	2 credits
<a href="#">MAT 121</a>	College Algebra* (GE: Mathematic Inquiry)	3 credits
<a href="#">CHM 101</a>	Introduction to Chemistry	3 credits

<a href="#">CHM 101L</a>	Introduction to Chemistry Lab	1 credit
<a href="#">ENG 101</a>	Academic Writing* (GE: English Composition)	3 credits
<a href="#">ENG 102</a>	Research Writing* (GE: English Composition)	3 credits
<a href="#">PSY 101</a>	General Psychology* (GE: Social Sciences)	3 credits
<a href="#">BIO 363</a>	Biostatistics	3 credits
Total Pre-Licensure Prerequisites		38 credits

\*Fulfills Grand Experience requirements

### Nursing Major

<a href="#">NUR 207</a>	Therapeutic and Professional Communication* (GE: Communication)	3 credits
<a href="#">NUR 206A</a>	Introduction to Nursing and Gerontology	3 credits
<a href="#">NUR 206B</a>	Introduction to Nursing and Gerontology	3 credits
<a href="#">NUR 303</a>	Introduction to Pharmacology	3 credits
<a href="#">NUR 309</a>	Health Assessment	3 credits
<a href="#">NUR 311</a>	Adult Health Nursing I	6 credits
<a href="#">NUR 312</a>	Adult Health Nursing II	6 credits
<a href="#">NUR 313</a>	Nursing Care of the Childbearing Family	6 credits
<a href="#">NUR 314</a>	Family Centered Child Health Nursing	6 credits
<a href="#">NUR 398</a> <sup>Δ</sup>	Introduction to Nursing Research	3 credits
<a href="#">NUR 411</a>	Community Health Nursing	5 credits
<a href="#">NUR 412</a>	Home Health Care Nursing	3 credits
<a href="#">NUR 413</a>	Community Mental Health Nursing	5 credits
<a href="#">NUR 443</a>	Management/Leadership and Management of Health Care System and Policy	6 credits
<a href="#">NUR 456</a>	Complex Care	3 credits
<a href="#">NUR 498</a> <sup>Δ</sup>	Practicum in Nursing	3 credits
Total Nursing Major Credits		67 credits

\*Fulfills Grand Experience requirement

<sup>Δ</sup> Writing-Intensive course

## Registered Nurse to Bachelor of Science in Nursing (RN to BSN)

### Additional Admission Requirements for the RN to BSN

In addition to the general Undergraduate Admission Requirements listed in the [Admission Policy and Procedure](#) section, the following admission requirements must be met.

Applicants for the RN to BSN program must have a current unencumbered, unrestricted license as a registered nurse in the state where they are employed as an RN.

Cumulative GPA of 2.8 or greater is required for admittance to the program.

### Retention and Progression

Students who have been accepted into the nursing program may remain in the program if they adhere to the following criteria:

1. Maintain continuous registration for nursing courses in the major: Summer, Fall, and Spring.
2. Meet the standards of Grand Canyon University as outlined in the Grand Canyon University Academic Catalog.
3. Maintain a 2.5 cumulative GPA on 4.0 scale in all nursing major courses. GPA will be calculated after the completion of each semester.
4. Maintain a cumulative GPA of 2.5 to graduate.

### Attendance

The courses offered in the RN to BSN program are concentrated seminars. Attendance is a prerequisite for student learning in the courses and the personal and small group relationships facilitated in class sessions. For these reasons, no "free" or "automatic" absences exist.

Sometimes unavoidable absences may occur. These absences must be discussed with the instructor of the course, preferably before the class session meets. If the absence is completely unavoidable and the professor is informed, the following guidelines apply:

1. One absence, for whatever reason, requires a make-up assignment. Even with the make-up assignment, some grade reduction may occur. An "I" (incomplete) grade may be requested by the student within the guidelines of the grading system. (See Grading Information.)  
Make-up assignments may consist of two options:
2. Attendance in an identical session of the course, albeit held on another class night that week, if class is available that week. This attendance must be coordinated with instructor to be recorded effective.
3. A make-up paper based on the course or the entire program, as approved by the instructor.
4. Absences for two consecutive or non-consecutive classes in a course results in a grade of "F." Furthermore, a conference may be arranged with the student, the instructor, and the Director of the RN to BSN program to determine continuance in the program. If the student is allowed to remain in the program after failing one course, the course must be repeated and other stipulations for continuation may be delineated.
5. A student repeating a course is charged the tuition rate for the semester that the student repeats the course.
6. A student who fails two courses in the program will be withdrawn from the program.

### Class Scheduling

Upon enrolling in the College of Nursing RN to BSN program, students are assigned to specific evening or cohort group. Because of the synergistic, developmental, cooperative learning nature of the classes, it is recommended that learners remain with the group of students with whom they began and that they complete the courses in the sequence delineated on the course schedule. If extenuating circumstances exist, the student may discuss options for changing cohorts with the Director of the RN



to BSN program or the Dean of the College of Nursing.

## Registered Nurse to Bachelor of Science in Nursing (RN to BSN)

The RN to BSN program is designed for registered nurses with an associate's degree or diploma in nursing. The format and courses of the regionally accredited program are tailored to meet the needs of the adult learner RN, and to maximize strengths that the working RN possesses. A bridge course facilitates the transition of the working RN into the baccalaureate program. Courses are taught by experts in their respective fields who share knowledge and experience in areas of clinical patient care, health care management, and professional nursing practice and leadership. Opportunities are provided to apply concepts, theories, and research in the RN's clinical practice. Both the science and art of nursing are integral components of the program and are woven throughout. Graduates of the program are prepared to become leaders in the nursing profession.

### RN to BSN Degree Requirements

Maximum Transferable Course Work	84 credits
RN to BSN Core	36 credits

Total Registered Nurse to Bachelor of Science in Nursing	120 credits
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\*RN to BSN students must take statistics as a requirement of graduation. The course may be included in the maximum number of transfer credits or taken as an upper-division elective at Grand Canyon University.

### RN to BSN Core

<a href="#">NRS 430</a>	Professional Dynamics	3 credits
<a href="#">NRS 429</a>	Family Centered Health Promotion	3 credits
<a href="#">NRS 433</a> <sup>Δ</sup>	Introduction to Nursing Research	3 credits
<a href="#">NRS 434</a>	Health Assessment	3 credits
<a href="#">NRS 431</a>	Community Health Systems and Concepts I	3 credits
<a href="#">NRS 438</a>	Community Health Systems and Concepts II	3 credits
<a href="#">NRS 437</a>	Ethical Decision Making in Health Care	3 credits
<a href="#">NRS 349</a>	Spirituality in Health Care	3 credits
<a href="#">NRS 451</a>	Nursing Leadership and Management	3 credits
<a href="#">NRS 410</a>	Pathophysiology and Nursing Management of Clients' Health	3 credits
<a href="#">NRS 440</a>	Trends and Issues in Health Care	3 credits
<a href="#">NRS 441</a> <sup>Δ</sup>	Professional Capstone Project	3 credits

Total RN to BSN Core Credits	36 credits
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<sup>Δ</sup> Writing-Intensive course

### Requirement for Graduation

<a href="#">PSY 363</a>	Introduction to Probability and Statistics *	3 credits
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\* Although the statistics requirement may be satisfied as a lower-division course, a lower-division course will not count toward the fulfillment of the upper-division requirements.

### Recommended Upper Division Electives

<a href="#">BIO 308</a>	Pathophysiology**	3 credits
<a href="#">NRS 356</a>	Issues in Pharmacology**	3 credits
Total Recommended Upper Division Electives		6 credits

\*\* The specified electives are suggested for the nursing clinician, as well as those who continue to the master's program. Other upper-division courses may be acceptable to complete the elective requirements.

## Graduate Degree Requirements

### Additional Graduate Nursing Admission Requirements

In addition to the general Graduate Admission Requirements listed in the [Admission Policy and Procedure](#) section, all College of Nursing graduate program candidates must hold a bachelor's degree in nursing from a NLNAC/CCNE accredited program, reflecting a cumulative grade point average of 3.0 or above (on a 4.0 scale). Graduate students must have had courses in statistics and research (FNP, CNS, NEd, and MS-NL), health assessment (FNP, CNS, NEd), and pathophysiology (FNP, CNS, NEd)\*. Students must also present a valid unrestricted and unencumbered U.S. RN license with no history of discipline in the state of practice.

\* Courses must be shown on official transcripts.

Upon admission, the following will be required to:

- Contact the State Board of Nursing Variance in state of residence to determine the requirements for certification of nurse practitioner/advanced practice
- Seek clinical placement:
- FNP: Letter of Agreement to be a Preceptor by a certified NP Preceptor/Physician/PA
- CNS: Letter of Agreement to be a Preceptor by a certified CNS in specialty area if possible
- NEd: Letter of Agreement to be a Preceptor by a Nurse Educator
- Provide evidence of Professional Nursing Liability Insurance (\$1 mil) per event and \$3 mil total coverage for the FNP, CNS, and NEd programs

### RN Licensure Requirement

The graduate nursing student is required to have a current unencumbered license in their state of residence upon admission to the program and for the duration of study. A current license must also be maintained in any state the student is completing clinical requirements. A copy of the current license must be on file at the College of Nursing upon admission to the program and updated as necessary. The student is responsible for notifying the Associate Dean of the College of Nursing Graduate Program immediately in the event the RN license becomes encumbered or is under investigation during their course of study. Resulting consequences will be determined on a case-by-case basis based on the threat to public safety after review by the College of Nursing Graduate Committee.



## Malpractice Coverage

### *Student-Self Coverage:*

Students carry their own professional liability insurance. The coverage is a minimum of \$1 million per event/\$3 million total coverage.

### *University Coverage:*

College of Nursing carries Medical Professional Liability Insurance on all students in the Masters/FNP/CNS/NED program programs. The coverage is \$2,000,000 each incident or occurrence and \$4,000,000 in the aggregate through the following company:

Marsh Affinity Group Services as service of Seabury & Smith  
1440 Renaissance Dr.  
Park Ridge, IL 60068  
800-621-3008  
Certificate number AHC-1182090

## Graduate Requirements

- Upon admission, the following will be required for the FNP, CNS, NED, and CNS-NED programs:
  - State Board of Nursing Variance  
\*Contact the Board of Nursing in state of residence to determine the requirements for certification of nurse practitioner/advanced practice.
  - Clinical Placement  
\*Begin searching for an approved preceptor for any required clinical (i.e., FNP students: NP Preceptor/Physician/PA; CNS students: CNS; NED students: Nurse Educator with a Master's or Doctoral degree)
- Upon registration for NUR 640, the following will be required for the FNP, CNS, NED, and CNS-NED programs:
  - Required Liability Insurance  
Evidence of Professional Nursing Liability Insurance \$1 million per event and \$3 million total coverage
  - Evidence of Health Insurance  
Evidence of Health Insurance coverage
  - Health/Safety Requirements  
Health History  
Current immunization record – Tetanus (Td) booster within past 10 years, Hepatitis B series, Measles, Mumps and Rubella, Varicella immunization or evidence of immunity, and TB screen  
\*CPR certification current for the Health Care Provider from American Heart Association or CPR for the Professional Rescuer from American Red Cross  
\*Drug Screen – negative
  - HIPAA Confidentiality Agreement  
Sign the HIPAA Confidentiality Agreement form.

See the Student Handbook for more detailed information about the required documentation.

## Graduate Progression and Re-entry Requirements

Students must apply for re-entry to the Master of Nursing program under the following conditions:

- Interrupted Enrollment – Students have not been enrolled in the courses of the graduate program for more than one year.
- Course Failure – Students have received a failing grade in a graduate nursing course.
  - Failure of a course occurs when students receive below a 76% in the final grade calculation of theory and/or a clinical segment.
  - Failure of one or both theory and clinical co-requisites predicates the retaking of the composite course, (i.e., theory and clinical components).
  - Failure removes students from the graduate nursing program and requires reapplication to the graduate nursing program for progression consideration.
- Administrative Withdrawal – Students have been administratively withdrawn from a graduate nursing course.

Students must complete an “Application to Re-enter the Master of Science Nursing program” form, and submit it to the College of Nursing (See the Student Handbook) by the designated application deadline. Students who wish to be readmitted following a failure or administrative withdrawal from a course in the graduate nursing program must submit an official academic appeal.

Re-entry to the graduate nursing program is not assured simply because students were previously accepted or enrolled in the graduate nursing program. Re-entry decisions are based on the evidence showing that the student is ready to continue, has potential to complete the program, and is in compliance with University regulations and standards of behavior. All decisions to readmit are also contingent upon clinical space availability.

Only ONE failed graduate nursing course may be repeated once based on acceptance of the student by the reapplication process to the major. Subsequent course failures constitute administrative withdrawal from the nursing college.

## Graduate Programs

### Registered Nurse to Master of Science-Nursing (Beginning Spring 2008)

This program is a blend of the existing RN to BSN and MS-N programs. The RN to BSN curriculum will be truncated by several courses whose content will be covered in the master's materials. After completing the third semester of the RN to MS-N undergraduate core, students will move directly into the graduate Nursing programs that they declared upon admission to the RN to MS-N program.

### Admission Requirements

In addition to the general Undergraduate Admission Requirements listed in the Admission Policy and Procedure section of the Grand Canyon University catalog, the following admission requirements must be met. Applicants for the RN to MS-N program must have a current, unencumbered, and unrestricted license as a registered nurse in the state where they are employed as an RN. Cumulative GPA of 3.0 or greater is

required for admittance to the program. Applicants must have completed at least 83 undergraduate credits, either in residency with or in transfer to Grand Canyon University, before beginning the Program of Study listed below.

### Program Prerequisites\*

<a href="#">PSY 363</a>	Introduction to Probability and Statistics	3 credits
<a href="#">BIO 308</a>	Pathophysiology	3 credits

\*See course descriptions for course prerequisites.

### RN/MS-N Undergraduate Core

<a href="#">NRS 430</a>	Professional Dynamics	3 credits
<a href="#">NRS 429</a>	Family Centered Health Promotion	3 credits
<a href="#">NRS 433 A</a>	Introduction to Nursing Research	3 credits
<a href="#">NRS 434</a>	Health Assessment	3 credits
<a href="#">NRS 431</a>	Community Health Systems and Concepts I	3 credits
<a href="#">NRS 438</a>	Community Health Systems and Concepts II	3 credits
<a href="#">NRS 437</a>	Ethical Decision Making in Health Care	3 credits
<a href="#">NRS 349</a>	Spirituality in Health Care	3 credits
<a href="#">NRS 451</a>	Nursing Leadership and Management	3 credits

Total RN/MS-N Undergraduate Core Credits 27 credits

### Master of Science-Nursing (MS Nursing)

The five concentrations offered for the Master of Science-Nursing are the following:

- Family Nurse Practitioner (FNP)
- Nursing Leadership in Health Care Systems (NL)
- Clinical Nurse Specialist (CNS)
- Nursing Education (NEd)
- Clinical Nurse Specialist with Education Focus (CNS-Ed)

The following dual degree is also offered:

- Master of Business Administration and Master of Science – Nursing: Nursing Leadership in Health Care Systems

### Nursing Core

<a href="#">NUR 501</a>	Advanced Nursing Issues and Role	3 credits
<a href="#">NUR 503</a>	Health Care Policy and Finance Issues	3 credits
<a href="#">NUR 505</a>	Advanced Nursing Theory	3 credits
<a href="#">NUR 507</a>	Health Care Research, Analysis, and Utilization	3 credits
<a href="#">NUR 698</a>	Evidence-based Practice Project	3 credits

Total Core Credits 15 credits

### Advanced Nursing Core

<a href="#">NUR 642</a>	Adv Physiology and Pathophysiology*	3 credits
<a href="#">NUR 644</a>	Adv Pharmacology*	3 credits
<a href="#">NUR 640</a>	Adv. Health Assessment and Diagnostic Reasoning *	3 credits

<a href="#">NUR 640C</a>	Adv. Health Assessment and Diagnostic Reasoning Clinical*	1 credit
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Total Advanced Nursing Core 10 credits

### Post-Master of Science-Nursing Certificates

Post-Master of Science-Nursing Certificates are available in each of the following areas:

- Family Nurse Practitioner (FNP)
- Clinical Nurse Specialist (CNS)
- Clinical Nurse Specialist (CNS) with Education focus
- Nursing Education (NEd)

\* Certificate requirements are noted within the degree programs.

### Master of Science-Nursing: Family Nurse Practitioner (FNP)

The MS-FNP concentration prepares the professional nurse for advance practice as a primary care provider. The FNP makes independent judgments in all levels of prevention including health promotion, health screening, illness prevention and restoration, and rehabilitation for individuals, families, communities, and populations. The FNP performs comprehensive health assessments, diagnoses, prescribes pharmacologic and non-pharmacologic treatments to manage common, acute, and chronic health problems to achieve quality cost effective outcomes in a culturally sensitive context. The role of the nurse practitioner includes educating, consulting, collaborating, using research to make practice decisions, and influencing professional and public policies. Within various practice settings, the FNP provides health care throughout the life cycle emphasizing care of the older adult. This role may also include case management, marketing, business management, reimbursement, quality improvement, teaching of professionals, and broad based consultation.

### Family Nurse Practitioner Degree Requirements

<a href="#">Nursing Core</a>	15 credits
<a href="#">Advanced Nursing Core</a>	10 credits
<b>Major Requirements</b>	<b>27 credits</b>
Total Family Nurse Practitioner	52 credits

### Family Nurse Practitioner Major

<a href="#">NUR 646</a>	Health Promotion in Advanced Practice Nursing*	3 credits
<a href="#">NUR 646C</a>	Health Promotion in Advanced Practice Nursing Clinical*	1 credit
<a href="#">NUR 648</a>	Advanced Practice Management of Common Health Care Problems across the Lifespan*	3 credits
<a href="#">NUR 648C</a>	Advanced Practice Management of Common Health Care Problems across the Lifespan Clinical*	1 credit
<a href="#">NUR 650</a>	Advanced Practice Management of Acute Health Care Problems Across the Lifespan*	3 credits

<a href="#">NUR 650C</a>	Advanced Practice Management of Acute Health Care Problems Across the Lifespan Clinical*	3 credits
<a href="#">NUR 652</a>	Advanced Practice Management of Chronic Health Care Problems Across the Lifespan*	3 credits
<a href="#">NUR 652C</a>	Advanced Practice Management of Chronic Health Care Problems Across the Lifespan Clinical*	4 credits
<a href="#">NUR 654</a>	Diverse Applications of Advanced Practice Concepts*	3 credits
<a href="#">NUR 661</a>	Advanced Practice Clinical Practicum (3 clinical credits)*	3 credits

Family Nurse Practitioner Credits 27 credits

\* Required for Post Masters FNP Certificate

## Master of Science-Nursing: Nursing Leadership in Health Care Systems (NL)

The Nursing Leadership in Health Care Systems, the MS-NL concentration, prepares the professional nurse for distinction in a leadership role for today's rapidly changing health care delivery systems. This program is designed to apply both the cognitive and behavioral skill sets necessary to be an effective leader. The entire curriculum of the MS-NL program explores values, content knowledge, and skills required to understand and apply effective leadership requirements in the health care environment.

### MS-NL Degree Requirements

<a href="#">Nursing Core</a>	15 credits
Major Requirements	21 credits
Total Nursing Leadership in Health Care Systems	36 credits

### Nursing Leadership in Health Care Systems

<a href="#">MLE 601</a>	Introduction to Organizational Leadership	3 credits
<a href="#">MGT 625</a>	Leadership Styles and Development	3 credits
<a href="#">BUS 604</a>	Organizational Ethics	3 credits
<a href="#">MLE 605</a>	Leading High Performance Teams	3 credits
<a href="#">MGT 626</a>	Organizational Systems and Cultures	3 credits
<a href="#">MGT 623</a>	Organizational Development and Change	3 credits
<a href="#">LDR 650</a>	Diversity Management and Leadership	3 credits
Nursing Leadership in Health Care Systems	21 credits	

## Master of Science-Nursing: Adult Clinical Nurse Specialist (CNS)

The MS-CNS concentration prepares the professional nurse as an advance practice nurse. The CNS addresses health care needs in the three CNS spheres of influence – the patient/client, nurses and nursing practice, and systems and organizations. The dimensions of the CNS role include clinical judgment, clinical inquiry, facilitator of learning, collaboration, systems thinking, advocacy/moral agency, caring practices and response to diversity.

## Clinical Nurse Specialist Degree Requirements

<a href="#">Nursing Core</a>	15 credits
<a href="#">Advanced Nursing Core</a>	10 credits
Major Requirements	18 credits
Total Adult Clinical Nurse Specialist	43 credits

### Adult Clinical Specialist Major

<a href="#">NUR 655</a>	CNS I Theoretical Foundations*	3 credits
<a href="#">NUR 655C</a>	CNS I Theoretical Foundations Clinical*	2 credits
<a href="#">NUR 645</a>	Theories and Methods of Teaching*	3 credits
<a href="#">NUR 657</a>	CNS II Influencing Change in Health Care Systems*	3 credits
<a href="#">NUR 657C</a>	CNS II Influencing Change in Health Care System Clinical*	3 credits
<a href="#">NUR 663</a>	CNS Clinical Internship (4 clinical credits)*	4 credits

Adult Clinical Nurse Specialist Credits 18 credits

\* Required courses for Post Master's CNS Certificate

## Master of Science-Nursing: Adult Clinical Nurse Specialist (CNS-NEd) (education focus)

### Adult Clinical Nurse Degree Requirements

<a href="#">Nursing Core</a>	15 credits
<a href="#">Advanced Nursing Core</a>	10 credits
Major Requirements	24 credits
Total Adult Clinical Nurse Specialist	49 credits

### Adult Clinical Specialist Major (with education focus)

<a href="#">NUR 645</a>	Theories and Methods of Teaching*	3 credits
<a href="#">NUR 649</a>	Curriculum Development*	3 credits
<a href="#">NUR 655</a>	CNS I Theoretical Foundations*	3 credits
<a href="#">NUR 655C</a>	CNS I Theoretical Foundations Clinical*	2 credits
<a href="#">NUR 647</a>	Instructional Development for Distance Learning*	3 credits
<a href="#">NUR 657</a>	CNS II Influencing Change in Health Care Systems*	3 credits
<a href="#">NUR 657C</a>	CNS II Influencing Change in Health Care System Clinical*	3 credits
<a href="#">NUR 660</a>	CNS Clinical Internship/Teaching Practicum (4 clinical credits)*	4 credits

Adult Clinical Nurse Specialist (education focus) 24 credits

\* Required courses for Post Master's CNS Certificate with education focus.

## Master of Science-Nursing: Nursing Education

The Nurse Educator (MS-NEd) concentration prepares advanced professional nurses in the nursing role specialty of nursing

education. The NEd program addresses the expanding educational needs of the nursing profession. The Nurse Educator may practice in a variety of settings. The Nurse Educator will be prepared to practice in acute or chronic care settings as a staff-educator or in a role that is responsible for planning implementing and evaluating continuing education programs. The Nurse Educator will also be prepared to assume a faculty position in a traditional college of nursing or in a non-traditional program that relies on online technology as a teaching medium. Competencies of the Nurse Educator include utilizing assessing educational needs, planning programs to meet those needs and evaluating the outcomes of their programs. This is accomplished in the context of an evidence-based practice model.

### Degree Requirements

<a href="#">Nursing Core</a>	15 credits
<a href="#">Advanced Nursing Core*</a>	9 credits
Major Requirements	12 credits

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Total Nursing Education	36 credits
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\*Students in the Nursing Education program are exempted from taking NUR 640C.

### Nursing Education Major<sup>§</sup>

<a href="#">NUR 649</a>	Curriculum Development*	3 credits
<a href="#">NUR 645</a>	Theories and Methods of Teaching*	3 credits
<a href="#">NUR 647</a>	Instructional Development for Distance Learning*	3 credits
<a href="#">NUR 665</a>	Teaching Practicum*	3 credits

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Total Nursing Education Major	12 credits
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\* Required courses for Post Master's NEd Certificate

§ The sequence of the courses in the Nursing Education major is intended to maximize learning outcomes and should not be altered.

## Master of Business Administration and Master of Science in Nursing: Nursing Leadership in Health Care Systems (Dual-Degree)<sup>◆</sup>

The Master of Business Administration and Master of Science in

Nursing: Nursing Leadership in Health Care Systems dual-degree program is designed to afford students the opportunity to develop cross functional business management skills, preparing business practitioners for advanced management and executive positions combined with specialized study in leadership theory and application.

MBA Fundamentals*	6 credits
Business Administration Core	30 credits
Master of Science-Nursing: Nursing Leadership in Health-Care Systems	27 credits

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Total Master of Business Administration and Master of Science-Nursing: Nursing Leadership in Health-Care Systems	63 credits
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◆ This degree is offered in conjunction with the Ken Blanchard College of Business. Further information can be found under the Ken Blanchard College of Business section of the catalog.

<a href="#">ACC 501</a>	Accounting Principles	3 credits
<a href="#">FIN 501</a>	Finance Principles	3 credits

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Total MBA Fundamentals	6 credits
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<a href="#">MGT 626</a>	Organizational Systems and Cultures	3 credits
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<a href="#">MGT 625</a>	Leadership Styles and Development	3 credits
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<a href="#">MGT 623</a>	Organizational Development and Change	3 credits
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<a href="#">NUR 501</a>	Advanced Nursing Issues and Roles	3 credits
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<a href="#">NUR 503</a>	Health Care Policy and Finance Issues	3 credits
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<a href="#">NUR 505</a>	Advanced Nursing Theory	3 credits
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<a href="#">NUR 507</a>	Health Care Research Analysis and Utilization	3 credits
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<a href="#">NUR 698</a>	Evidence-based Practice Project	3 credits
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<a href="#">LDR 650</a>	Diversity Management and Leadership	3 credits
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Total Master of Science-Nursing: Nursing Leadership in Health Care Systems	27 credits
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## College of Health Sciences Description

The College of Health Sciences proves quality education that prepares its graduates with skills and values necessary to meet the health and wellness needs of the communities in which they practice. The college offers a variety of programs designed to provide students with opportunities for admission into graduate studies, entry into the health care workforce, and advancement within the health care workforce. In addition to the specific training provided in each program, all students taking coursework in the College of Health Sciences learn to demonstrate:

- Fairness, respect, and compassion for others
- Global citizenship
- Leadership ability
- Collaboration, teamwork, trust, and integrity
- Problem solving and critical thinking skills
- Effective communication skills
- Personal and institutional effectiveness

# College of Health Sciences

## Mission

The mission of the College of Health Sciences is to prepare students with a strong liberal arts foundation to become effective and productive health care leaders and professionals who value the diversity of the various communities in which they work and serve. Our mission is fulfilled through the departments:

- Cutting-edge programs and curricula in health sciences
- Integrative curriculum grounded in the development of critical thinking, leadership, and humanistic skills needed to function in a widely diverse and ever-changing society.
- Student based community outreach related to the health, development, and well-being of all people
- Provisions for advanced scholarship in the health sciences

## Biology Program Description

Courses in the Biology program are intended to help students understand and appreciate the structure, function, diversity, and interactions of living organisms. Degrees within the Biology program are designed to structure students' curricula to prepare them for careers or graduate studies in medicine, health sciences, education, and research.

## Bachelor of Science in Biology: Biomedical Science

### Degree Requirements

The Bachelor of Science in Biology: Biomedical Science track is an excellent preparation for admission to graduate studies in Biology or a large number of health care areas such as chiropractic medicine, Doctor of Naturopathy, Master of Public Health, dentistry, optometry, or other health care specialty.

<a href="#">The Grand Experience*</a>	39 credits
Biology: Biomedical Science Major	68 credits
Free Electives	13 credits
<b>Total Bachelor of Science in Biology: Biomedical Science</b>	<b>120 credits</b>

\* Biology majors should substitute the courses listed below to satisfy the Scientific Inquiry and Philosophy requirements of the Grand Experience.

### General Education Requirements\*

<a href="#">BIO 181</a>	General Biology I	3 credits
<a href="#">BIO 181L</a>	General Biology I Lab	1 credit
<a href="#">BIO 182</a>	General Biology II	3 credits
<a href="#">BIO 182L</a>	General Biology II Lab	1 credit
<a href="#">HLT 322</a>	Medical Ethics	3 credits

\*Fulfill Grand Experience requirements.

### Biology: Biomedical Science Courses:

<a href="#">BIO 201</a>	Human Anatomy and Physiology I	3 credits
<a href="#">BIO 201L</a>	Human Anatomy and Physiology I Lab	1 credit

<a href="#">BIO 202</a>	Human Anatomy and Physiology II	3 credits
<a href="#">BIO 202L</a>	Human Anatomy and Physiology II Lab	1 credit
<a href="#">BIO 205</a>	Microbiology	3 credits
<a href="#">BIO 205L</a>	Microbiology Lab	1 credit
<a href="#">BIO 268A</a>	Pathophysiology I	2 credits
<a href="#">BIO 268B</a>	Pathophysiology II	2 credits
<a href="#">BIO 317</a>	Science Communication	3 credits
<a href="#">BIO 332</a>	Cell Biology	3 credits
<a href="#">BIO 340</a>	Genetics	3 credits
<a href="#">BIO 353</a>	Calculus for the Biological Sciences	3 credits
<a href="#">BIO 363</a>	Biostatistics	3 credits
<a href="#">BIO 352</a>	Developmental Anatomy	4 credits
<a href="#">BIO 451</a>	Pharmacology I	3 credits
<a href="#">BIO 461</a>	Epidemiology	3 credits
<a href="#">CHM 113</a>	General Chemistry I	3 credits
<a href="#">CHM 113L</a>	General Chemistry I Lab	1 credit
<a href="#">CHM 115</a>	General Chemistry II	3 credits
<a href="#">CHM 115L</a>	General Chemistry II Lab	1 credit
<a href="#">CHM 331</a>	Organic Chemistry I	3 credits
<a href="#">CHM 331L</a>	Organic Chemistry I Lab	1 credit
<a href="#">CHM 332</a>	Organic Chemistry II	3 credits
<a href="#">CHM 332L</a>	Organic Chemistry II Lab	1 credit
<a href="#">CHM 360</a>	Principles of Biochemistry	3 credits
<a href="#">PHY 111</a>	General Physics I	3 credits
<a href="#">PHY 111L</a>	General Physics I Lab	1 credit
<a href="#">PHY 112</a>	General Physics II	3 credits
<a href="#">PHY 112L</a>	General Physics II Lab	1 credit
<b>Total Biology: Biomedical Science Major</b>		<b>68 credits</b>

## Bachelor of Science in Biology: Pre-Medicine

### Degree Requirements

The Bachelor of Science in Biology: Pre-Medicine program is designed for students preparing for medical or dental school. It includes courses required or recommended by graduate professional schools, preparation for the medical college admission test (MCAT), optometry admission test (OAT), or dental admission test (DAT), and specialized coursework focused on preparing students for success in their graduate studies. These students will also have a Pre-Med faculty mentor to ensure that all medical school questions are answered and that proper progress is being made toward completion of the Pre-Med designated curriculum. The Pre-Med advisor will also assist students in choosing medical schools and advocating on behalf of students for a selection of medical schools

<a href="#">The Grand Experience*</a>	39 credits
Biology: Pre-Medicine Major	57 credits



Free Electives 24 credits

Total Bachelor of Science in Biology: Pre-Medicine 120 credits

\* Biology majors should substitute the courses listed below to satisfy the Scientific Inquiry and Philosophy requirements of the Grand Experience.

### General Education Requirements\*

<a href="#">BIO 181</a>	General Biology I	3 credits
<a href="#">BIO 181L</a>	General Biology I Lab	1 credit
<a href="#">BIO 182</a>	General Biology II	3 credits
<a href="#">BIO 182L</a>	General Biology II Lab	1 credit
<a href="#">HLT 322</a>	Medical Ethics	3 credits

\*Fulfill Grand Experience requirements.

### Pre-Medicine Core

<a href="#">HLT 110</a>	Introduction to the Health Professions	2 credits
<a href="#">CHM 113</a>	General Chemistry I	3 credits
<a href="#">CHM 113L</a>	General Chemistry I Lab	1 credit
<a href="#">CHM 115</a>	General Chemistry II	3 credits
<a href="#">CHM 115L</a>	General Chemistry II Lab	1 credit
<a href="#">PHY 111</a>	General Physics I	3 credits
<a href="#">PHY 111L</a>	General Physics I Lab	1 credit
<a href="#">PHY 112</a>	General Physics II	3 credits
<a href="#">PHY 112L</a>	General Physics II Lab	1 credit
<a href="#">BIO 317</a>	Science Communication	3 credits
<a href="#">BIO 204</a>	Applied Nutrition	3 credits
<a href="#">HLT 315</a>	Interview/ Admission Needs/ Professionalism	1 credit
<a href="#">BIO 363</a>	Biostatistics	3 credits
<a href="#">BIO 360</a>	Basic Physiology	3 credits
<a href="#">BIO 360L</a>	Basic Physiology Lab	1 credit
<a href="#">BIO 373</a>	Human Gross Anatomy and Dissection	4 credits
<a href="#">CHM 331</a>	Organic Chemistry I	3 credits
<a href="#">CHM 331L</a>	Organic Chemistry I Lab	1 credit
<a href="#">CHM 332</a>	Organic Chemistry II	3 credits
<a href="#">CHM 332L</a>	Organic Chemistry II Lab	1 credit
<a href="#">BIO 340</a>	Genetics	3 credits
<a href="#">BIO 451</a>	Pharmacology I	3 credits
<a href="#">BIO 268A</a>	Pathophysiology I	2 credits
<a href="#">BIO 268B</a>	Pathophysiology II	2 credits
<a href="#">BIO 461</a>	Epidemiology	3 credits

Total Biology: Pre-Medicine Major 58 Credits

## Bachelor of Science in Biology: Pre-Occupational Therapy

### Degree Requirements

The Bachelor of Science in Biology: Pre-Occupational Therapy

tract is designed for students preparing for graduate level occupational therapy education. It includes courses required or recommended by graduate professional schools, preparation for the GRE, and specialized coursework focused on preparing students for success in their graduate studies. These students will also have a Pre-OT faculty mentor to ensure that all occupational therapy graduate program questions are answered and that proper progress is being made toward completion of the Pre-OT designated curriculum. The Pre-OT advisor will also assist students in choosing a occupational therapy graduate program and advocating on behalf of students for a selection of occupational therapy graduate programs.

<a href="#">The Grand Experience*</a>	39 credits
Pre-Occupational Therapy Core	50 credits
Free Electives	31 credits

Total Bachelor of Science in Biology: Pre-Occupational Therapy 120 credits

\* Biology majors should substitute the courses listed below to satisfy the Scientific Inquiry and Philosophy requirements of the Grand Experience.

### General Education Requirements\*

<a href="#">BIO 181</a>	General Biology I	3 credits
<a href="#">BIO 181L</a>	General Biology I Lab	1 credit
<a href="#">BIO 182</a>	General Biology II	3 credits
<a href="#">BIO 182L</a>	General Biology II Lab	1 credit
<a href="#">HLT 322</a>	Medical Ethics	3 credits

\*Fulfill Grand Experience requirements.

### Pre-Occupational Therapy Core

<a href="#">HLT 110</a>	Introduction to the Health Professions	2 credits
<a href="#">CHM 113</a>	General Chemistry I	3 credits
<a href="#">CHM 113L</a>	General Chemistry I Lab	1 credit
<a href="#">CHM 115</a>	General Chemistry II	3 credits
<a href="#">CHM 115L</a>	General Chemistry II Lab	1 credit
<a href="#">PHY 111</a>	General Physics I	3 credits
<a href="#">PHY 111L</a>	General Physics I Lab	1 credit
<a href="#">PHY 112</a>	General Physics II	3 credits
<a href="#">PHY 112L</a>	General Physics II Lab	1 credit
<a href="#">BIO 317</a>	Science Communication	3 credits
<a href="#">BIO 340</a>	Genetics	3 credits
<a href="#">HLT 315</a>	Interview/ Admission needs/ professionalism	1 credit
<a href="#">BIO 363</a>	Biostatistics	3 credits
<a href="#">BIO 201</a>	Human Anatomy and Physiology I	3 credits
<a href="#">BIO 201L</a>	Human Anatomy and Physiology I Lab	1 credits
<a href="#">BIO 202</a>	Human Anatomy and Physiology II	3 credits
<a href="#">BIO 202L</a>	Human Anatomy and Physiology II Lab	1 credits
<a href="#">EXS 335</a>	Kinesiology	3 credits



<a href="#">EXS 335L</a>	Kinesiology Lab	1 credits
<a href="#">EXS 330</a>	Physiology of Exercise	3 credits
<a href="#">EXS 330L</a>	Physiology of Exercise Lab	1 credits
<a href="#">BIO 372</a>	Biomechanics	3 credits
<a href="#">BIO 462</a>	Neuroscience for Rehabilitative Therapies	3 credits

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Total Pre-Occupational Therapy Core 51 credits

## Bachelor of Science in Biology: Pre-Pharmacy

### Degree Requirements

The Bachelor of Science in Biology: Pre-Pharmacy tract is designed for students preparing for pharmacy school. It includes courses required or recommended by graduate professional schools, preparation for the pharmacy college admission test (PCAT), and specialized coursework focused on preparing students for success in their graduate studies. These students will also have a Pre-Pharm faculty mentor to ensure that all pharmacy school questions are answered and that proper progress is being made toward completion of the Pre-Pharm designated curriculum. The Pre-Pharm advisor will also assist students in choosing pharmacy schools and advocating on behalf of students for a selection of pharmacy schools.

<a href="#">The Grand Experience*</a>		39 credits
Pre-Pharmacy Core		74 credits
Free Electives		7 credits

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Total Bachelor of Science in Biology: Pre-Pharmacy 120 credits

\* Biology majors should substitute the courses listed below to satisfy the Scientific Inquiry and Philosophy requirements of the Grand Experience.

### General Education Requirements\*

<a href="#">BIO 181</a>	General Biology I	3 credits
<a href="#">BIO 181L</a>	General Biology I Lab	1 credit
<a href="#">BIO 182</a>	General Biology II	3 credits
<a href="#">BIO 182L</a>	General Biology II Lab	1 credit
<a href="#">HLT 322</a>	Medical Ethics	3 credits

\*Fulfill Grand Experience requirements.

### Pre-Pharmacy Core

<a href="#">HLT 110</a>	Introduction to the Health Professions	2 credits
<a href="#">CHM 113</a>	General Chemistry I	3 credits
<a href="#">CHM 113L</a>	General Chemistry I Lab	1 credit
<a href="#">CHM 115</a>	General Chemistry II	3 credits
<a href="#">CHM 115L</a>	General Chemistry II Lab	1 credit
<a href="#">PHY 111</a>	General Physics I	3 credits
<a href="#">PHY 111L</a>	General Physics I Lab	1 credit
<a href="#">PHY 112</a>	General Physics II	3 credits
<a href="#">PHY 112L</a>	General Physics II Lab	1 credit
<a href="#">BIO 317</a>	Science Communication	3 credits

<a href="#">BIO 204</a>	Applied Nutrition	3 credits
<a href="#">HLT 315</a>	Interview/ Admission needs/ professionalism	1 credit
<a href="#">BIO 363</a>	Biostatistics	3 credits
<a href="#">BIO 360</a>	Basic Physiology	3 credits
<a href="#">BIO 360L</a>	Basic Physiology Lab	1 credit
<a href="#">BIO 352</a>	Developmental Anatomy	4 credits
<a href="#">CHM 331</a>	Organic Chemistry I	3 credits
<a href="#">CHM 331L</a>	Organic Chemistry I Lab	1 credit
<a href="#">CHM 332</a>	Organic Chemistry II	3 credits
<a href="#">CHM 332L</a>	Organic Chemistry II Lab	1 credit
<a href="#">BIO 340</a>	Genetics	3 credits
<a href="#">BIO 451</a>	Pharmacology I	3 credits
<a href="#">BIO 452</a>	Pharmacology II	3 credits
<a href="#">BIO 268A</a>	Pathophysiology I	2 credits
<a href="#">BIO 268B</a>	Pathophysiology II	2 credits
<a href="#">BIO 461</a>	Epidemiology	3 credits
<a href="#">BIO 205</a>	Microbiology	3 credits
<a href="#">BIO 205L</a>	Microbiology Lab	1 credit
<a href="#">BIO 353</a>	Calculus for the Biological Sciences	3 credits
<a href="#">CHM 461</a>	Biochemistry I	3 credits
<a href="#">CHM 462</a>	Biochemistry II	3 credits
<a href="#">CHM 463L</a>	Biochemistry Lab	1 credit

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Total Pre-Pharmacy Core 74 credits

## Bachelor of Science in Biology: Pre-Physician Assistant

### Degree Requirements

The Bachelor of Science in Biology: Pre-Physician Assistant program is designed for students preparing for graduate level physician assistant education. It includes courses required or recommended by graduate professional schools, preparation for the GRE and/or medical college admission test (MCAT), and specialized coursework focused on preparing students for success in their graduate studies. These students will also have a Pre-PA faculty mentor to ensure that all physician assistant graduate program questions are answered and that proper progress is being made toward completion of the Pre-PA designated curriculum. The Pre-PA advisor will also assist students in choosing a physician assistant graduate program and advocating on behalf of students for a selection of physician assistant graduate programs

<a href="#">The Grand Experience*</a>		39 credits
Pre-Physician Assistant Core		67 credits
Free Electives		14 credits

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Total Bachelor of Science in Biology: Pre-Physician Assistant 120 credits

\* Biology majors should substitute the courses listed below to satisfy the Scientific Inquiry and Philosophy requirements of the Grand Experience.

## General Education Requirements\*

<a href="#">BIO 181</a>	General Biology I	3 credits
<a href="#">BIO 181L</a>	General Biology I Lab	1 credit
<a href="#">BIO 182</a>	General Biology II	3 credits
<a href="#">BIO 182L</a>	General Biology II Lab	1 credit
<a href="#">HLT 322</a>	Medical Ethics	3 credits

\*Fulfill Grand Experience requirements.

## Biology: Pre- Physician Assistant Courses:

<a href="#">HLT 110</a>	Introduction to the Health Professions	2 credits
<a href="#">CHM 113</a>	General Chemistry I	3 credits
<a href="#">CHM 113L</a>	General Chemistry I Lab	1 credit
<a href="#">CHM 115</a>	General Chemistry II	3 credits
<a href="#">CHM 115L</a>	General Chemistry II Lab	1 credit
<a href="#">PHY 111</a>	General Physics I	3 credits
<a href="#">PHY 111L</a>	General Physics I Lab	1 credit
<a href="#">PHY 112</a>	General Physics II	3 credits
<a href="#">PHY 112L</a>	General Physics II Lab	1 credit
<a href="#">BIO 317</a>	Science Communication	3 credits
<a href="#">BIO 204</a>	Applied Nutrition	3 credits
<a href="#">HLT 315</a>	Interview/ Admission needs/ professionalism	1 credit
<a href="#">BIO 363</a>	Biostatistics	3 credits
<a href="#">BIO 205</a>	Microbiology	3 credits
<a href="#">BIO 205L</a>	Microbiology Lab	1 credit
<a href="#">CHM 331</a>	Organic Chemistry I	3 credits
<a href="#">CHM 331L</a>	Organic Chemistry I Lab	1 credit
<a href="#">CHM 332</a>	Organic Chemistry II	3 credits
<a href="#">CHM 332L</a>	Organic Chemistry II Lab	1 credit
<a href="#">BIO 340</a>	Genetics	3 credits
<a href="#">BIO 451</a>	Pharmacology I	3 credits
<a href="#">BIO 268A</a>	Pathophysiology I	2 credits
<a href="#">BIO 268B</a>	Pathophysiology II	2 credits
<a href="#">BIO 461</a>	Epidemiology	3 credits
<a href="#">BIO 201</a>	Human Anatomy and Physiology I	3 credits
<a href="#">BIO 201L</a>	Human Anatomy and Physiology I Lab	1 credit
<a href="#">BIO 202</a>	Human Anatomy and Physiology II	3 credits
<a href="#">BIO 202L</a>	Human Anatomy and Physiology II Lab	1 credit
<a href="#">CHM 360</a>	Principles of Biochemistry	3 credits
<a href="#">BIO 315</a>	Spanish for Health Care Professionals	3 credits

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Total Pre-Physician Assistant Core 67 credits

## Bachelor of Science in Biology: Pre-Physical Therapy

### Degree Requirements

The Bachelor of Science in Biology: Pre-Physical Therapy tract is designed for students preparing for graduate level physical therapy education. It includes courses required or recommended by graduate professional schools, preparation for the GRE, and specialized coursework focused on preparing students for success in their graduate studies. These students will also have a Pre-PT faculty mentor to ensure that all physical therapy graduate program questions are answered and that proper progress is being made toward completion of the Pre-PT designated curriculum. The Pre-PT advisor will also assist students in choosing a physical therapy graduate program and advocating on behalf of students for a selection of physical therapy graduate programs.

<a href="#">The Grand Experience*</a>	39 credits
Pre-Physical Therapy Core	58 credits
Free Electives	23 credits

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Total Bachelor of Science in Biology: Pre-Physical Therapy 120 credits

\* Biology majors should substitute the courses listed below to satisfy the Scientific Inquiry and Philosophy requirements of the Grand Experience.

### General Education Requirements\*

<a href="#">BIO 181</a>	General Biology I	3 credits
<a href="#">BIO 181L</a>	General Biology I Lab	1 credit
<a href="#">BIO 182</a>	General Biology II	3 credits
<a href="#">BIO 182L</a>	General Biology II Lab	1 credit
<a href="#">HLT 322</a>	Medical Ethics	3 credits

\*Fulfill Grand Experience requirements.

### Pre-Physical Therapy Core

<a href="#">HLT 110</a>	Introduction to the Health Professions	2 credits
<a href="#">CHM 113</a>	General Chemistry I	3 credits
<a href="#">CHM 113L</a>	General Chemistry I Lab	1 credit
<a href="#">CHM 115</a>	General Chemistry II	3 credits
<a href="#">CHM 115L</a>	General Chemistry II Lab	1 credit
<a href="#">PHY 111</a>	General Physics I	3 credits
<a href="#">PHY 111L</a>	General Physics I Lab	1 credit
<a href="#">PHY 112</a>	General Physics II	3 credits
<a href="#">PHY 112L</a>	General Physics II Lab	1 credit
<a href="#">BIO 317</a>	Science Communication	3 credits
<a href="#">BIO 340</a>	Genetics	3 credits
<a href="#">HLT 315</a>	Interview/ Admission needs/ professionalism	1 credit
<a href="#">BIO 363</a>	Biostatistics	3 credits
<a href="#">BIO 201</a>	Human Anatomy and Physiology I	3 credits
<a href="#">BIO 201L</a>	Human Anatomy and Physiology I Lab	1 credit
<a href="#">BIO 202</a>	Human Anatomy and Physiology II	3 credits

<a href="#">BIO 202L</a>	Human Anatomy and Physiology II Lab	1 credit
<a href="#">EXS 335</a>	Kinesiology	3 credits
<a href="#">EXS 335L</a>	Kinesiology Lab	1 credits
<a href="#">EXS 330</a>	Physiology of Exercise	3 credits
<a href="#">EXS 330L</a>	Physiology of Exercise Lab	1 credit
<a href="#">BIO 372</a>	Biomechanics	3 credits
<a href="#">BIO 462</a>	Neuroscience for Rehabilitative Therapies	3 credits
<a href="#">CHM 331</a>	Organic Chemistry I	3 credits
<a href="#">CHM 331L</a>	Organic Chemistry I Lab	1 credit
<a href="#">CHM 332</a>	Organic Chemistry II	3 credits
<a href="#">CHM 332L</a>	Organic Chemistry II Lab	1 credit
Total Pre-Physical Therapy Core		58 credits

## Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care

The Bachelor of Science Degree in Health Sciences: Professional Development and Advanced Patient Care Program is a degree completion program designed for health-care professionals who have received licensure, certification, or registration in an allied-health field and wish to acquire baccalaureate-level competencies in health-sciences theory and professional health care issues.

### Admission Requirements

In addition to the general [Standards for Undergraduate Admission](#), all Health Sciences program applicants must meet the full set of admission requirements from one of the following categories:

1. Degree-bearing Candidates
  - a. Possess a transfer-oriented Associate degree in an allied health field from an accredited, GCU-approved college, university, or program and be (or have previously been) licensed, certified, or registered in an allied health field.
  - b. Provide proof of license, certification, or registration in an allied health field
  - c. Tender official transcripts bearing evidence of a cumulative GPA of 2.50. No transferable credits may have a grade below a "C" (2.00).
2. Non-degree-bearing Candidates
  - a. Submit official transcripts, documenting proof of coursework that led to license, certification, or registration in an allied health field.
  - b. Provide proof of license, certification, or registration in an allied health field.
  - c. Tender official transcripts bearing evidence of a cumulative GPA of 2.50. No transferable credits may have a grade below a "C" (2.00).
  - d. Be prepared to transfer or complete the following general education competencies with a minimum grade of "C" (2.00)
    - 1) English Composition I and II

- 2) Anatomy and Physiology I and II
- 3) College Algebra
- 4) General Psychology/Sociology
- 5) Fine Arts
- 6) History

### Degree Requirements

Transfer and Elective Credits	84 credits
Health Sciences: Professional Development and Advanced Patient Care Core	36 credits
<hr/>	
Total Bachelor of Science in Health Sciences: Professional Development and Advanced Patient Care	120 credits

### Health Sciences: Professional Development and Advanced Patient Care Core

<a href="#">HLT 306</a>	Advanced Patient Care	3 credits
<a href="#">HLT 308</a>	Risk Management and Health Care Regulations	3 credits
<a href="#">BIO 316</a>	Pharmacology for Medical Imaging	3 credits
<a href="#">HLT 362</a>	Applied Statistics for Health Care Professionals	3 credits
<a href="#">HLT 324</a>	Transcultural Health Care	3 credits
<a href="#">HLT 310</a>	Spirituality in Health Care	3 credits
<a href="#">BIO 317</a>	Science Communication	3 credits
<a href="#">HLT 314</a>	Health Care Systems	3 credits
<a href="#">HLT 312</a>	Ethics for Health Care Professionals	3 credits
<a href="#">HLT 418</a>	Trends and Issues in Health Care	3 credits
<a href="#">AMP 450B</a>	Leadership and Vocation (Leadership Principles)	3 credits
<a href="#">HLT 490</a>	Professional Capstone Project	3 credits

Total Professional Development and Advanced Patient Care Core	36 credits
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## Bachelor of Science in Medical Imaging Sciences

The Bachelor of Science in Medical Imaging Sciences offers an opportunity for Imaging Technologists to advance their education by acquiring a Bachelors degree and skills that are relevant to their current vocation. This program offers the Technologist an opportunity for advancement in employment and enables the motivated professional to serve the community at a higher level of healthcare.

### Admission Requirements

In addition to the general [Standards for Undergraduate Admission](#), all Medical Imaging Sciences degree program applicants must meet the full set of admission requirements from one of the following categories:

1. Degree-bearing Candidates
  - a. Possess a transfer-oriented Associate degree in an allied health field from an accredited, GCU-approved college, university, or program and be (or have

- previously been) licensed, certified, or registered in an allied health field.
- b. Tender official transcripts bearing evidence of a cumulative GPA of 2.50. No transferable credits may have a grade below a “C” (2.00).
  - c. Provide proof of current certification in good standing in Radiography, Radiologic Therapy, Nuclear Medicine, or Sonography by one of the following licensing bodies:
    - 1) American Registry of Radiologic Technologists (ARRT);
    - 2) Nuclear Medicine Technology Certification Board (NMTCB); and/or
    - 3) American Registry For Diagnostic Medical Sonography (ARDMS).
  - d. Provide proof of certification in CPR for Health Care Providers through the American Heart Association or American Red Cross prior to application to the College of Nursing and Health Sciences. Required to maintain certification throughout the program.
2. Non-degree-bearing Candidates
- a. Submit proof of completion of a certified program or a Joint Review Committee on Education in Radiologic Technology (JRCERT) -accredited program.
  - b. Provide proof of current certification in good standing in Radiography, Radiologic Therapy, Nuclear Medicine, or Sonography by one of the following licensing bodies:
    - 1) American Registry of Radiologic Technologists (ARRT);
    - 2) Nuclear Medicine Technology Certification Board (NMTCB); and/or
    - 3) American Registry For Diagnostic Medical Sonography (ARDMS).
  - c. Tender official transcripts bearing evidence of a cumulative GPA of 2.50. No transferable credits may have a grade below a “C” (2.00).
  - d. Provide proof of certification in CPR for Health Care Providers through the American Heart Association or American Red Cross prior to application to the College of Nursing and Health Sciences. Required to maintain certification throughout the program.
  - e. Be prepared to transfer or complete the following general education competencies with a minimum grade of “C” (2.00)
    - 1) English Composition I and II
    - 2) Anatomy and Physiology I and II
    - 3) College Algebra
    - 4) General Psychology/Sociology
    - 5) Fine Arts
    - 6) History

### Degree Requirements

Maximum Allowable Transfer Credits	75 credits
Medical Imaging Sciences Major	45 credits

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Bachelor of Science in Medical Imaging Sciences 120 credits

### Medical Imaging Sciences Major

<a href="#">HLT 306</a>	Advanced Patient Care	3 credits
<a href="#">HLT 308</a>	Risk Management and Health Care Regulations	3 credits
<a href="#">BIO 316</a>	Pharmacology for Medical Imaging	3 credits
<a href="#">HLT 362</a>	Applied Statistics for Health Care Professionals	3 credits
<a href="#">HLT 324</a>	Transcultural Health Care	3 credits
<a href="#">HLT 310</a>	Spirituality in Health Care	3 credits
<a href="#">BIO 317</a>	Science Communication	3 credits
<a href="#">HLT 314</a>	Health Care Systems	3 credits
<a href="#">HLT 312</a>	Ethics for Health Care Professionals	3 credits
<a href="#">HLT 418</a>	Trends and Issues in Health Care	3 credits
<a href="#">AMP 450B</a>	Leadership and Vocation (Leadership Principles)	3 credits
<a href="#">HLT 490</a>	Professional Capstone Project	3 credits
<a href="#">MDI 304</a>	Medical Imaging in the Digital Environment	3 credits
<a href="#">MDI 424</a>	Quality Management in Medical Imaging	3 credits
<a href="#">MDI 410</a>	Critical Patient Care in Medical Imaging	3 credits

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Total Bachelor of Science in Medical Imaging Sciences 45 credits

### Non-Degree Certificates of Completion in Medical Imaging Sciences

Certificates of Completion are available in several advanced-skill content areas and are designed to provide licensed radiologic technologists with the didactic coursework necessary to prepare for the national examinations in each content area.

### Certificate of Completion in Cardiovascular Imaging Technology

The certificate of completion in Cardiac Interventional Technology is designed to provide licensed radiologic technologists with a cognitive base of entry-level education in the practice of cardiac-interventional technology (CIT). The professional practice of cardiac-interventional technology requires specific knowledge and skills generally not obtained in basic educational programs in radiography. This core curriculum presents elements that are considered essential in educating technologists in the postprimary practice of cardiac-interventional technology and aid in meeting the eligibility requirements for a postprimary certification examination in cardiac-interventional technology.

### Admission Requirements

The student must be registered in Radiography by the American Registry of Radiologic Technologists (ARRT).

### Certificate Requirements

<a href="#">BIO 313*</a>	Cardiovascular Anatomy	3 credits
<a href="#">MDI 310*</a>	Cardiac Interventional Equipment Management	3 credits
<a href="#">MDI 422*</a>	Pathology in CV/VI	3 credits
<a href="#">MDI 416*</a>	Cardiac Intervention Procedures and Protocols	3 credits

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Total Certificate of Completion in Cardiovascular Imaging Technology 12 credits

### Certificate of Completion in Computed Tomography

The certificate of completion in Computed Tomography is designed to provide licensed radiologic technologists, nuclear medicine technologists, and licensed radiation therapists with a cognitive base of entry-level education in the practice of computed tomography (CT). The professional practice of computed tomography requires specific knowledge and skills generally not obtained in basic educational programs in radiography. This core curriculum presents elements that are considered essential in educating technologists in the postprimary practice of computed tomography and aid in meeting the eligibility requirements for a postprimary certification examination in computed tomography.

#### Admission Requirements:

The student must be registered in Radiography or Radiation Therapy by the American Registry of Radiologic Technologists (ARRT), or Nuclear Medicine Technology by ARRT or the Nuclear Medicine Technology Certification Board (NMTCB).

### Certificate Requirements

<a href="#">BIO 311*</a>	Sectional Anatomy	3 credits
<a href="#">MDI 308*</a>	Physics and Instrumentation of Computed Tomography	3 credits
<a href="#">MDI 420*</a>	Pathology in CT/MRI	3 credits
<a href="#">MDI 414*</a>	Computed Tomography Procedure Protocols	3 credits

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Total Certificate of Completion in Computed Tomography 12 credits

### Certificate of Completion in Magnetic Resonance Imaging

The certificate of completion in Magnetic Resonance Imaging is designed to provide licensed radiologic technologists, nuclear medicine technologists, ultrasound technologists or licensed radiation therapists with a cognitive base of entry-level education in the practice of magnetic resonance (MR) technology. The professional practice of computed tomography requires specific knowledge and skills generally not obtained in basic educational programs in radiography. This core curriculum presents elements that are considered essential in educating technologists in the postprimary practice of magnetic resonance imaging and aid in meeting the eligibility requirements for a postprimary certification examination in magnetic resonance imaging.

### Admission Requirements

The student must be registered in Radiography or Radiation Therapy by the American Registry of Radiologic Technologists (ARRT), Nuclear Medicine Technology by ARRT or the Nuclear Medicine Technology Certification Board (NMTCB), or Sonography by ARRT or any Sonography related modality by the American Registry For Diagnostic Medical Sonography (ARDMS).

### Certificate Requirements

<a href="#">BIO 311*</a>	Sectional Anatomy	3 credits
<a href="#">MDI 306*</a>	Physics and Instrumentation of Magnetic Resonance	3 credits
<a href="#">MDI 420*</a>	Pathology in CT/MRI	3 credits
<a href="#">MDI 412*</a>	Magnetic Resonance Procedure Protocols	3 credits

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Total Certificate of Completion in Magnetic Resonance Imaging 12 credits

### Certificate of Completion in Vascular Interventional Technology

The certificate of completion in Cardiac Interventional Technology is designed to provide licensed radiologic technologists with a cognitive base of entry-level education in the practice of vascular-interventional technology (VIT). The professional practice of vascular-interventional technology requires specific knowledge and skills generally not obtained in basic educational programs in radiography. This core curriculum presents elements that are considered essential in educating technologists in the postprimary practice of vascular-interventional technology and aid in meeting the eligibility requirements for a postprimary certification examination in vascular-interventional technology.

#### Admission Requirements

The student must be registered in Radiography by the American Registry of Radiologic Technologists (ARRT).

### Certificate Requirements

<a href="#">BIO 313*</a>	Cardiovascular Anatomy	3 credits
<a href="#">MDI 310*</a>	Vascular Interventional Equipment Management	3 credits
<a href="#">MDI 422*</a>	Pathology in CV/VI	3 credits
<a href="#">MDI 418*</a>	Vascular Intervention Procedure Protocols	3 credits

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Total Certificate of Completion in Vascular Interventional Technology 12 credits

### Athletic Training, Physical Education, and Recreation

The major and minor degrees described offer a blend of classroom instruction and clinical experience designed for the optimum preparation of students for careers in this field. These courses of study will prepare students for eligibility to meet the requirements of the Board of Certification, national certifications in the commercial health and fitness industry, State Board of Education Certification or Endorsement in physical education,



health education, or athletic coaching.

The Athletic Training, Corporate Fitness and Wellness, Physical Education, and Recreation majors comprise 44-47 credits of study with a Minor Recommended. Minors include Athletic Coaching, Exercise Science, Health Education, Physical Education, and Recreation.

Athletic training, as defined by the National Athletic Trainer's Association, is practiced by Athletic Trainers, healthcare professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations and disabilities. The Athletic Training major prepares the student for the Board of Certification Examination. A certified Athletic Trainer (ATC) is qualified to work in a variety of settings including high schools, colleges and universities, professional sports, clinics, and other areas as an integral part of the health care team. The student will receive education in prevention, care, immediate treatment, rehabilitation, and management of athletic related injuries and illnesses. The education includes clinical rotations on and off campus that require at least 600 hours of clinical experience that must be completed before graduation. Students must provide transportation to off site clinical rotations. Students are also required to complete a physical exam and sign a technical standards agreement prior to full acceptance to ensure ability to complete tasks associated with the position. The selection of student athletic trainers is competitive. A completed admission application should be submitted by April 1, after completing at least 30 observation credits and athletic training student prerequisite requirements. Students will be accepted to the program by June 1 for priority admission. Please visit our website for application materials..

The Corporate Fitness and Wellness major can lead, along with practical experience, to eligibility in any of the following areas: Exercise Leader, Health/Fitness Instructor, or Personal Trainer with the American College of Sports Medicine or Certified Strength and Conditioning Specialist or Personal Trainer with the National Strength and Conditioning Association.

The Physical Education major and minor will prepare students for State Board of Education Certification or Endorsement, along with meeting College of Education requirements, at either the elementary or secondary level.

The Recreation major and minor will prepare the student as a recreation professional who can supervise and implement recreation programs and manage recreation facilities.

The Athletic Coaching minor emphasizes skills to assist the future teacher or other professional who wishes to coach interscholastic, intercollegiate, or other sports teams in all aspects of preparation for competition. Successful completion of coursework will meet level three guidelines from NASPE or State Board of Education requirements for coaching certification.

The Exercise Science minor will especially enable the Human Biology or Allied Health major to obtain a degree from Grand Canyon University by providing a concentrated field of study of valuable knowledge and skills to enhance admittance possibilities in allied health professional schools.

The Health Education minor is designed to prepare students to enter the commercial health industry as an educator, or with College of Education coursework, to receive State Board of Education Endorsement.

### **Additional Admissions/ Program Requirements Athletic Training Degree**

In addition to the general Undergraduate Admission Requirements listed in the Admission Policies and Application Procedures section, the following admission requirements must be met:

1. All interested students may apply to the Athletic Training Education program during the semester in which all prerequisite course work will be completed.
2. Application deadline for priority acceptance is April 1. Students are accepted by June 1 for a fall semester start.
3. A maximum of two different prerequisite courses may be repeated only once to earn a grade of C or above.
4. Acceptance into the ATEP is determined by Athletic Training application criteria listed below and availability of clinical spaces.
  - Application Form
  - ATC Letter of Recommendation Form
  - Instructor Letter of Recommendation Form
  - Observation Time Sheet
  - Observation Summary Form
  - Letter of Interest Form
  - Taping Evaluation
  - Emergency Evaluation
  - College Transcripts with pre-requisite course work included
5. Upon admission to the Athletic training education program, students must provide health information to the Program Director, including but not limited to:
  - Complete Athletic Training Student Orientation (annual Orientation)
  - Complete OSHA training during Athletic Training Student Orientation
  - Sign a technical standards agreement
  - Complete a Health History and Physical examination at the Student Health Center at the cost of the student. This examination will include immunization review and technical standards review.
  - Purchase Athletic Training Student Liability Insurance (to renew annually)
  - Purchase an Athletic Training Student name badge from the bookstore
  - Provide Proof of immunization or immunity for Measles, Mumps, Rubella. Influenza vaccinations are recommended.
  - Provide proof of Hepatitis B Vaccination or sign a waiver form declining vaccination.
  - Provide a copy of CPR certification for professional rescuer current through the duration of the two year program (see CPR requirements)



- Provide a copy of current First Aid Certification
  - Provide a completed Background check and Fingerprint Clearance card through Arizona Department of Public Safety at the cost of the student
6. Students must complete the following annually
    - Attend Student Orientation
    - Attend OSHA training
    - Renew Student Liability Insurance (at the cost of the student)
  7. Upon admission to the Athletic training education program, students must provide health information to the Program Director, including but not limited to:
    - Complete Athletic Training Student Orientation (annual Orientation)
    - Complete OSHA training during Athletic Training Student Orientation
    - Sign a technical standards agreement
    - Complete a Health History and Physical examination at the Student Health Center at the cost of the student. This examination will include immunization review and technical standards review.
    - Purchase Athletic Training Student Liability Insurance (to renew annually)
    - Purchase an Athletic Training Student name badge from the bookstore
    - Provide Proof of immunization or immunity for Measles, Mumps, Rubella. Influenza vaccinations are recommended.
    - Provide proof of Hepatitis B Vaccination or sign a waiver form declining vaccination.
    - Provide a copy of CPR certification for professional rescuer current through the duration of the two year program (see CPR requirements)
    - Provide a copy of current First Aid Certification
    - Provide a completed Background check and Fingerprint Clearance card through Arizona Department of Public Safety at the cost of the student
  8. Students must complete the following annually
    - Attend Student Orientation
    - Attend OSHA training
    - Renew Student Liability Insurance (at the cost of the student)
2. Maintain continuous accumulation of clinical contact hours during fall and spring semesters (150 clinical contact hours per clinical course)
  3. Satisfactory completion of athletic training competencies and clinical proficiencies
  4. Successfully complete all Athletic Training Major courses with C or better
  5. Maintain Professional Rescuer CPR & 1st Aid certifications
  6. Maintain Athletic Training Student Liability Insurance
  7. Complete Athletic Training Student Orientation annually
  8. Maintain health and safety standards of ATEP
  9. Meet the standards of Grand Canyon University as outlined in the Grand Canyon University Academic Catalog.

### **Class Scheduling**

Upon admission, students are assigned to a cohort group. This cohort follows a set sequence of courses that begin in the fall semester and continues for two consecutive academic years (fall and spring semesters only)

### **Unsuccessful Course Completion**

Failure of a course occurs when the student receives below a “C” in the final grade calculation of the course. Failure removes the student from the athletic training major and the student must reapply to the athletic training program to be considered for progression.

### **Re-Entry to Athletic Training Major Courses**

Students who have failed courses in the athletic training major must submit an official academic appeal to be considered for re-entry into the program.

1. A student receiving a grade of incomplete “I” in any athletic training major course must assure that the incomplete is resolved and a grade is submitted prior to the start of the next academic semester. Failure to do so will result in administrative withdrawal from the program and current cohort sequence.
2. Student must apply for re-entry to the athletic training major under the following conditions
  - Interrupted Enrollment- Student has been out of the athletic training major (for at least one course). Students must follow a cohort sequence.
  - Course failure- Student receives a failure (below a grade of “C”) in athletic training course. Students may not continue in ATEP course sequence until failed course has been repeated and passed with a “C” or better. Courses are currently offered one time during the academic year)
  - Unresolved incomplete- Student receives an incomplete “I” as a grade in an athletic training course that is unresolved by the first day of classes in the following semester.
  - Administrative Withdrawal- Student has been administratively withdrawn from the athletic training major course.
3. The student must complete an “Application to Re-enter the Athletic training Major” form and submit it to the Program Director. The student must meet the designated application

### **Transfer Students and Student Athletes**

Transfer Students and Student Athletes will follow the same admission, retention and progression policies as traditional students.

### **Retention and Progression**

Students who have been accepted into the athletic training program may- remain as athletic training students if they adhere to the following criteria:

1. Maintain continuous registration for athletic training courses in the major. Continuous registration is for Fall/Spring semesters only.

deadline.

4. Re-entry to the major is not assured simply because the student was previously enrolled in athletic training courses or was previously accepted. The decision will be based on the evidence showing that the student is ready to continue, has potential to complete the program, and is in compliance with University regulations and standards of behavior. All decisions to readmit are also contingent upon clinical space availability. The student must meet all admission requirements to be considered for re-entry into the program
5. Only ONE failed athletic training course may be repeated once based on acceptance of the student by the reapplication process to the major. Subsequent course failures constitute administrative withdrawal from the athletic training education program.

### Probation

Clinical probation means that the student is not meeting the stated clinical objectives. A student may be removed from the clinical area for any unsafe or unprofessional behaviors. Being placed on clinical probation can affect the clinical grade and may result in being withdrawn from the course which may affect placement in the program.

*Examples of clinical probationary actions:*

- unsafe practice in clinical area
- insufficient preparation for the clinical experience
- failure to follow faculty/staff guidance
- failure to notify ACI of tardiness or absence
- causing patient to experience unnecessary suffering
- inappropriate performance specific to level expectations
- unprofessional communication to faculty, staff, coaches, or patients
- consciously falsifying documents, including patient and personal

Probation Process:

A probationary action sheet is initiated by the Program Director, Clinical Coordinator or Faculty Member.

A copy of the probation plan is verbalized with the student, signed by the student and the involved parties and placed in the student's file.

At the end of the semester the student makes an appointment with the program director to determine probationary status.

If a student disputes probationary status, he/she should follow academic grievance procedures outlined in GCU student handbook.

### Mandatory Advisement

Faculty members may request mandatory advisement sessions when students are in clinical or academic jeopardy, and/or when student behavior appears below professional standards. Satisfactory academics and/or behavioral changes must be accomplished by the end of the course in order to progress in the athletic training program. It is important to maintain continuous progress and a sound knowledge base to be successful throughout the program.

### Clinical Participation Policies

Students must enroll in four (4) Clinical Instruction Classes over the course of 4 semesters, two academic years minimum. During these classes students will be placed in a clinical rotation and assigned to an approved clinical instructor (ACI). A qualified ACI will use evaluation sheets to evaluate students on clinical proficiencies. The ACI will be informed of the level of athletic training student, and the student will wear an ATS name badge. ATEP Clinical Coordinator will place students based on rotation schedule. Student preference will be considered.

1. Participation in clinical experience is essential to meet the objectives for all clinical athletic training major courses. Students are responsible for all materials covered while student is absent.
2. Clinical absences may result in clinical probation. Students who are too ill to perform safely in clinical should seek medical attention and contact athletic training faculty prior to missing clinical lab.
3. Any student who has experienced an Emergency Department visit or hospitalization or an acute illness, trauma, surgery or pregnancy/delivery will need a health care provider's release to return to clinical. Such a release should provide information that attests to the fact that the student is physically and emotionally able to provide direct patient care..
4. Students who must miss clinical due to pregnancy or extended illness may not be able to complete clinical objectives. Students must contact the course instructor to discuss options. The College of Athletic Training is not obligated to provide makeup clinical opportunities for students unable to complete clinical during the normal academic calendar. Any make-up clinical opportunity will be at the student's expense and subject to faculty availability, clinical site availability, and approval of the Program Director.

### Qualifications for Student Placement in Rotation Sites

- Admitted into Professional Phase of Athletic Training Major
- Attend Athletic Training Student Orientation
- Verification of OSHA education
- Verification of Current Professional Rescuer CPR & 1st aid certification through academic year
- Verification of Immunization
- Verification of Student Liability Insurance
- Verification of Clinical Site policies and procedures review
- Verification of Fingerprint Clearance Card

### Clinical Time Requirements

- Clinical courses must be completed over a minimum of two academic years
- Students will not be required to complete more than 20 hours per week time in a clinical setting. This policy is consistent with federal work-study policy on campus.
- Student will also follow NCAA rules for athletes in regards to comparable relief from clinical experiences during the academic year which is at least one day off per week during

in season and two days off per week during out of season.

- Participation in clinical experience is essential to meet the objectives for all athletic training courses.
- Excessive clinical absences may result in clinical probation (see probation). Students who are too ill to perform safely in clinical should seek medical attention and contact ACI prior to missing rotation. A written release from your physician or campus nurse may be requested prior to re-entry to the clinical (see Communicable Disease policy).
- Students are required to provide transportation to and from clinical rotation sites. Travel time may not be logged for clinical contact.

### **Student Work Policy**

Athletic Training Students (ATS) are not certified athletic trainers and will not be used in the place of a certified athletic trainer. After demonstrating proficiency, athletic training students may be permitted to undertake those specific defined activities with appropriate supervision, direction, and job description. All athletic training students whether granted aid, scholarship, work study or not, will work under the direction of the certified athletic trainer at GCU and affiliated settings. The students will follow guidelines set up by the clinical site where they are working and the following:

- Completely document all injuries, modalities used, treatment plans, rehabilitation plans, doctors referrals
- Sign all documents and have all documents signed by the certified athletic trainer
- Continually ask questions and maintain open communication about an injury or treatment in a clinical setting
- Students may be employed outside regular educational hours (students may not count paid work hours towards graduation requirements), provided the work does not interfere with regular academic responsibilities.
- Students must be formally instructed and formally assessed on athletic training clinical skills as part of a course prior to performing those skills on a patient.

### **Student Clinical Supervision**

Students assigned to a clinical rotation will be under the direct supervision of the Approved Clinical Instructor. The Approved Clinical Instructor will be on site and readily available for on-going instruction, guidance and intervention. The clinical experience will involve daily personal contact between the clinical instructor and the student in the same clinical setting. The student-clinical instructor ratio should not exceed 8:1 and based upon consideration of the total work load of the clinical instructor, availability and adequacy of clinical facilities and the number and nature of athletic programs being offered.

### **Student Travel**

Only supervised clinical experiences may be required of students as a part of their educational program. Supervised educational experiences entail that students are under the direct auditory and visual supervision of a BOC certified athletic trainer (ATEP ACI/CI) at all times. The Commission on Accreditation of Athletic Training Education (CAATE) does not support unsupervised education. Unsupervised clinical experience is

not/can not be a requirement of an accredited program; therefore, unsupervised activities, of any kind, are not sanctioned, nor governed by CAATE. Therefore, GCU ATEP does not allow students to travel unsupervised as part of the Grand Canyon University Athletic Training Education Program.

### **Student Clinical Evaluations**

- Prior to beginning any rotation, the ATS must complete a policies and procedures assessment of the assigned clinical site to review policies relating to blood borne pathogens, emergency plans, documentation, etc.
- Two ATS evaluations will be performed during the semester, one at mid-semester and one at the end of the semester.
- The assigned ACI(s) will complete the evaluation sheet regarding the student's performance. The assigned ACI(s) will review the completed evaluations with the student a maximum of one week following the completion of the evaluation.
- The student will complete an evaluation of the ACI and site at the end of the semester.

### **Dress Code**

The Athletic Training Student will wear a GCU athletic training shirt or appropriate attire as designated by the assigned ACI. In addition, all students are required to wear GCU ATS name tag during clinical rotations.

### **Health and Safety Requirements**

All athletic training students are expected to take measures to maintain their personal health as not to jeopardize himself or herself or any athlete in whom they come in contact. Students who are ill are to call the clinical site and talk to the clinical instructor to find someone to replace them. The student will then go to the Health Center to be evaluated. A student athlete that is ill will be referred to the Student Health Center for a determination to practice or not. The requirements for athletic training students upon admission are:

- Athletic Training Physical Examination in Student Health Center upon admission to program which includes a review of immunizations and technical standards
- OSHA training at Grand Canyon University
- HBV immunization is strongly recommended for athletic training students accepted into the professional phase of the program. Students may sign a waiver of vaccination to be admitted into the program.
- Health Insurance as required by the university
- Immunizations as required by the university
- Influenza immunization is strongly recommended

At any time, a student may be required to receive a medical examination if deemed necessary by faculty for the well being of the student or athletes.

### **CPR Requirements**

Students must be certified in CPR for the Professional through the American Safety and Health Institute or BLS Healthcare Provider through the American Heart Association prior to applying to the Athletic Training Education Program(ATEP). CPR certification must be continuous through the two year

program (August- May). CPR for Bystanders or the community will not fulfill this requirement. Students are required to maintain certification throughout the program. Students who do not have a current CPR certification card will not be permitted to participate in clinical experiences.

The requirements for our program are those required to take the Board of Certification Examination upon graduation which includes: 2 person CPR, Bag Valve Mask, and AED training.

AIDS	Meningitis (bacterial)
Botulism	Mumps
Infections	Pertussis (whooping cough)
Chancroid	Rubella
Chickenpox	Shigellosis
Chlamydia	Streptococcus pneumoniae
Trachomatis infection	Syphilis
Cholera	Hand, foot, and mouth syndrome
Conjunctivitis	Viral and acute hepatitis
Diphtheria	Herpes
Diarrhea - Infectious	HIV
Influenza	Lyme disease
Escherichia coli (E coli)	Tetanus
Gonorrhea	Tuberculosis
Group A Streptococcal	Yellow Fever
Hepatitis A, B, or C	Pinworms
Herpes Simplex	Ringworm
Impetigo	Scabies
Lice (Pediculosis)	Shingles (Herpes Zoster)
Measles	Strep pharyngitis

### Student Liability Insurance

All Athletic Training Students are required to have personal athletic training student liability insurance for their own protection. The cost varies depending upon company. Companies include: National Professional Group [www.usatrainers.com](http://www.usatrainers.com) and HPSO [www.hpso.com/](http://www.hpso.com/)

### OSHA Policy

Athletic Training Students in the clinical phase of the ATEP will undergo annual OSHA education at Grand Canyon University during ATS orientation at the start of each academic year. During this training students will be educated in pathogen and infection control. Once in a setting, students will have access to and utilize appropriate blood-borne pathogen barriers, access to and utilize proper sanitary precautions, and access to appropriate biohazard disposal equipment and procedures at each clinical site.

If a student is exposed to blood or bodily fluid that is an intact skin exposure should:

- Wash the area immediately and thoroughly with soap and water
- Within 24 hours, follow-up with the Cooke Health and Wellness Center or own Primary Care Provider who will make a determination of immunization status and give appropriate prophylaxis or referral for appropriate

prophylaxis.

- Complete a student incident report (Available from the Program Director) to be filled out by the student and the supervising faculty or instructor who was present during incident. A copy of this report will be given to the Program Director and placed in the student's file.
- Counseling referral and other referrals can be arranged through the health center.

### Sexual Harassment

Any form of harassment (physical or verbal) is prohibited and will not be tolerated by Grand Canyon University. Sexual harassment is a violation of federal law. "Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when, among other things, such conduct has the purpose or effect of creating an intimidating, hostile, or offensive environment."

For procedures regarding harassment, please refer to the grievance procedures. The Harassment Intake Officer for student matters is the Vice President of Student Life. He or she can guide you through the process.

### Health and Immunization Requirements

Athletic Training Students (ATS) are expected to take measures to maintain their personal health so as not to jeopardize themselves or any patient with which they come in contact. Therefore, students who are accepted into the Athletic Training Education Program must show evidence of the ATEP required immunizations and diagnostic procedures as required by the clinical agencies utilized. At anytime, a student may be required to receive a medical examination if deemed necessary by the faculty for the wellbeing of the student and/or the patients/clients.

Students are responsible for updating appropriate CPR prior to the start of each academic year (fall semester). Students will not be allowed to participate in clinical experiences without all requirements being current through the academic school year. Missing clinical may jeopardize a student being successful in the program. As Athletic Training students are in contact with clients in a variety of health situations, it is imperative that students maintain protection against communicable illnesses. In addition, students must meet agency health requirements to enter clinical course work.

The charts below indicate the specific health requirements for undergraduate admission and continuing enrollment.

Test	Requirements for Admission
MMR (rubeola measles, mumps, rubella)	Students must show one of the following: <ul style="list-style-type: none"> <li>▪ Lab evidence (titer) of immunity</li> <li>▪ MMR (two doses)</li> <li>▪ Physician documented evidence of disease (not accepted for Rubella)</li> </ul>
Varicella Zoster (VZV)	Strongly recommended
Hepatitis A	Hepatitis A vaccine is strongly recommended.

Test	Requirements for Admission
Hepatitis B	Hepatitis B vaccine is strongly recommended. A signed waiver available from the Program Director is required if the vaccination series is not complete or declined by the student.
Influenza	Strongly recommended - A signed waiver available from the CON is required if the vaccine is not complete or declined by the student.

## HIPAA Guidelines

As health care providers, one of the covered entities, Athletic Trainers must be knowledgeable about the various aspects of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). CONHS offers this guidance below for those persons to ensure compliance with those requirements and asks that all students sign the HIPAA confidentiality Agreement.

### Students are required to do the following:

- Sign the ATEP Faculty/Staff/Student Confidentiality Agreement before any involvement in a clinical agency.
- Attend ATEP training or in-classroom clinical instruction on requirements relating to patient privacy.
- Know and adhere to a clinical site's privacy and procedures before undertaking any activities at the site.
- Maintain at all times the confidentiality of any patient information, regardless of whether the identifiers listed in the "Do not" section of these guidelines have been removed.
- Promptly report any violation of those procedures, applicable law, or ATEP confidentiality agreement by , a ATEP student, faculty or staff member to the appropriate ATEP clinical instructor or faculty member.
- Understand that a violation of the clinical site's policies and procedures, of applicable law, or ATEP confidentiality agreement will subject the student to disciplinary action.

### Students are not to do the following:

- Discuss, use or disclose any patient information while in the clinical setting unless it is part of the clinical setting assignment.
- Remove any record from the clinical site without the prior written authorization of that site.
- Disclose any information about a patient during the clinical assignment to anyone other than the healthcare staff of the clinical site.
- Use patient information in the context of a learning experience, classroom case presentation, class assignment, or research without attempting to exclude as much of the following information as possible:
  - Names
  - Geographical subdivisions smaller than a state
  - Dates of birth, admission, discharge, death
  - Telephone and fax numbers
  - E-mail addresses
  - Social security numbers

- Medical records or account numbers
- Certificate/license numbers
- Vehicle or device numbers
- Web locators/Internet protocols
- Biometric identifiers
- Full face identifiers
- Any other unique identifying number, characteristic, or code

## Professional Appearance

1. Hair should be short or pulled back and styled neatly. Beards or mustaches, if worn, should be neatly trimmed.
2. Fingernails should be neatly trimmed and free of cracked nail polish. Only clear or neutral nail polish may be used if desired.
3. Permitted jewelry is: one pair of studded earrings, a watch, a plain ring band. No other visible jewelry is acceptable including tongue rings or other facial jewelry. Tattoos and any other body art should be covered where possible. (Students are directed to follow the clinical site guidelines).
4. Perfume, after-shave lotion, and heavy makeup are not acceptable in the clinical area.
5. Gum chewing is not acceptable.
6. Clothing worn in course activities not requiring student uniform should adhere to professional standards.

Please remember that students also represent Grand Canyon University. Look clean, neat, and professional.

## Professional Attire for Formal Presentations

Business casual is acceptable which can be interpreted as:

1. Women: slacks (dress pants), skirts (mid-calf to about two inches above the knee), blouses, shells, cardigans, blazers, dresses.
2. Men: dress pants, button down shirts, polo shirts (short sleeved shirts with a collar), blazers.

Do not wear: Denim material, anything that is see-through, short, tight, or shows too much skin, flip-flops, tennis shoes

## Program Associated Costs

Application:

- Student Liability Insurance
- Update of CPR certification as necessary
- Purchase Student Name tag
- Hepatitis B vaccination (unless declined)
- Provide a Fingerprint clearance card from the Arizona Department of Public Safety

Annually:

- Update Student Liability Insurance
- Update of CPR certification as necessary
- Provide transportation to and from clinical sites

## Graduation Requirements

Athletic Training Students must:

- Complete at least 600 supervised clinical hours after

- acceptance into Athletic Training Education Program
- Complete hours must over a minimum of two years
- Complete Clinical Instruction Courses consecutively and in no less than two academic years
- Complete all required clinical instruction course proficiency evaluations
- Successfully complete all required courses with a “C” or better,

**Board of Certification Examination (taken from Board of Certification Web site: [www.bocatec.org](http://www.bocatec.org) )**

In order to attain certification, an individual must complete an entry-level athletic training education program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and pass the BOC certification exam.

In order to qualify as a candidate for the BOC certification exam, an individual must meet the following requirements:

- Endorsement of the exam application by the recognized Program Director (PD) of the CAATE accredited education program
- Proof of current certification in emergency cardiac care (ECC)  
(Note: ECC certification must be current at the time of initial application and any subsequent exam retake registration)

Students who have registered for their last semester, or quarter, of college are permitted to apply to take the certification exam prior to graduation provided all academic and clinical requirements of the CAATE Accredited Program have been satisfied or will be satisfied in their last semester or quarter of college. Eligible candidates are permitted to take the exam prior to graduation. Candidates may take the exam during the exam window closest to his/her graduation date.

Students are responsible for applying to take and paying for the Board of Certification Examination

## Bachelor of Science in Athletic Training

### Degree Requirements

Students must complete 600 supervised athletic training clinical contact hours and clinical experience check sheet prior to graduation.

<a href="#">The Grand Experience</a>	39 credits
Athletic Training Prerequisites (Total 14 credits)	3 credits
With the exception of HLT 270, all Athletic Training prerequisites will satisfy the requirements of the Grand Experience.	
Athletic Training Major	54 credits
Free Electives	27 credits
<hr/>	
Total Bachelor of Science in Athletic Training	120 credits

### Athletic Training Prerequisites

<a href="#">BIO 160</a>	Anatomy and Physiology	3 credits
<a href="#">BIO 160L</a>	Anatomy and Physiology Lab	1 credit
<a href="#">EXS 314</a>	Care and Prevention of Athletic	3 credits

	Injuries	
<a href="#">EXS 314L</a>	Care and Prevention of Athletic Injuries	1 credit
<a href="#">HLT 270</a>	First Aid and Safety	3 credits
<a href="#">PSY 101</a>	General Psychology	3 credits

### Athletic Training Major

<a href="#">EXS 295</a>	Clinical Instruction in Athletic Training I	5 credits
<a href="#">HLT 310A</a>	Spirituality in Health Care	3 credits
<a href="#">EXS 324</a>	Recognition and Evaluation of Athletic Injuries	3 credits
<a href="#">EXS 324L</a>	Recognition and Evaluation of Athletic Injuries Lab	1 credit
<a href="#">EXS 335<sup>A</sup></a>	Kinesiology	3 credits
<a href="#">EXS 335L</a>	Kinesiology Lab	1 credit
<a href="#">EXS 340</a>	Physiology of Exercise	3 credits
<a href="#">EXS 340L</a>	Physiology of Exercise Lab	1 credit
<a href="#">EXS 385</a>	Therapeutic Modalities	2 credits
<a href="#">EXS 385L</a>	Therapeutic Modalities	1 credit
EXS 365	General Medicine	3 credits
EXS 360	Strength and Conditioning	3 credits
<a href="#">EXS 395</a>	Clinical Instruction in Athletic Training II	5 credits
<a href="#">EXS 424</a>	Athletic Training Administration	3 credits
<a href="#">EXS 414<sup>A</sup></a>	Advanced Athletic Training	3 credits
<a href="#">EXS 426</a>	Theory of Prescribing Exercise	3 credits
<a href="#">EXS 426L</a>	Theory of Prescribing Exercise Lab	1 credit
<a href="#">EXS 494</a>	Clinical Instruction in Athletic Training III	5 credits
<a href="#">EXS 495</a>	Clinical Instruction in Athletic Training IV	5 credits

Total Athletic Training	54 credits
<sup>A</sup> Writing-Intensive course	

## Bachelor of Science in Corporate Fitness and Wellness

### Degree Requirements (Minor Recommended)

<a href="#">The Grand Experience</a>	38 credits
Corporate Fitness/Wellness Major	39 credits
Emphasis	15-18 credits
Free Electives*	26-33 credits

Total Bachelor of Science in Corporate Fitness and Wellness	120 credits
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\* Only applies to campus students.

### Corporate Fitness and Wellness Major

<a href="#">EXS 314</a>	Care and Prevention of Athletic Injuries	3 credits
<a href="#">EXS 314L</a>	Care and Prevention of Athletic Injuries Lab	1 credit
	Human Anatomy and Physiology II	3 credits



<a href="#">EXS 335<sup>A</sup></a>	Kinesiology	3 credits
<a href="#">EXS 335L</a>	Kinesiology Lab	1 credit
<a href="#">EXS 360</a>	Strength and Conditioning	3 credits
<a href="#">EXS 383</a>	Measurement in Physical Education	3 credits
<a href="#">BIO 372</a>	Biomechanics	3 credits
<a href="#">EXS 497A</a>	Internship in Exercise Science I	1 credit
<a href="#">EXS 497B</a>	Internship in Exercise Science II	2 credits
<a href="#">PED 195</a>	Lifetime Wellness	2 credits
<a href="#">HLT 270</a>	First Aid and Safety	3 credits
<a href="#">PED 246<sup>A</sup></a>	Instructional Strategies in Physical Education	3 credits
<a href="#">PED 292</a>	Teaching of Individual Activities II	2 credits

Select one of the following:

<a href="#">PED 252</a>	Teaching of Team Sports I	2 credits
<a href="#">PED 262</a>	Teaching of Team Sports II	2 credits
<a href="#">PED 282</a>	Teaching of Individual Activities I	2 credits

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Total Corporate Fitness and Wellness 39 credits

<sup>A</sup> Writing-Intensive course

### Athletic Coaching Emphasis

<a href="#">PED 323</a>	Athletic Coaching: Baseball	3 credits
<a href="#">PED 333</a>	Athletic Coaching: Basketball	3 credits
<a href="#">PED 334</a>	Athletic Coaching: Volleyball and Softball	3 credits
<a href="#">PED 433</a>	Theory of Coaching	3 credits
<a href="#">PED 497A</a>	Internship in Coaching I	1 credit
<a href="#">PED 497B</a>	Internship in Coaching II	2 credits

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Total Athletic Coaching Emphasis 15 credits

### Health Education Emphasis

<a href="#">HLT 382</a>	Principles of Public Health	3 credits
<a href="#">HLT 383</a>	Drug Abuse Seminar	3 credits
<a href="#">HLT 423</a>	Health Administration	3 credits
<a href="#">HLT 480</a>	Methods of Teaching Health	3 credits
<a href="#">HLT 496</a>	Environmental Health	3 credits
<a href="#">HLT 497A</a>	Internship in Health Education I	1 credit
<a href="#">HLT 497B</a>	Internship in Health Education II	2 credits

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Total Health Education Emphasis 18 credits

### Recreation Emphasis

<a href="#">REC 203</a>	Introduction to Recreation	3 credits
<a href="#">REC 497A</a>	Internship in Recreation I	1 credit
<a href="#">REC 497B</a>	Internship in Recreation II	2 credits

Select one of the following:

<a href="#">REC 213</a>	Recreational Leadership	3 credits
<a href="#">REC 215</a>	Recreational Programming	3 credits

Select one of the following:

<a href="#">REC 313</a>	Outdoor Recreation	3 credits
<a href="#">REC 425</a>	Recreation for Special Populations	3 credits

Select one of the following:

<a href="#">REC 423</a>	Recreation Administration and Supervision	3 credits
<a href="#">REC 424</a>	Recreation Facility Management	3 credits

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Total Recreation Emphasis 15 credits

## Bachelor of Science in Physical Education

### Degree Requirements (Minor Recommended)

<a href="#">The Grand Experience</a>	38 credits
Physical Education Major	38 credits
Secondary Education Certification	27 credits
Minor/Free Electives	25 credits

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Total Bachelor of Science in Physical Education 128 credits

### Physical Education Major

<a href="#">EXS 335<sup>A</sup></a>	Kinesiology	3 credits
<a href="#">EXS 335L</a>	Kinesiology Lab	1 credit
<a href="#">EXS 383</a>	Measurement in Physical Education	3 credits
<a href="#">PED 195</a>	Lifetime Wellness	2 credits
<a href="#">PED246<sup>A</sup></a>	Instructional Strategies in Physical Education	3 credits
<a href="#">PED 252</a>	Teaching of Team Sports I	2 credits
<a href="#">PED 262</a>	Teaching of Team Sports II	2 credits
<a href="#">PED 282</a>	Teaching of Individual Activities I	2 credits
<a href="#">PED 292</a>	Teaching of Individual Activities I	2 credits
<a href="#">PED 363</a>	Physical Education for the Exceptional Child	3 credits
<a href="#">PED 403</a>	Physical Education for the Elementary Grades	3 credits
<a href="#">PED 413</a>	Physical Education for the Secondary School	3 credits
<a href="#">PED 423</a>	Organization and Administration of Physical Education and Athletics	3 credits
<a href="#">PED—</a>	Upper Division Electives	3 credits

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Total Physical Education Major 38 credits

<sup>A</sup> Writing-Intensive course

### Athletic Coaching Emphasis

<a href="#">EXS 314</a>	Care and Prevention of Athletic Injuries	3 credits
<a href="#">EXS 314L</a>	Care and Prevention of Athletic Injuries Lab	1 credit
<a href="#">PED 323</a>	Athletic Coaching: Baseball	3 credits
<a href="#">PED 333</a>	Athletic Coaching: Basketball	3 credits
<a href="#">PED 334</a>	Athletic Coaching: Volleyball and Softball	3 credits
<a href="#">PED 433</a>	Theory of Coaching	3 credits
<a href="#">PED 497A</a>	Internship in Coaching I	1 credit
<a href="#">PED 497B</a>	Internship in Coaching II	2 credits

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Total Athletic Coaching Emphasis 19 credits

## Health Education Emphasis

<a href="#">HLT 270</a>	First Aid and Safety	3 credits
<a href="#">HLT 382</a>	Principles of Public Health	3 credits
<a href="#">HLT 383</a>	Drug Abuse Seminar	3 credits
<a href="#">HLT 423</a>	Health Administration	3 credits
<a href="#">HLT 480</a>	Methods of Teaching Health	3 credits
<a href="#">HLT 496</a>	Environmental Health	3 credits
<a href="#">HLT 497A</a>	Internship in Health Education I	1 credit
<a href="#">HLT 497B</a>	Internship in Health Education II	2 credits
Total Health Education Emphasis		21 credits

## Recreation Emphasis

<a href="#">REC 203</a>	Introduction to Recreation	3 credits
<a href="#">REC 497A</a>	Internship in Recreation I	1 credit
<a href="#">REC 497B</a>	Internship in Recreation II	2 credits
<i>Select one of the following:</i>		
<a href="#">REC 213</a>	Recreational Leadership	3 credits
<a href="#">REC 215</a>	Recreational Programming	3 credits
<i>Select one of the following:</i>		
<a href="#">REC 313</a>	Outdoor Recreation	3 credits
<a href="#">REC 425</a>	Recreation for Special Populations	3 credits
<i>Select one of the following:</i>		
<a href="#">REC 423</a>	Recreation Administration and Supervision	3 credits
<a href="#">REC 424</a>	Recreation Facility Management	3 credits
Total Recreation Emphasis		15 credits

## Bachelor of Science in Recreation

### Degree Requirements (Minor Recommended)

<a href="#">The Grand Experience</a>	38 credits	
Recreation Major	40 credits	
<a href="#">Minor</a> (See Undergraduate Minors)	24-25 credits	
Free Electives*	25-26 credits	
Total Bachelor of Science in Recreation		128 credits

\* Only applies to campus students.

### Recreation Major

<a href="#">HLT 270</a>	First Aid and Safety	3 credits
<a href="#">PED 246<sup>A</sup></a>	Instructional Strategies in Physical Education	3 credits
<i>Select two of the following four courses:</i>		
<a href="#">PED 252</a>	Teaching of Team Sports I	2 credits
<a href="#">PED 262</a>	Teaching of Team Sports II	2 credits
<a href="#">PED 282</a>	Teaching of Individual Activities I	2 credits
<a href="#">PED 292</a>	Teaching of Individual Activities II	2 credits
<hr/>		
<a href="#">REC 203</a>	Introduction to Recreation	3 credits
<a href="#">REC 213</a>	Recreational Leadership	3 credits

<a href="#">REC 215</a>	Recreational Programming	3 credits
<a href="#">REC 313</a>	Outdoor Recreation	3 credits
<a href="#">REC 423</a>	Recreation Administration	3 credits
<a href="#">REC 424</a>	Recreation Facility Management	3 credits
<a href="#">REC 425<sup>A</sup></a>	Recreation for Special Populations	3 credits
<a href="#">REC 497</a>	Internship in Recreation	9 credits

Total Recreation Major 40 credits

<sup>A</sup> Writing-Intensive course

## Athletic Coaching Emphasis

<a href="#">EXS 314</a>	Care and Prevention of Athletic Injuries	3 credits
<a href="#">EXS 314L</a>	Care and Prevention of Athletic Injuries Lab	1 credit
<a href="#">PED 246<sup>A</sup></a>	Instructional Strategies in Physical Education	3 credits
<a href="#">PED 323</a>	Athletic Coaching: Baseball	3 credits
<a href="#">PED 333</a>	Athletic Coaching: Basketball	3 credits
<a href="#">PED 334</a>	Athletic Coaching: Volleyball and Softball	3 credits
<a href="#">PED 433</a>	Theory of Coaching	3 credits
<a href="#">PED 497A</a>	Internship in Coaching I	1 credit
<a href="#">PED 497B</a>	Internship in Coaching II	2 credits

Total Athletic Coaching Emphasis 22 credits

<sup>A</sup> Writing-Intensive course

## Health Education Emphasis

<a href="#">HLT 382</a>	Principles of Public Health	3 credits
<a href="#">HLT 383</a>	Drug Abuse Seminar	3 credits
<a href="#">HLT 423</a>	Health Administration	3 credits
<a href="#">HLT 480</a>	Methods of Teaching Health	3 credits
<a href="#">HLT 496</a>	Environmental Health	3 credits
<a href="#">HLT 497A</a>	Internship in Health Education I	1 credit
<a href="#">HLT 497B</a>	Internship in Health Education II	2 credits

Total Health Education Emphasis 18 credits

## Professional Counseling

The Professional Counseling and Addictions Studies Program at Grand Canyon University are designed to train counseling professionals. The focus of the programs is on offering education to persons seeking to become licensed or certified as professional counselors. The program offers two graduate degrees and a certificate program.

- Master of Science in Addiction Counseling
- Masters of Science in Professional Counseling
- Certificate of Advanced Graduate Studies in Addiction Counseling

Additionally, Grand Canyon University has forged a partnership with Rio Salado College through which students can earn a Bachelor of Science in Addiction Counseling.

The Master of Arts in Professional Counseling Degree is designed to meet the academic requirements established by the

National Board for Certified Counselors for the National Certified Counselor credential (NCC) and to meet the licensing requirements established by many states, including Arizona.

The Master of Arts in Addiction Counseling Degree is designed to meet the academic requirements established in many states, including Arizona, for licensing/certification as an addiction\substance abuse counselor.

Mandatory licensing of individuals who provide substance abuse counseling. is administered by the Arizona Board of Behavioral Health Examiners (AzBBHE) and available at three different levels.

- Licensed Substance Abuse Technician (LSAT)
- Licensed Associate Substance Abuse Counselor (LSAC)
- Licensed Independent Substance Abuse Counselor (LISAC)

Students must independently review the licensing guidelines to determine the type of licensing for which they may qualify.

The Certificate of Advance Graduate Studies (CAGS) in Addiction Counseling is a 12 credit hour program, designed to meet the needs of currently licensed behavioral professionals who wish to increase their areas of specialization to include the study of addictions.

## Bachelor of Science in Addiction Counseling

### Program Description

The Bachelor of Science in Addiction Counseling is designed to train practitioners in the field of addiction counseling and substance abuse treatment. The program includes courses designed to provide students with knowledge of the field through focusing on the development of counseling skills specific to the needs of chemically dependent clientele as identified by appropriate agencies. Students/applicants are responsible for contacting their state counseling certification agency for certification requirements and program approval. Check the University Catalog for requirements for Institutional Recommendation.

### Admission Requirements

In addition to the standard Bachelor of Science requirements for general admission to Grand Canyon University, this program is a degree completion program that will require all students to do one of the following: transfer a completed Associate of Applied Science in Chemical Dependency Counseling and requisite bridge courses, transfer a completed Associates degree and requisite bridge courses, or transfer up to 84 credits. During this program students may be required to complete general education courses in addition to their core education courses for the purpose of completing the Bachelor of Science degree.

### Degree Requirements

<a href="#">The Grand Experience</a>	39 credits
Addiction Counseling Major	36 credits
Free Electives*	45 credits
<b>Total Bachelor of Science in Addiction Counseling</b>	<b>120 credits</b>

### Addiction Counseling Major

<a href="#">PCN 300</a>	Foundation of Drug Abuse and Human Behavior	3 credits
<a href="#">PCN 301</a>	Foundation of Alcohol Abuse and Human Behavior	3 credits
<a href="#">PCN 310</a>	Pharmacology	3 credits
<a href="#">PCN 345</a>	Co-occurring Disorders, Mental Illness and Substance Abuse	3 credits
<a href="#">PCN 350</a>	Group Therapy for Addicted Populations	3 credits
<a href="#">PCN 405</a>	Psychotherapy Models	3 credits
<a href="#">PCN 420</a>	Family Dynamics and Substance Abuse/Addiction	3 credits
<a href="#">PCN 426</a>	Counseling Multicultural and Diverse Populations	3 credits
<a href="#">PCN 450</a>	Self-Help Groups	3 credits
<a href="#">PCN 465</a>	The Therapeutic Process and Ethics	3 credits
<a href="#">PCN 480</a>	Substance Abuse Practicum	3 credits
<a href="#">BIO 363</a>	Biostatistics	3 credits
<b>Total Bachelor of Science in Addiction Counseling</b>		<b>36 credits</b>

## Master of Science in Addiction Counseling

The Master of Science in Addiction Counseling degree is designed to meet the needs of learners who wish to pursue careers as addiction counseling professionals. This degree prepares students to treat substance abuse/dependency disorders. The demand for licensed addiction counselors is expected to grow in both the public and private sectors in the foreseeable future. A Masters degree is a required step for individuals seeking the highest level of licensing and/or certification in many states. Graduates from the GCU program of study are prepared to meet the academic requirements for licensure in Arizona as a:

- Licensed Associate Substance Abuse Counselor (LASAC)
- Licensed Independent Substance Abuse Counselor (LISAC).

Additionally, program graduates from most other states will be academically prepared to begin the process of seeking certification and/or licensure in their home state. Licensing and/or certification requirements may vary from state-to-state. It is the students' responsibility to check the licensing/certification requirements in their respective states.

<a href="#">PCN 511</a>	Introduction to Chemical Dependency Counseling	3 credits
<a href="#">PCN 527</a>	Psychopharmacology and Addictions	3 credits
<a href="#">PCN 529</a>	Co-occurring Disorders	3 credits
<a href="#">PCN 500</a>	Counseling Theories	3 credits
<a href="#">PCN 505</a>	Professional Counseling Ethics	3 credits
<a href="#">PCN 509</a>	Social and Cultural Diversity Issues in Counseling	3 credits
<a href="#">PCN 520</a>	Group Counseling Theory and	3 credits

	Practice	
<a href="#">PCN 531</a>	Family Issues and Addictive Disorders	3 credits
<a href="#">PCN 535</a>	Counseling Chemical Dependency Adolescents	3 credits
<a href="#">PCN 651</a>	Advanced Chemical Dependency Counseling	3 credits
<a href="#">PCN 615</a>	Pre-Practicum	3 credits
<a href="#">PCN 660A</a>	Practicum/Internship I	3 credits
Total Master of Science in Addiction Counseling		36 credits

## Master of Science in Professional Counseling

The Masters of Science in Professional Counseling Degree requires 60 credit hours. The program's courses were chosen to meet the academic requirements established by the National Board for Certified Counselors for the National Certified Counselor credential (NCC) and by Arizona Board of Behavioral Health Examiners. A Masters Degree in Counseling is a required step in 48 states including Arizona for individuals seeking to become licensed as counselors. Graduates from this program of study are prepared to meet the academic requirements for licensure in Arizona as a:

- Licensed Associate Counselor (LAC)
- Licensed Professional Counselor (LPC)
- Licensed Associate Substance Abuse Counselor (LASAC)
- Licensed Independent Substance Abuse Counselor (LISAC).

Additionally, graduates from most other states will be academically prepared to begin the process of seeking certification and/or licensure in their home state. Licensing and/or certification requirements may vary from state to state. It is the students' responsibility to check the licensing/certification requirements in their respective states.

<a href="#">PCN 500</a>	Counseling Theories	3 credits
<a href="#">PCN 505</a>	Professional Counseling Ethics	3 credits
<a href="#">PCN 511</a>	Introduction to Chemical Dependency Counseling	3 credits
<a href="#">PCN 509</a>	Social and Cultural Diversity Issues in Counseling	3 credits
<a href="#">PCN 515</a>	Counseling Skills in the Helping Relationships	3 credits
<a href="#">PCN 518</a>	Human Growth and Development	3 credits

<a href="#">PCN 520</a>	Group Counseling Theory and Practice	3 credits
<a href="#">PCN 523</a>	Tests and Appraisal in Counseling	3 credits
<a href="#">PCN 525</a>	Career Development and Counseling	3 credits
<a href="#">PCN 521</a>	Marriage and Family Therapy	3 credits
<a href="#">PCN 605</a>	Psychopathology and Counseling	3 credits
<a href="#">PCN 610</a>	Diagnostics, Assessment, and Treatment	3 credits
<a href="#">PCN 540</a>	Research Methods	3 credits
<a href="#">PCN 527</a>	Psychopharmacology and Addictions	3 credits
<a href="#">PCN 529</a>	Co-occurring Disorders	3 credits
<a href="#">PCN 615</a>	Pre-Practicum	3 credits
<a href="#">PCN 660A</a>	Practicum/Internship I	3 credits
<a href="#">PCN 660B</a>	Practicum/Internship II	3 credits
<a href="#">PCN 660C</a>	Practicum/Internship III	3 credits
<a href="#">PCN 660D</a>	Practicum/Internship IV	3 credits

Total Master of Science in Professional Counseling 60 credits

## Certificate of Completion in Advanced Graduate Studies in Addiction Counseling

The Certificate of Completion in Advance Graduate Studies in Addiction Counseling program is designed for individuals who currently possess a degree or in Counseling, Social Work, Psychology, or Marriage and Family Therapy and who wish to specialize further in the study of addiction. This certificate prepares the professional to treat substance abuse/dependency disorders.

<a href="#">PCN 511</a>	Introduction to Chemical Dependency Counseling	3 credits
<a href="#">PCN 527</a>	Psychopharmacology and Addictions	3 credits
<a href="#">PCN 529</a>	Co-occurring Disorders	3 credits
<a href="#">PCN 531</a>	Family Issues and Addictive Disorders	3 credits

# The College of Liberal Arts

## College Description

In support of the University mission the College of Liberal Arts presents students with theoretical perspectives examining the workings of the human mind, cultural diversity, and the integration of faith and discipline. In addition, the college facilitates opportunities for the application of knowledge through internships, study abroad and faith-based outreach around the world.

### College Mission

The College aims to produce individuals with a broad range of knowledge in the liberal arts, special competence in a particular major, and individuals who possess the critical thinking skills necessary for their intellectual discipline and their lifelong learning. The College of Liberal Arts provides many of courses for the Grand Experience, the University's general education program. The college is committed to the search for objective truth, believing that God is the ultimate source of any human truth. Professors in the college seek to integrate this concept of truth into the various disciplines.

### College Features

College faculty commit themselves to improving oral and written communication for all students matriculating through courses within the University. Graduating students should have the tools for effective academic and professional discourse.

The College is composed of the departments of Humanities and Social Sciences. In addition, Grand Canyon University's values-based approach to education includes a vibrant department of Christian Studies which focuses on the spiritual dimension of the human experience. The College of Liberal Arts is uniquely engaged in preparing students as global citizens, servant-leaders, critical thinkers, and effective communicators.

The college offers majors in Christian Studies, Communications, English Literature, History, Justice Studies, Psychology, and Sociology, and emphases in Biblical/Theological Studies, Critical Thinking and Expression (pre-law), Christian Leadership, Crime Scene Technology, and Youth Ministry. An optional minor in any College of Liberal Arts discipline can be obtained by taking 18 credits of coursework in the subject.

### Mathematics-Placement Examination

All Grand Canyon University mathematics courses require a prerequisite or an assessment examination for entry. See the [Assessed Placement in Mathematics Classes](#) section of the Academic Catalog for further details.

### Department of Christian Studies

The Department of Christian Studies provides students with a strong biblical foundation in the field of ministry. They can become highly skilled for service in Christian communities. The courses are designed to equip students with an understanding of the Bible and its historical and theological significance for the Christian faith, to prepare them for ministry, and to provide them

with spiritual guidance.

A vital part of the student's development in ministry is the exploration of a personal call to ministry. Each Christian Studies student should be able to identify and verbalize his/her experience of being called to ministry.

The faculty is committed to helping students formulate their call to ministry by exploring the various directions that a call may take. Opportunities to dialogue with church, denominational, and other Christian leaders help guide students in the process of ministry development.

Christian Studies students may choose from two degree programs. Both of these degree programs seek to provide a solid foundation for working with people in all fields of Christian endeavor, as well as to prepare students for the rigors of graduate education. The Department of Christian Studies provides students with a learning environment where they not only obtain a strong biblical foundation but also a greater degree of practical applications in their particular field of ministry. Students will experience learning through hands-on opportunities as well as classroom instruction.

The Bachelor of Arts in Christian Studies degree is designed to provide students with both focus and flexibility as they prepare themselves for Christian vocation. After providing each student with a strong foundational core, the program allows each student to select one of the following emphases: Biblical/Theological Studies, Pastoral Ministry, Worship Ministry, or Youth Ministry. Each emphasis is designed to provide students with optimal learning experiences that result in specific ministry goals and career opportunities once they have earned the degree.

The Bachelor of Arts in Christian Leadership is a non-traditional degree-completion program that is designed to build transferable management and leadership skills, styles, and models understood within a Christian context. The Christian Leadership program adopts a servant leadership perspective and applies it to the issues of the 21st century, responding to the particular needs of leaders, today and tomorrow. The program is designed to sharpen leadership capabilities in any setting, while introducing and applying Christian ideals to the workplace.

### Bachelor of Arts in Christian Studies

#### Degree Requirements

<a href="#">The Grand Experience</a> *	39 credits
Christian Studies Major	36 credits
Electives	45 credits
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Total Bachelor of Arts in Christian Studies	120 credits

\*BIB 113 and BIB 123 are required.



## Christian Studies Major

MIN 315	Spiritual Formation	3 credits
<a href="#">BIB 313</a>	Biblical Interpretation	3 credits
<a href="#">BIB 433</a>	The Gospels	3 credits
<a href="#">BIB 442</a>	The Pentateuch	3 credits
<a href="#">HTH 373</a>	Christian Doctrines	3 credits
<a href="#">INT 303</a>	Cross-Cultural Communication	3 credits
<a href="#">CHL 448</a>	Leadership in Global Community	3 credits
HTH 353	History of Christianity	3 credits
MIN 490	Senior Seminar	3 credits

Choose one of the following courses:

<a href="#">BIB 443</a>	The Epistles of Paul	3 credits
<a href="#">BIB 432</a>	The Old Testament Prophets	3 credits

Choose one of the following courses:

<a href="#">HTH 375</a>	Contemporary Theology	3 credits
<a href="#">INT 463</a>	World Religions	3 credits

Choose one of the following courses:

HTH 355	Biblical Theology	3 credits
<a href="#">PHI 318</a>	Faith and Reason	3 credits

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Total Christian Studies Major 36 credits

## Department of Humanities

The Department of Humanities is comprised of the traditional disciplines of the liberal arts that increase our understanding of human actions in the past and present. These disciplines focus on the analysis of written texts and oral communications as unique products of the diverse human community. The Department of Humanities serves two principal functions—the provision of a liberal arts education and specialized training for future careers, including graduate studies.

English offers a major in English Literature, and supports the English Emphases in the Bachelor of Science (Elementary and Secondary Education) degrees of the College of Education.

English majors are given the opportunity to gain the knowledge and professional competence to communicate effectively in written and oral discourse. They also gain a wider knowledge in American literature, English literature, linguistics, grammar, and the history of English.

Courses in Spanish are included in the offerings of the department, because study of a foreign language increases the student's awareness and appreciation of other people and cultures, as well as provides a means of communication. The study encourages students to pursue new areas of interest and provides the means to enhance many career fields.

The Communications degree offers students a liberal arts foundation in the discipline. In addition, students may focus on one or more areas of emphasis such as Digital Film Production, Graphic Design/Animation, and Public Relations. The structure of the major makes it possible for students to graduate with two emphases or an outside minor of their choosing.

A Bachelor of Interdisciplinary Studies is offered for students who recognize that many real world problems cannot be addressed by the application of a single discipline. This degree

prepares students for careers that bridge other academic disciplines.

Finally, the Emphasis in Critical Thinking and Expression provides a specialized course of study intended to prepare students for the study of law.

## Bachelor of Arts in Communications

Grand Canyon University's Bachelor of Arts in Communications program develops leaders in diverse fields of communication and media. The program is built on a values-based liberal arts foundation. Students develop the knowledge, creativity, and technical skills necessary to design and deliver compelling messages in multiple modalities.

### Degree Requirements

<a href="#">The Grand Experience</a>	39 credits
Communications Major	36 credits
Electives	45 credits
<hr/>	
Total Bachelor of Arts in Communications	120 credits

### Communications Major

<a href="#">COM 125</a>	Communications and the Media	3 credits
<a href="#">COM 150</a>	History and Criticism of Visual Media	3 credits
ART 2XX	Photography and Digital Imaging	3 credits
DGN 205	Introduction to 3-D Animation	3 credits
<a href="#">COM 260</a>	Introduction to Digital Film Production	3 credits
DGN 2XX	Introduction to Graphic Design	3 credits
<a href="#">DGN 265</a>	Web Design	3 credits
<a href="#">COM 300</a>	Writing for the Media	3 credits
<a href="#">COM 310</a>	Principles of Public Relations	3 credits
<a href="#">COM 314</a> Δ	Intercultural Communication	3 credits
<a href="#">COM 330</a>	Visual Media and Storytelling	3 credits
<a href="#">COM 495</a>	Senior Seminar	3 credits

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Total Communications Major 36 credits

Δ Writing-Intensive course

## Bachelor of Arts in English Literature

The English Literature Program is designed to provide students with the opportunity to gain the knowledge and professional competence to communicate effectively in written and oral discourse. They also gain a wider knowledge in American literature, English literature, linguistics, grammar, and the history of English.

### Degree Requirements

<a href="#">The Grand Experience</a>	39 credits
English Literature Major	36 credits
Electives	45 credits
<hr/>	
Total Bachelor of Arts in English Literature	120 credits

### English Literature Major

<a href="#">ENG 200</a>	Analysis of World Literature	3 credits
<a href="#">ENG 201</a>	Intermediate Grammar	3 credits
<a href="#">ENG 221</a>	English Literature I	3 credits



[ENG 341](#) American Literature I 3 credits

Choose one of the following courses:

[ENG 222](#) English Literature II 3 credits

[ENG 342](#) American Literature II 3 credits

[ENG 301](#) Advanced Composition 3 credits

[ENG 315](#) English in Its Social and Historical Setting 3 credits

[ENG 421](#) Shakespeare 3 credits

[ENG 422](#) Major Authors 3 credits

[ENG 423](#) Literary Movement 3 credits

Choose one of the following courses:

[ENG 352](#) The Short Story 3 credits

[ENG 413](#) The Novel 3 credits

[ENG 324](#) Studies in Poetry 3 credits

[ENG 490](#) Senior Seminar 3 credits

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Total English Literature 36 credits

Δ Writing-Intensive course

## Bachelor of Arts in Interdisciplinary Studies

The Bachelor of Arts in Interdisciplinary Studies enables students to individualize their program of study while emphasizing different disciplines the impact they have in an interdisciplinary model.

### Degree Requirements

[The Grand Experience](#) 39 credits

Interdisciplinary Major 36 credits

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Electives 45 credits

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Total Bachelor of Arts in Interdisciplinary Studies 120 credits

### Interdisciplinary Major

UNV 320 Foundations of Interdisciplinary Studies 3 credits

Interdisciplinary Studies students should choose 30 upper division credit hours from three different course prefixes to complete their major. At least 18 hours must come from COLA.

[UNV 325](#) Applied Interdisciplinary Studies 3 credits

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Total Interdisciplinary Major 36 credits

## Department of Social Sciences

### Department Description

The Department of Social Sciences is a diverse department serving two principal functions: the provision of a liberal arts education and a solid foundation in the majors offered by the department.

History presents students with chronological and theoretical frameworks that enable them to properly contextualize the human cultural, social, political, and economic experience. The department seeks to equip its majors and minors with the basic

skills for historical research and reflection.

Justice Studies is an interdisciplinary field that embraces those aspects of the social sciences and the humanities that are relevant to an understanding of law, justice, social control, and political change. Courses aid students in developing their own values and seeing how they apply to the field of justice studies.

Psychology offers a broad array of courses that increase our understanding of human actions in the past and present. Individualized instruction is encouraged through practicum and internships, research and writing experience, and small group interactions.

Sociology seeks to encourage students to think deeply and seriously, using both the Christian and scientific perspectives, about the consequences of social structures upon human social behavior in its many diverse contexts.

## Bachelor of Arts in History

### Degree Requirements

[The Grand Experience](#) 39 credits

History Major 36 credits

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Electives 45 credits

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Total Bachelor of Arts in History 120 credits

### History Major

[HIS 108](#) World History after 1500 3 credits

HIS 211 Themes in U.S. History 3 credits

[HIS 246](#)Δ History and Historians 3 credits

[HIS 309](#)Δ Civil War and Reconstruction 3 credits

[HIS 317](#) Studies in the Non-Western World 3 credits

[HIS 333](#) Early Modern Europe 3 credits

[HIS 343](#) Colonial and Revolutionary America 3 credits

HIS 355 20<sup>th</sup> Century World 3 credits

[HIS 445](#) United States since 1945 3 credits

[HIS 467](#) Studies in 20<sup>th</sup> Century Europe 3 credits

[HIS 498](#)Δ Adv Topics: The American West 3 credits

Choose one of the following courses:

[HIS 352](#) History of England to 1688 3 credits

[HIS 413](#) Δ Russian History 3 credits

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Total History Major 36 credits

Δ Writing-Intensive course

## Bachelor of Science in Justice Studies

### Degree Requirements

[The Grand Experience](#) 39 credits

Justice Studies Major 36 credits

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Electives 45 credits

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Total Bachelor of Science in Justice Studies 120 credits

### Justice Studies Major

[JUS 100](#) Introduction to Justice Studies 3 credits

[JUS 101](#) Issues in Justice Studies 3 credits

<a href="#">JUS 296</a>	Social Research	3 credits
<a href="#">JUS 303</a>	Criminal Justice Theory	3 credits
<a href="#">JUS 306</a>	The Police Function	3 credits
<a href="#">JUS 308</a> <sup>Δ*</sup>	Adjudication Function	3 credits
<a href="#">JUS 310</a>	Correctional Function	3 credits
<a href="#">JUS 363</a>	Intro to Probability and Statistics	3 credits
<a href="#">JUS 461</a>	Substantive Law	3 credits
<a href="#">JUS 462</a>	Procedural Law	3 credits
<a href="#">JUS 497</a>	Internship in Justice Studies	3 credits
<a href="#">JUS 498</a>	Advanced Topics: Justice Studies	3 credits

Total Justice Studies Major 36 credits  
 Δ Writing-Intensive course

## Bachelor of Science in Psychology

### Degree Requirements

<a href="#">The Grand Experience</a>	39 credits
Psychology Major	36 credits
Electives	45 credits
<hr/>	
Total Bachelor of Science in Psychology	120 credits

### Psychology Major

<a href="#">PSY 315</a>	Personality Psychology	3 credits
<a href="#">PSY 324</a>	Learning and Cognition	3 credits
<a href="#">PSY 341</a>	Lifespan Development	3 credits
<a href="#">PSY 350</a> <sup>Δ</sup>	Social Psychology	3 credits
<a href="#">PSY 363</a>	Introduction to Probability and Statistics	3 credits
<a href="#">PSY 443</a>	Fundamentals of Counseling and Guidance	3 credits
<a href="#">PSY 450</a>	Experimental Psychology	3 credits
<a href="#">PSY 466</a>	Abnormal Psychology	3 credits
PSY 4xx	Health Psychology	3 credits
Select any two of the following courses:		
<a href="#">PSY 373</a>	Adolescent Psychology	3 credits
<a href="#">PSY 385</a>	Human Sexuality	3 credits
<a href="#">PSY 333</a>	Psychology of Religion	3 credits
<a href="#">PSY 401</a> <sup>*</sup>	Psychology of Death and Dying	3 credits
<a href="#">PSY 430</a>	Industrial and Organizational	3 credits

	Psychology	
<a href="#">PSY 498</a>	Special Topics	3 credits
<a href="#">PSY 497</a>	Internship	3 credits

Total Psychology Major 36 credits  
 Δ Writing-Intensive course

\* Campus students may choose an alternative elective.

## Bachelor of Science in Sociology

### Degree Requirements

<a href="#">The Grand Experience</a>	39 credits
Sociology Major	36 credits
Electives	45 credits
<hr/>	
Total Bachelor of Science in Sociology	120 credits

### Sociology Major

<a href="#">SOC 296</a>	Social Research	3 credits
<a href="#">SOC 341</a>	Social Problems	3 credits
<a href="#">PSY 350</a> <sup>Δ</sup>	Social Psychology	3 credits
<a href="#">SOC 353</a>	Urban Sociology	3 credits
<a href="#">PSY 363</a>	Introduction to Probability and Statistics	3 credits
<a href="#">PSY 385</a>	Human Sexuality	3 credits
<a href="#">SOC 483</a> <sup>Δ</sup>	History of Social Thought	3 credits
SOC 4XX	Social Inequality and Satisfaction	3 credits
Select one of the following courses:		
<a href="#">SOC 270</a>	Contemporary American Families	3 credits
<a href="#">SOC 333</a>	Marriage and Family	3 credits
Select any two of the following courses:		
<a href="#">SOC 313</a>	Cultural Anthropology	3 credits
<a href="#">SOC 423</a>	American Minority Peoples	3 credits
<a href="#">SOC 431</a>	Social Work	3 credits
<a href="#">SOC 498</a>	Advanced Topics	3 credits

[SOC 497](#) Internship in Sociology 3 credits  
 Total Sociology Major 36 credits

Δ Writing-Intensive course

# Undergraduate Minors and Concentrations

Students seeking to enhance their undergraduate experience, by taking more course work within their majors or by venturing into other disciplines, may select from among a range of concentrations and minors. Concentrations, offered by the College of Liberal Arts, are comprised of a minimum of 12 specifically defined credits. Undergraduate minors are comprised of a minimum of 18 specifically defined credits. The minors offered by the College of Liberal Arts can be constructed by selecting 18 credits from any of the courses contained within a single major. Although minors are optional, they conform to the [Grade Requirement for Graduation](#). Prerequisite requirements also apply to the composite courses of minors and concentrations.

See the [College of Liberal Arts](#) for the list of majors from which 18 credits can be selected to create the following minors:

- Christian Studies
- Communications
- English Literature
- History
- Justice Studies
- Psychology
- Sociology

## Concentrations

### Biblical/Theological Studies Concentration Requirements

BIB 453	Old Testament Poetry	3 credits
<a href="#">BIB 423</a>	General Epistle and the Revelation	3 credits
<a href="#">HTH 303</a>	History of Christianity in America	3 credits
<i>Select one of the following courses:</i>		
<a href="#">HTH 365</a>	Historical Theology	3 credits
<a href="#">PHI 351</a>	Christian Apologetics	3 credits
Total Biblical/Theological Studies Concentration		12 credits

### Christian Leadership Concentration Requirements

<a href="#">PSY 341</a>	Lifespan Development	3 credits
<a href="#">CHL 442</a>	The Leader as Coach and Mentor	3 credits
<a href="#">CHL 446</a>	Issues in Counseling	3 credits
<i>Select one of the following courses:</i>		
<a href="#">CHL 444</a>	Ethical Challenges for the Christian Leader	3 credits
<a href="#">CHL 435</a>	Biblical Leadership	3 credits
Total Christian Leadership Concentration		12 credits

### Digital Film Production Concentration Requirements

<a href="#">COM 340</a>	Screenwriting	3 credits
<a href="#">COM 350</a>	Cinematography and Set Design	3 credits
<a href="#">COM 460</a>	Media Production and Editing	3 credits
<a href="#">COM 480</a>	Media Production and Directing	3 credits
Total Digital Film Production Concentration Credits		12 credits

### Graphic Design/Animation Concentration Requirements

DGN 365	Computer Graphics	3 credits
DGN 360	Computer Modeling: Theory and Practice	3 credits
DGN 455	3D Animation	3 credits

DNG 465	3D Animation for Film	3 credits
Total Graphic Design/Animation Concentration Credits		12 credits

### Public Relations Concentration Requirements

<a href="#">MKT 301</a>	Principles of Marketing	3 credits
<a href="#">MKT 302</a>	Buyer and Consumer Behavior	3 credits
<a href="#">MKT 304</a>	Promotion and Advertising	3 credits
<a href="#">COM 320</a>	Public Relations Writing and Design	3 credits
Total Public Relations Concentration Credits		12 credits

### Spanish Concentration Requirements

<a href="#">SPA 311</a>	Spanish Conversation	3 credits
<a href="#">SPA 312</a>	Composition and Grammar	3 credits
SPA 323	Contemporary Issues	3 credits
<i>Select one of the following courses:</i>		
<a href="#">SPA 342</a>	Introduction to Literature in Spanish	3 credits
<a href="#">SPA 363</a>	Spanish Civilization	3 credits
Total Public Relations Concentration Credits		12 credits

### Youth Ministry Concentration Requirements

<a href="#">PSY 373</a>	Adolescent Psychology	3 credits
<a href="#">MIN 343</a>	Teaching and Guiding Youth	3 credits
<a href="#">BIB 410</a>	Interpreting the Bible for Youth	3 credits
<i>Select one of the following courses:</i>		
<a href="#">CHL 430</a>	The Dynamics of Groups	3 credits
<a href="#">MIN 476</a>	Issues in Contemporary Youth Ministry	3 credits
Total Youth Ministry Concentration		12 credits

## Minors

### Athletic Coaching Minor Requirements

<a href="#">BIO 160</a>	Anatomy & Physiology	3 credits
<a href="#">BIO 160L</a>	Anatomy & Physiology Lab	1 credit
<a href="#">EXS 314</a>	Care and Prevention of Athletic Injuries	3 credits
<a href="#">EXS 314L</a>	Care and Prevention of Athletic Injuries	1 credit

<a href="#">PED 246<sup>Δ</sup></a>	Instructional Strategies in Physical Education	3 credits
<a href="#">PED 323</a>	Athletic Coaching: Baseball	3 credits
<a href="#">PED 333</a>	Athletic Coaching: Basketball	3 credits
<a href="#">PED 334</a>	Athletic Coaching: Volleyball/ Softball	3 credits
<a href="#">PED 433</a>	Theory of Coaching	3 credits
<a href="#">PED 497A</a>	Internship in Coaching I	1 credit
<a href="#">PED 497B</a>	Internship in Coaching II	2 credits

Total Athletic Coaching Minor 26 credits

<sup>Δ</sup> Writing-Intensive course

### Behavioral Sciences Minor Requirements

<a href="#">SOC 101</a>	Understanding Society	3 credits
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Select one of the following:

<a href="#">SOC 483<sup>Δ</sup></a>	History of Social Thought	3 credits
<a href="#">SOC 313</a>	Cultural Anthropology	3 credits

<a href="#">PHI 101</a>	Introduction to Philosophy	3 credits
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<a href="#">PSY 101</a>	General Psychology	3 credits
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Select one of the following:

PSY—	Upper division Psychology Electives	6 credits
SOC—	Upper division Sociology electives	6 credits

Total Behavioral Sciences Minor 18 credits

<sup>Δ</sup> Writing-Intensive course

### Business Minor Requirements

<a href="#">ACC 211</a>	Financial Accounting	3 credits
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<a href="#">ACC 212</a>	Managerial Accounting	3 credits
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<a href="#">ECN 211</a>	Microeconomics Principles	3 credits
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<a href="#">FIN 301</a>	Fundamentals of Business Finance	3 credits
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<a href="#">MGT 301</a>	Principles of Management	3 credits
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<a href="#">MKT 301</a>	Principles of Marketing	3 credits
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Total Credits for Business Minor 18 credits

### Crime Scene Technology Minor Requirements

JUS XXX	Practical Criminalistics I	3 credits
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JUS XXX	Practical Criminalistics I Lab	1 credit
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JUS XXX	Practical Criminalistics II	3 credits
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JUS XXX	Practical Criminalistics II Lab	1 credit
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JUS XXX	Forensic Photography	3 credits
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JUS XXX	Forensic Photography Lab	1 credit
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JUS XXX	Crime Scenes	3 credits
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<a href="#">SOC 383</a>	Drug Abuse and Behavior	3 credits
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Total Credits for Crime Scene Technology Minor 18 credits

### Exercise Science Minor Requirements

<a href="#">EXS 314</a>	Care and Prevention of Athletic Injuries	3 credits
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<a href="#">EXS 335<sup>Δ</sup></a>	Kinesiology	3 credits
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<a href="#">EXS 340</a>	Physiology of Exercise	3 credits
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<a href="#">EXS 383</a>	Measurement in Physical Education	3 credits
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<a href="#">EXS 497</a>	Internship in Exercise	3 credits
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EXS or HLT Upper Division Electives 9 credits

Total Exercise Science Minor 21 credits

<sup>Δ</sup> Writing-Intensive course

### Health Education Minor Requirements

<a href="#">HLT 270</a>	First Aid and Safety	3 credits
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<a href="#">HLT 382</a>	Principles of Public Health	3 credits
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<a href="#">HLT 383</a>	Drug Abuse Seminar	3 credits
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<a href="#">HLT 423</a>	Health Administration	3 credits
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<a href="#">HLT 480</a>	Methods of Teaching Health	3 credits
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<a href="#">HLT 496</a>	Environmental Health	3 credits
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<a href="#">HLT 497A</a>	Internship in Health Education I	1 credit
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<a href="#">HLT 497B</a>	Internship in Health Education II	2 credits
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Total Health Education Minor 21 credits

<sup>Δ</sup> Writing-Intensive course

### Physical Education Minor Requirements

<a href="#">EXS 335<sup>Δ</sup></a>	Kinesiology	3 credits
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<a href="#">EXS 383</a>	Measurement in Physical Education	3 credits
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<a href="#">HLT 253</a>	Anatomy and Physiology	3 credits
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<a href="#">PED246<sup>Δ</sup></a>	Instructional Strategies in Physical Education	3 credits
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Select two of the following:

<a href="#">PED 252</a>	Teaching of Team Sports I	2 credits
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<a href="#">PED 262</a>	Teaching of Team Sports II	2 credits
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<a href="#">PED 282</a>	Teaching Individual Activities I	2 credits
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<a href="#">PED 292</a>	Teaching Individual Sports II	2 credits
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<a href="#">PED363</a>	Physical Education for the Exceptional Child	3 credits
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Select one of the following:

<a href="#">PED403</a>	Physical Education for the Elementary Grades	3 credits
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<a href="#">PED413</a>	Physical Education for Secondary School	3 credits
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PED or EXS Upper Division Electives 3 credits

Total Physical Education Minor 25 credits

<sup>Δ</sup> Writing-Intensive course

### Recreation Minor Requirements

<a href="#">PED 246<sup>Δ</sup></a>	Instructional Strategies in Physical Education	3 credits
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<a href="#">REC 203</a>	Introduction to Recreation	3 credits
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<a href="#">REC 497A</a>	Internship-A in Recreation	1 credit
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<a href="#">REC 497B</a>	Internship-B in Recreation	2 credits
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Select two of the following:

<a href="#">PED 252</a>	Teaching of Team Sports I	2 credits
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<a href="#">PED 262</a>	Teaching of Team Sports II	2 credits
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<a href="#">PED 282</a>	Teaching Individual Activities I	2 credits
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[PED 292](#) Teaching Individual Sports II 2 credits

*Select one of the following:*

[REC 213](#) Recreational Leadership 3 credits

[REC 215](#) Recreational Programming 3 credits

*Select one of the following:*

[REC 313](#) Outdoor Recreation 3 credits

[REC 425<sup>Δ</sup>](#) Recreation for Special Populations 3 credits

*Select one of the following:*

[REC 423](#) Recreation Administration and Supervision 3 credits

[REC 424](#) Recreation Facility Management 3 credits

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Total Recreation Minor 22 credits

# Academic Administration

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## **Kathleen Nosal Player**

Provost and Chief Academic Officer, Acting Dean of the College of Liberal Arts

B.S.N., St. Joseph's College; M.S., Nova Southeastern University; Ed.D., University of Sarasota

## **Cheri St. Arnauld**

Senior Vice President of Academic Affairs, Acting Dean of the College of Education

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## **Jennifer Lech**

Vice President of Academic Affairs

B.S., Washington State University;  
M.B.A., University of Phoenix

## **Fran Roberts**

Vice President of College of Nursing and Health Sciences

B.S., Elmhurst College; M.S., Arizona State University; Ph.D., University of Colorado

## **Godwin Igein**

Vice President of Academic Services

B.B.A., University of Texas at El Paso; M.B.A., City University; Ph.D., Union Institute and University

## **Kim Donaldson**

Dean, Ken Blanchard College of Business

B. Commerce, M.B.A., Dalhousie University; M.I.M., Thunderbird, the Garvin School of International Management

## **Ann McNamara**

Dean, College of Nursing

A.A.S. in Nursing, Greenfield Community College; B.S.N. Worcester State College; M.S. Arizona State University, Ph.D. University of Arizona

## **Marsha Watson**

Dean, Assessment and the Graduate School

B.S., M.A., Northern Illinois University; Ph.D., University of Wisconsin-Milwaukee

## **K. Mark Wooden**

Dean, College of Health Sciences

Assistant Professor of Biology

B.S., Arizona State University; Ph.D., Arizona State University



# Faculty

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## Ken Blanchard College of Business

### **Olivier Bouclier**

Assistant Professor of Strategy, Assistant Dean for the Ken Blanchard College of Business

B.S., Conservatoire National des Arts et Métiers; Diplôme Universitaire de Technologie in Sciences and Technology, Institut Universitaire de Technologie, M.B.A., Thunderbird.

### **Donna DeMilia**

Assistant Professor of Accounting

B.B.A., M.B.A., Pace University

### **Ryan Lunsford**

Assistant Professor of Marketing and International Business; Director of Executive M.B.A.

B.S., M.B.A., Texas A&M University; M.A., M.S., University of Texas at Dallas; Ph.D., Northcentral University

### **Robert K. McClean**

Associate Professor of Marketing

B.A., King's College; M.B.A., St. John's University; D.P.S., Pace University

### **Moronke Oke**

Assistant Professor of Management

B.S., University of Ilorin; M.B.A., PGDip Ph.D., University of Wales

### **David Perkins**

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B.E.T., Southwest Minnesota State University; M.T., M.B.A., Arizona State University

## College of Education

### **Marjaneh Gilpatrick**

Assistant Professor

B.S., Louisiana State University; M.A., San Diego State University; Ed.D., Argosy University/Phoenix

### **Connie Greiner**

Associate Professor, Chair of Elementary Education

B.S., Indiana University of Pennsylvania; M.E., Texas A&M University; Ed.D., Texas A&M University

### **Donna Kay Hansen**

Chair, Secondary Education

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### **Kimberly LaPrade**

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B.A., Grand Canyon University; M.Ed., Grand Canyon University; Doctoral Candidate, Capella University

### **Walter Thomas**

Chair, School Counseling

B.A., Spring Arbor University; M.A., Michigan State University; Ph.D., University of Tulsa

### **Kevin Thrasher**

Chair, Reading; Assistant Dean

B.A., University of Louisville; M.A., University of Arizona; Ed.D., Arizona State University

## College of Liberal Arts

### **Michael Baird**

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### **William Larry Barron, III**

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### **James G. Beggs**

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B.A., Baptist College; M.A., Southwest Missouri State University; Ph.D., Louisiana State University

### **Peter Chanthanakone**

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M.F.A., Academy of Art University; B.F.A., McMaster University

### **Mary Clyde**

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B.A., University of Northern Colorado; M.A., Arizona State  
University

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B.A., Ottawa University; M.Ed., Arizona State University

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**Thomas J. Mason**

## College of Nursing and Health Sciences

**Neal R. Adam**

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B.S., Kansas State University; M.S., University of Nebraska–  
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**Kirk Bowden**

Professor, Director of Professional Counseling and Addiction

Assistant Professor of Justice Studies

A.A.S., Community College of the Air Force; B.S., Excelsior  
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**Mik Milem**

University Pastor; Director, Office of Spiritual Life

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School

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M.A., University of Hawaii

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University-West

**Anna Faith Smith**

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Theological Seminary

**Fletcher Smith**

Assistant Professor of History

B.A., M.A., Ph.D., University of Arkansas

**Ronald Strong**

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at Buffalo

**Clark Youngblood**

Professor of Christian Studies/Theology

B.A., Hardin-Simmons University; M.Div., Ph.D., Southern  
Baptist Theological Seminary

Studies

B.A., Brigham Young University; M.A. Ottawa University; Ph.D.  
Northcentral University

**Rachel Baird Carlton**

Assistant Professor of Nursing

B.S.N., Cumberland University; M.S.N., Vanderbilt University

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**Joan S. Dickerson**

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B.S., University of Phoenix; M.Ed., RT, University of Phoenix

**Donna Gerakos**

Assistant Professor of Athletic Training, Clinical Education Coordinator

B.S., State University of New York-Buffalo; M.S. Ed., Canisius College

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**Kimberly LaMar**

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**Pamela J. McCoy**

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**Terry Morris**

Lab Coordinator, College of Health Sciences

B.S., Grand Canyon University

**Jocelyn Nelms**

Director of Skills Learning Lab

B.S.N., University of Arizona

**Ebere Onyeador**

Instructor

B.S.N., M.S.N., California State University, Dominguez Hills

**Haley Peebles**

Faculty Associate in Anatomy

B.S., Grand Canyon University

**Maria Quimba**

Assistant Professor

B.S.N., University of Arizona; M.A. in Bioethics, Midwestern University

**Marsha Ramstad**

Assistant Professor of Maternity Nursing

B.S., Moorhead State University; M.S., Tri-College Nursing Consortium, North Dakota State University

**Lyle Rapacki**

Assistant Professor of Biology

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**Cheryl Roat**

Associate Dean, College of Nursing

B.S.N., Olivet Nazarene University; M.S.N., University of Missouri-Columbia

**Daisy M. Savarirajan**

Assistant Professor of Microbiology

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**Martha Schmidt**

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**Patricia Shannon**

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**Malcolm Sloan**

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**Rebecca Socia**

Faculty Associate in Physical Science/Chemistry

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**Sherri Spicer**

Clinical Laboratory Director

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University at Edwardsville

**Amy Werner**

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**Connie Wilkinson**

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B.S.N. Loma Linda University; M.P.H., Tulane University;  
Ph.D., Columbia Pacific University

Note: Adjunct personnel are assigned to classes when their special abilities or experience would enrich the curriculum.

# Course Descriptions

## Accounting (ACC)

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### **ACC 211: Financial Accounting** **3 credits**

An introduction to the fundamental principles and practices of financial accounting and the construction of financial statements.

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### **ACC 212: Managerial Accounting** **3 credits**

Continuation of ACC 211. An introduction to the use of managerial accounting data in the decision-making process. Prerequisites: ACC 211.

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### **ACC 321: Intermediate Accounting I** **3 credits**

An in-depth study of accounting objectives, principles, theory, and practice as related to assets and income determination. Prerequisites: ACC 212.

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### **ACC 322: Intermediate Accounting II** **3 credits**

Continuation of ACC 321. An examination of liabilities and owners' equity, special problems in income determination, and financial reporting. Prerequisites: ACC 321.

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### **ACC 331: Cost Accounting** **3 credits**

A study of principles of internal accounting, including job order systems, activity-based costing, and budgeting. Prerequisites: ACC 212.

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### **ACC 383: Advanced Accounting** **3 credits**

A study of accounting theory as it applies to partnerships and business combinations, international accounting, and governmental accounting. Prerequisites: ACC 322.

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### **ACC 401: Financial Statement Analysis** **3 credits**

A detailed analysis and interpretation of a firm's three principal financial statements. Special focus is placed on the accounting principles used in the statements. Prerequisites: ACC 321 and FIN 301.

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### **ACC 429: Corporate Taxation** **3 credits**

A study of the theory and practices of accounting for income taxes of corporations, partnerships, estates, and trusts. Prerequisites: ACC 322.

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### **ACC 430: Accounting Information Systems** **3 credits**

An analysis of current practices and technologies used to design, install, operate, and manage an integrated, automated accounting system. Application controls, information security requirements, and integration with other business information systems are examined. Prerequisites: SYM 301 and ACC 321.

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### **ACC 490: Auditing** **3 credits**

Auditing is an examination of generally accepted auditing standards, procedures involved in the auditing process, and ethical issues faced by the auditor. Through class discussions, practical applications and case studies, students will learn the responsibilities of the independent public auditor in the expression of opinion within the guidelines set by the AICPA's Code of Professional Ethics. Topics include the nature and types of audits, auditor responsibilities and legal liabilities, audit reports, auditing

procedures, ethical issues, contemporary issues in auditing and the Sarbanes-Oxley Act of 2002.

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### **ACC 495: Accounting Theory** **3 credits**

An exploration of financial accounting theory and its role in current accounting practice. Prerequisites: ACC 322.

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### **ACC 501: Accounting Practices** **3 credits**

This course is designed for students who have not had accounting in their undergraduate work or for those who desire a refresher in accounting. Topics covered include the accounting cycle, the presentation and valuation of accounts shown on the Balance Sheet and Income Statement, the Statement of Cash Flows, cost behavior, and budgeting.

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### **ACC 605: Managerial Accounting** **3 credits**

Students study the accounting concepts used within an organization for management decision-making. Topics include cost behavior, cost systems, profit planning, cost control, cost-volume-profit analysis, and performance evaluation. Prerequisite: ACC 501.

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### **ACC 612: Internal Auditing** **3 credits**

Students study the principles involved in internal auditing. Topics include internal controls, the responsibilities and authority of the internal audit function, the types of audits conducted by internal auditors, and accounting ethics. Forensic accounting and Sarbanes-Oxley will also be covered.

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### **ACC 619: Accounting Theory** **3 credits**

Through self-directed and collaborative learning, the student will critically examine the central issues which arise in the application of financial and managerial accounting concepts to situations encountered in business. Topics include the accounting standard-setting process and the selection of accounting methodologies in the absence of clear standards. Prerequisite: ACC 605.

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### **ACC 620: Financial Statement Analysis** **3 credits**

This course discusses analysis and interpretation of corporate financial reports. Topics include the form, content, and general accounting principles governing the construction of financial statement; valuation, classification, and income determination problems; the methods of analyzing and interpreting financial data; and the utility and limitations of financial accounting data. Prerequisites: ACC 501 and FIN501.

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### **ACC 633: Financial Intelligence and Decision Making** **3 credits**

Financial Intelligence and Decision Making focuses on understanding, interpreting, and using financial information for the purposes of making sound financial decisions. The concept of financial intelligence is introduced as it relates to effectively analyzing and assessing financial performance to understand what numbers really mean and when or how to appropriately challenge them.

## Aerospace Studies (AES)

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### **AES 101: Air Force Today I** **2 credits**

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Every Fall. Introduction to U.S. Air Force and AFROTC. Topics include: the Air Force mission and organization, customs and courtesies, officer opportunities, officership, and professionalism.

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### **AES 102: Leadership Lab** **0 credits**

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Every Fall. Emphasis on common Air Force customs and courtesies, drill and ceremonies, health and physical fitness through group participation. Co-requisite: AES 101.

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### **AES 103: Air Force Today II** **2 credits**

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Every Spring. Continuation of AES 101. Topics include: the Air Force mission and organization, customs and courtesies, officer opportunities, officership, and professionalism. Prerequisite: AES 101 or department approval.

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### **AES 104: Leadership Lab** **0 credits**

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Every Spring. Continuation of AES 102 with more in-depth emphasis on learning the environment of an Air Force officer. Co-requisite: AES 103.

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### **AES 201: The Evolution of USAF Air and Space Power I** **2 credits**

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Every Fall. Further preparation of the AFROTC candidate. Topics include: Air Force heritage and leaders, communication skills, ethics, leadership, quality Air Force, and values. Prerequisite: AES 103 or department approval.

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### **AES 202: Leadership Lab** **0 credits**

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Every Fall. Application of advanced drill and ceremonies; issuing commands; knowing flag etiquette; and developing, directing, and evaluating skills to lead others. Co-requisite: AES 201.

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### **AES 203: The Evolution of USAF Air and Space Power II** **2 credits**

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Every Spring. Continuation of AES 201. Topics include: the Air Force mission and organization, customs and courtesies, officer opportunities, officership, and professionalism. Prerequisite: AES 201 or department approval.

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### **AES 204: Leadership Lab** **0 credits**

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Every Spring. Continuation of AES 202 with an emphasis on preparation for field training. Co-requisite: AES 203.

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### **AES 204: Leadership Lab** **0 credits**

---

Every Spring. Continuation of AES 202 with an emphasis on preparation for field training. Co-requisite: AES 203.

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### **AES 301: Air Force Leadership Studies I** **3 credits**

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Every Fall. Study of communication skills, leadership and quality management fundamentals, leadership ethics, and professional knowledge required of an Air Force officer. Prerequisite: AES 203 or department approval.

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### **AES 302: Leadership Lab** **0 credits**

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Every Fall. Advanced leadership experiences applying leadership and management principles to motivate and enhance the performance of other cadets. Co-requisite: AES 301.

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### **AES 303: Air Force Leadership Studies II** **3 credits**

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Every Spring. Continuation of AES 301. Topics include: communication skills, ethics, leadership, professional knowledge, and quality management required of an Air Force officer. Prerequisite: AES 203 or department approval.

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### **AES 304: Leadership Lab** **0 credits**

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Every Spring. Continuation of AES 302 with emphasis on planning the military activities of the cadet corps and applying advanced leadership methods. Co-requisite: AES 303.

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### **AES 401: National Security Affairs** **3 credits**

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Every Fall. Examines advanced ethics, Air Force doctrine, national security process, and regional studies. Special topics include: civilian control of the military, military justice, and officership. Prerequisite: AES 303 or department approval.

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### **AES 402: Leadership Lab** **0 credits**

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Every Fall. Advanced leadership experience demonstrating learned skills in planning and controlling the military activities of the corps. Co-requisite: AES 401.

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### **AES 403: Regional Security Issues** **3 credits**

---

Every Spring. Continuation of AES 401. Topics include: civilian control of the military, doctrine, ethics, military justice, the national security process, and officership. Prerequisite: AES 401 or department approval.

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### **AES 404: Leadership Lab** **0 credits**

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Every Spring. Continuation of AES 402 with an emphasis on preparation for transition from civilian to military life. Co-requisite: AES 403.

## Applied Management (AMP)

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### **AMP 330: Group Dynamics** **3 credits**

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This course examines how group behavior affects organizational effectiveness, decision-making, conflict resolution, and strategies for efficient group and task management.

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### **AMP 335<sup>A</sup>: Career and Life Assessment** **3 credits**

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This course focuses on the preparation of students' personal portfolios and professional life-learning experiences. This course is a writing-intensive course and is not offered online. It is an on-campus only course.

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### **AMP 340: Management Principles** **3 credits**

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This course focuses on real-world management situations concerned with planning, organizing, leading, and controlling. General management and basic management processes will be examined.

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### **AMP 350<sup>A</sup>: Managerial Communication** **3 credits**

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Students will demonstrate the fundamentals and application of writing and presentation used in formal settings in the professional environment. A writing-intensive course.

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### **AMP 360: Informational Technology and Systems** **3 credits**

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This course provides an overview of management issues and technologies that a business professional needs to understand to effectively deal with the rapidly changing world of information



systems. Although many technologies are covered, it is not intended to be a technology class. The major focus is on the organizational, management, and technology dimensions of information systems.

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**AMP 370: Systems Concepts** **3 credits**

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The focus of this course will be on analysis of organizations using the systems model and application of the systems model for solving organizational problems.

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**AMP 410<sup>A</sup>: Ethical Decision-Making** **3 credits**

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This seminar style course on business ethics will focus on applying a principle-centered approach to business and personal issues. This course leads to an exploration of the philosophy of life, ethical theories, and values as a base of ethics and accountability in business and a responsible lifestyle.

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**AMP 420: Marketing Environment** **3 credits**

---

This course will emphasize the marketing concept, consumer behavior, the need for market research, and the elements of the marketing mix (product, price, place, and promotion).

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**AMP 430: Human Resources** **3 credits**

---

Values and perceptions of groups affecting recruiting, training, evaluation, and current legal issues in human resources will be studied. Students will focus on the manager as a coach in the organization.

---

**AMP 440: Financial Decision-Making** **3 credits**

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This course will study the components of the primary financial statements and the use of these statements to analyze the performance of a business entity. The course includes selected managerial accounting topics that assist in internal decision-making.

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**AMP 450: Leadership and Vocation** **3 credits**

---

This course emphasizes major behavior patterns that effective leaders use to influence followers, including Ken Blanchard's leadership model. Topics include what effective leaders really do and how leaders can diagnose and modify situations to make their leadership a more positive and productive endeavor.

---

**AMP 460: Project Management** **3 credits**

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This course addresses basic concepts in project management, emphasizing a balance between the technical aspects of project work. Topics include the emerging importance of project management, tools and techniques to plan and schedule projects, the manager's role in coordinating projects, and how managers need to be aware of culture influences.

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**AMP 470: Global Management** **3 credits**

---

This course emphasizes practical skills needed for effective management of people and processes in a 21st century global business context. It places the student in the role of a manager of any nationality, encouraging the student to take a truly global perspective in dealing with dynamics of international management.

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**AMP 480: Small Business Entrepreneurship** **3 credits**

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This course explores basic concepts for successful operations of small business, including starting and managing a successful new business venture.

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**AMP 490: Organizational Development and Change** **3 credits**

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This course emphasizes an overview of approaches to organizational development with emphasis on the practical aspects of changing organizations to improve effectiveness.

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**AMP 495: Capstone–Action Research Project** **3 credits**

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This course provides a structured way for managers to take an overview and general management perspective. Emphasis will be placed on a capstone project that synthesizes major elements of the Applied Management program.

## Art Education (ARE)

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**ARE 423: Art in the Secondary School** **3 credits**

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Exploration of materials, theory, and organization for presenting art activities and development in the arts for students at the secondary school level. Prerequisites: Admission to the College of Education and junior status.

## Art History (ARH)

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**ARH 100: Art Appreciation** **3 credits**

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Designed specifically for non-art majors and minors with emphasis on the meaning of art as it relates to the personal interests of each individual. The understanding of art will be pursued by examining its history and by personal observation through field trips, slides, and videos.

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**ARH 234: Art History II** **3 credits**

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A survey of Occidental Art during the Renaissance, Mannerist, Baroque, Rococo, Neo-Classic, Romantic and Modern epochs.

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**ARH 439A: Contemporary Art History** **3 credits**

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A survey of recent and current trends in art with special consideration of post-modernism and new concepts with media and modes of presentation. A Writing-Intensive course.

## Art Studio (ART)

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**ART 201: Photography I** **3 credits**

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An introduction to black-and-white photography, including exploration of basic techniques in camera operation, film and print processing, composition, and presentation. Lecture and darkroom lab sessions. Students are required to provide their own digital camera for this class.

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**ART 301: Photography II** **3 credits**

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A course designed to expand the student's knowledge and use of materials and techniques available as tools for creative expression in black-and-white photography. Students are required to provide their own digital camera for this class. Prerequisite: ART 201.

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**ART 351: Photography III** **3 credits**

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By arrangement. Advanced studio problems and techniques in photography. Course may be repeated for up to six hours of credit. Students are required to provide their own digital camera for this class. Prerequisites: Instructor's approval, ART 201, and ART 301.

## Bible (BIB)

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**BIB 103: Survey of the Bible** **3 credits**

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An introduction to the study of the Bible, providing essential background information of God's redemptive work throughout history. This course, in combination with UNV 304, UNV 305, or UNV 306, will meet the Grand Experience requirements of the University but does not serve as a required prerequisite for certain upper division courses.

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**BIB 113: Old Testament History** **3 credits**

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An introductory and historical survey of the Old Testament. Attention is given to the study of the Bible itself, its institutions, literature, and history of the national life of the Hebrew people from earliest times to close of the Old Testament period.

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**BIB 123: New Testament History** **3 credits**

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A general historical survey of the New Testament, beginning with the inter-biblical period, with the main emphasis given to the Gospels and Acts.

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**BIB 313: Biblical Interpretation** **3 credits**

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This course helps equip students more interested in more serious Biblical Studies to understand and use basic principles of Biblical interpretation. An introduction to the nature of Bible interpretation is given. The majority of the course will focus on developing skills in exegesis of Scripture, using a nine-step approach. Prerequisites: BIB 113 and BIB 123.

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**BIB 410: Interpreting the Bible for Youth** **3 credits**

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Aids future youth leaders in interpreting and communicating the Bible to a youth audience to develop the necessary skills in exegesis, scripture outline, and content analysis throughout the course. The majority of the course will focus on developing the skills necessary to assist others to relate the Bible to modern situations facing youth and their families. Successful completion of the course will entail interpreting assigned Scripture and relating it to current situations.

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**BIB 423: General Epistles and the Revelation** **3 credits**

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A study of the historical background, authorship, and exegetical analysis of the General Epistles (Hebrews; James; I and II Peter; I, II, and III John; and Jude) and The Revelation. Prerequisites: BIB 113, and BIB 123.

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**BIB 432: Old Testament Prophets** **3 credits**

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A study of the writings of the prophets of the Old Testament, with special attention given to the Messianic element, the occasion of writing, authorship, content, and interpretation. Prerequisites: BIB 113 and BIB 123.

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**BIB 433: The Gospels** **3 credits**

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A study of the life of Jesus, with special attention given to his person, teachings, and work. Prerequisites: BIB 113 and BIB 123.

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**BIB 442: The Pentateuch** **3 credits**

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A study of the first five books of the Bible with special emphasis given to the scriptural record of beginnings and of early Hebrew history, religion, and law. Prerequisites: BIB 113 and BIB 123.

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**BIB 443: The Epistles of Paul** **3 credits**

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A study of the life and times of the apostle Paul, with emphasis on an interpretation of his epistles and their historical setting. Prerequisites: BIB 113 and BIB 123.

## Biology (BIO)

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**BIO 100: Biology Concepts** **3 credits**

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A complete overview of the science of biology from a human perspective. Topics include cells, energetics, ecology, inheritance, evolution, embryology, anatomy, and physiology. This course does not apply toward Biology majors. Co-requisite: BIO 100L.

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**BIO 100L: Biology Concepts Lab** **1 credit**

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A lab course designed to complement and support the principles being learned in Biology 100 lecture. Co-requisite: BIO 100.

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**BIO 160: Anatomy and Physiology** **3 credits**

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A study of the basic structure and function of the major body systems of the human body. This course focuses on an in depth study of the musculoskeletal and neurological systems for the athletic training, health and exercise majors. This course will also compare normal and abnormal function for more comprehensive understanding of the human body. Co-requisite: BIO 160L.

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**BIO 160L: Anatomy and Physiology Lab** **1 credit**

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A laboratory course designed to complement and support the principles taught in BIO 160. Co-requisite: BIO 160. Does not substitute for BIO 201L or BIO 202L

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**BIO 181: General Biology (Majors) I** **3 credits**

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A study of biological concepts emphasizing the interplay of structure and function, particularly at the molecular, cellular, and organismal levels of organization. Co-requisite: BIO 181L

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**BIO 181L: General Biology I Lab** **1 credit**

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A lab course designed to complement and support the principles being learned in Biology 181 lecture. Co-requisite: BIO 181

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**BIO 182: General Biology (Majors) II** **3 credits**

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A study of the characteristics of the major groups of plant and animal life, and the ecological interaction of organisms with each other and their environment. Prerequisite: BIO 181. Co-requisite: BIO 182L.

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**BIO 182L: General Biology II Lab** **1 credit**

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A lab course designed to complement and support the principles being learned in Biology 182 lecture. Co-requisite: BIO 182.

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**BIO 201: Human Anatomy and Physiology I** **3 credits**

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This course is the first of a two-course sequence examining the structure and function of the human body and mechanisms for maintaining homeostasis within it. This portion includes the study of cells, tissues, genetics and the integumentary, skeletal, muscular and nervous systems. Prerequisites: BIO 181 or satisfactory placement exam results. Does not substitute for BIO 360 or BIO 373. Co-requisite: BIO 201L

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**BIO 201L: Human Anatomy and Physiology I: Lab** **1 credit**

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A study of the gross anatomy and functions of the skeletal, muscular, and nervous systems. Lab involves the integrated use of

human cadavers, animal demonstrations, and computer-assisted instruction. Does not substitute for BIO 373 Co requisite: BIO 201

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**BIO 202: Human Anatomy and Physiology II** **3 credits**

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This course is the second of a two-course sequence examining the structure and function of the human body and mechanisms for maintaining homeostasis within it. This portion includes the study of immunity; metabolism; energetics; fluid, electrolyte and acid-base balance; and the endocrine, hematologic, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Prerequisites: BIO 201 Co requisite: BIO 202L

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**BIO 202L: Human Anatomy and Physiology II: Lab** **1 credit**

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A study of the gross anatomy and functions of the endocrine, cardiovascular, respiratory, digestive, renal, and reproductive systems. Lab involves the integrated use of human cadavers, animal demonstrations, and computer-assisted instruction. Co-requisite: BIO 202

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**BIO 204: Applied Nutrition** **3 credits**

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Applied Nutrition provides a foundation of basic nutrition theory. The focus is on assessment, food components, exercise, nutrition, weight control, community programs, and resources. Application of these aspects is used to promote health and prevent illness

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**BIO 205: Microbiology** **3 credits**

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An introduction to the principles and applications of microbiology, with a study of the general characteristics of microorganisms and their relationship to humans. Co-requisite: BIO 205L.

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**BIO 205L: Microbiology Lab** **1 credit**

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A lab course designed to complement and support the principles being learned in Biology 205 lecture. Co-requisite: BIO 205.

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**BIO 268A: Pathophysiology I** **2 credits**

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The first of a two course sequence designed to bridge the gap between basic preclinical science courses and the clinical requirements of healthcare professionals. Systematic studies focus on the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Material presentation in clinically relevant terminology enhances accurate and effective communication through extensive vocabulary expansion. Upon completion of this course, the student should be able to accurately discuss with both other health care professionals and patients:

- What is actually happening at the physiological level that causes the signs and symptoms of a given condition or disease;
- How these physiological effects correlate to mechanisms of accurate diagnoses;
- Why one treatment method might be more beneficial than another;
- How different systems intricately interrelate to cause a clinical picture and complications.

Prerequisites: BIO 202 and BIO 202L or BIO 360 and BIO 360L

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**BIO 268B: Pathophysiology II** **2 credits**

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The second of a two course sequence designed to bridge the gap between basic preclinical science courses and the clinical

requirements of healthcare professionals. Systematic studies focus on the etiology, pathogenesis, morphology, and clinical manifestations associated with various altered health states and diseases. Material presentation in clinically relevant terminology enhances accurate and effective communication through extensive vocabulary expansion. Upon completion of this course, the student should be able to accurately discuss with both other health care professionals and patients:

- What is actually happening at the physiological level that causes the signs and symptoms of a given condition or disease;
- How these physiological effects correlate to mechanisms of accurate diagnoses;
- Why one treatment method might be more beneficial than another; and
- How different systems intricately interrelate to cause a clinical picture and complications.

Prerequisites: BIO 268A

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**BIO 308: Pathophysiology** **3 credits**

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A study of manifestations of altered human physiology and disease. Systems theory is used to analyze the relationship between disease and physiology. Prerequisites: BIO 201 and BIO 202, or BIO 160.

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**BIO 311: Sectional Anatomy MRI/CT** **3 credits**

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Content is designed to provide students with a review of the anatomy of the body systems from the cross sectional perspective via diagrams and radiographic images.

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**BIO 313: Cardiovascular Anatomy CIT/VIT** **3 credits**

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Content provides an in depth survey of the cardiovascular system anatomy and physiology.

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**BIO 315: Spanish for healthcare professionals**

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This course focuses on providing students with knowledge of the basic structures of the Spanish language, and the specialized medical vocabulary needed to communicate effectively with Spanish-speaking patients in a variety of realistic health care situations in the course of their daily work. Cultural studies emphasize the health beliefs of Spanish-speaking countries close to the United States and Spanish communities within the United States. This course is appropriate for all health-related disciplines.

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**BIO 316: Pharmacology for Health Care Professionals** **3 credits**

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The content of this course is designed to broaden the health care professional's knowledge of pharmacology. Topics include types and effects of drugs, including diagnostic imaging contrast media. Pharmacology, pharmacokinetics, and pharmacodynamics of drugs commonly used in ancillary health care are presented. Conscious sedation, adverse reactions, and patient care under sedation are also included. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care.

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**BIO 317: Science Communication** **3 credits**

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Science Communication studies how to gather, analyze, and communicate scientific information. Students will be able to effectively communicate clearly organized scientific thoughts across a wide array of platforms. Topics covered include

recognizing the various forms of written communication, utilizing research papers to conduct individual research, organizing and writing journal papers, producing and giving scientific oral presentations, producing poster presentations at scientific meetings, understanding the funding process for professional scientific research, and writing proposals for federal funding agencies. A writing-intensive course.

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**BIO 321: Science Communication and Research**

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Science Communication and Research studies how to gather, analyze, and communicate scientific information. Students will be able to effectively communicate clearly organized scientific thoughts across a wide array of platforms. Topics covered include recognizing the various forms of written communication, utilizing research papers to conduct individual research, organizing and writing journal papers, producing and giving scientific oral presentations, producing poster presentations at scientific meetings, understanding the funding process for professional scientific research, and writing proposals for federal funding agencies. A writing-intensive course. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

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**BIO 332: Cell Biology** **3 credits**

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A comprehensive study of the composition, structure, energetics, regulation, and growth of eukaryotic cells. Prerequisites: BIO 181 and BIO 182

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**BIO 340: Genetics** **3 credits**

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A comprehensive examination of the principles of heredity and variation, including Mendelian genetics, molecular genetics, and population genetics. Prerequisites: BIO 181 and BIO 182.

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**BIO 340L: Genetics Lab** **1 credit**

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A lab course designed to complement and support the principles being learned in Biology 340 lecture. Co-requisite: BIO 340.

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**BIO 345: Immunology** **3 credits**

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This course is designed to be a general overview of immunology. Special emphasis is placed upon development of humoral and cellular immunity, complement system, HLA antigens, immune system disorders, hypersensitivity reactions, autoimmunity, transfusion, transplantation, and cancer immunology and immunotherapy. Prerequisites: BIO 181 and BIO 182.

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**BIO 352: Developmental Anatomy** **4 credits**

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A comprehensive examination of human anatomical development from fertilization through birth including genetic regulation, molecular pattern formation, teratology, and developmental anomalies.

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**BIO 353 Calculus for Biological Sciences** **3 credits**

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This course focuses on the study and mathematical modeling of biological systems. Through a host of biological and medical applications, the rudiments of calculus are developed. Concepts include measuring the slope of a curve, writing equations of tangent lines, maximizing and minimizing a function, determining the rate of change of a function, and measuring the area under a curve. Solution techniques, both analytic and numeric, for difference and differential equations are utilized. Modeling activities are heavily emphasized. Qualitative analysis of solutions of differential

equations is incorporated in modeling activities. Application areas include mathematical physiology, pharmacology, cell biology, and population biology. Prerequisites: MAT 121 or satisfactory placement exam results.

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**BIO 360: Medical Physiology** **4 credits**

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A study of the functions of cells, organs, and systems of vertebrates, with emphasis on humans. Prerequisite: BIO 182

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**BIO 360L: Medical Physiology** **1 credit**

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A laboratory course designed to complement and support the principles being learned in Medical Physiology. Prerequisites: BIO 182 and BIO 182L. Co-requisite: BIO 360

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**BIO 362: Medical Microbiology** **3 credits**

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This course provides students with: (1) a foundation in microbiology including the nomenclature, structure, physiology, genetics, mechanisms of pathogenesis, and clinical manifestations associated with medically-important pathogenic microorganisms (bacteria, fungi, parasites, and viruses), (2) an understanding of how the basic principles of microbiology are integral to effective diagnosis, treatment and prevention of infectious disease. Co-requisite: BIO 362L.

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**BIO 362L: Medical Microbiology Lab** **1 credit**

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A lab course designed to complement and support the principles being learned in Biology 362 lecture. Co-requisite: BIO 362.

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**BIO 363: Biostatistics** **3 credits**

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Introduction to experimental design, and basic concepts of descriptive and inferential statistics including descriptive methods and graphing, binomial and Gaussian probability theory, estimation, confidence intervals, hypothesis testing, correlation, and regression. One-, two- and multi-group parametric and nonparametric methods will be introduced. Sampling distributions covered include the Z, t, F, and Chi-squared distributions. Prerequisite: MAT 121 or higher.

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**BIO 372: Biomechanics** **3 credits**

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This course introduces students to concepts of mechanics as they apply to human movement. The student should gain an understanding of the mechanical and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective. At the completion of this course it is desired that each student be able to: 1) describe motion with precise, well-defined mechanical and anatomical terminology; 2) understand and quantify linear and angular characteristics of motion; 3) understand the quantitative relationships between angular and linear motion characteristics of a rotating body; and 4) understand and quantify the cause and effect relationship between force and linear and angular motion. Prerequisites: BIO 160, BIO 201, or BIO 360

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**BIO 373: Human Gross Anatomy and Dissection** **3 credits**

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A detailed study of the gross anatomy of the human body through lecture presentation and dissection of human cadavers. Enrollment is competitive and limited to 16 students. This course cannot be taken as an audit. Prerequisites: BIO 182, and Enrollment in the BS Biology: Pre-med program or instructor's approval

**BIO 373L: Human Gross Anatomy and Dissection Lab** **1 credit**

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A lab course designed to complement and support the principles being learned in Biology 373 lecture. Co-requisite: BIO 373.

**BIO 451: Pharmacology I** **3 credits**

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This course presents the foundational concepts of pharmacology emphasizing basic mechanisms of drug action such as pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Drug classes illustrated using prototypic drugs. Examples drawn from various body systems, i.e., neuromuscular, respiratory and so forth. The course will also briefly introduce concepts in modern drug design such as gene and cell therapy and application of pharmacogenomics. Prerequisites: CHM 332 and CHM 332L.

**BIO 452: Pharmacology II** **3 credits**

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This course details the development of our current understanding of receptor signal transduction in mammalian systems. The course will focus on the molecular biochemistry of receptor structure; mass action considerations governing ligand-receptor binding interactions; molecular pharmacology of transduction of the receptor signal and specific considerations of receptors as pharmaceutical targets. Intended for students pursuing a specialization in pharmacology. Prerequisite: BIO 451.

**BIO 461: Epidemiology** **3 credits**

---

Topics include basic concepts, principles, and methods of chronic and infectious disease epidemiology, including study designs and basic measures of disease frequency and exposure-disease associations, relating prevalence and incidence, analysis of clustering and seasonality; measures of effect, sources of bias, estimation and hypothesis testing in epidemiology; models for risk and rates; cohort analysis. . Prerequisites: MAT 121 and BIO 268B

**BIO 462: Neuroscience for Rehabilitative Therapies** **3 credits**

---

This course expands on previous science courses to provide a more in-depth understanding of the structure and function of the human nervous system. Changes in the structure of the nervous system that occur with development, responses of the nervous system to injury, blood supply of the central nervous system, the ventricular system, and regional anatomy of the brain and spinal cord are examined. Basic function of the nervous system is examined at the molecular, cellular, and systems level. In addition, the course introduces the basis for complex human functions and introductory material on the medical, surgical and physical therapeutic management of neurological disorders. Prerequisites: BIO 160, BIO 201, or BIO 360

**BIO 480: Methods of Teaching Science in the Secondary School** **3 credits**

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Methods of instruction, organization, and presentation of content in teaching science.

**BIO 490: Senior Project** **3 credits**

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Preparation and presentation of independent field, classroom, laboratory or library studies on selected topics in biology or health science area. Students will participate in a symposium, where study results will be presented. Prerequisite: BIO 298.

**BIO 497A: Internship-A in Biology**

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The first portion of a full semester internship. The student is assigned to an approved recreational facility to serve as a leader or assistant leader under the supervision of a recreation employee for a specified number of hours. Periodic conferences and evaluations are scheduled with the supervising instructor

**BIO 497B: Internship-B in Biology**

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The second portion of a full semester internship. The student is assigned to an approved recreational facility to serve as a leader or assistant leader under the supervision of a recreation employee for a specified number of hours. Periodic conferences and evaluations are scheduled with the supervising instructor

## Business (BUS)

**BUS 230: Introduction to Sport Management** **3 credits**

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An overview of the business of sport, including career opportunities. A study of the value of professional management to sport organizations.

**BUS 251: Business Statistics** **3 credits**

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An introduction to the practical application of descriptive and inferential statistics in business. Topics include probability, probability distributions, the central limit theorem, confidence intervals, hypothesis testing, correlation, and regression. Prerequisite: MAT 121 or equivalent.

**BUS 307<sup>A</sup>: Business Communications** **3 credits**

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This course provides practice in writing effective business letters, memos, and reports. Emphasis is on effective oral and written communication as it applies to human relations in business and management. A Writing-Intensive course. Prerequisites: ENG 101 and ENG 102.

**BUS 310: Business Law I** **3 credits**

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A study of our business legal system and the nature and sources of law, including the laws of torts, crimes, strict liability, intellectual property, contracts, secured transactions, real property, and bankruptcy.

**BUS 315: Business Law II** **3 credits**

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Continuation of BUS 310. Included in this course is the study of partnerships, corporations, sales, commercial paper, credit, and government regulations and agencies.

**BUS 318: Ethical Issues in Business and Society** **3 credits**

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A comprehensive course dealing with macro-environmental issues of concern to business. The course encompasses the political, social, economic, legal, ethical, and other environments of business. Emphasis is placed on a stakeholder's approach as opposed to an economic interpretation of the firm and its responsibilities.

**BUS 321: Sport Law** **3 credits**

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A presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sports. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sport organizations. Prerequisite: BUS 310.

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**BUS 406: International Business** **3 credits**

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A course in the concepts and practices of business in a multinational context. The course covers objectives, strategies, policies, and organizational structures for operating in various international environments. Current issues in the field are discussed in detail. Prerequisites: FIN 301 and MGT 301.

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**BUS 411: Business Internship** **1–3 credits**

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An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. Prerequisites: Permission of the Director of the Internship Program.

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**BUS 418: Entrepreneurship** **3 credits**

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Development of business plans, preparation of financial packages, and evaluation of opportunities, risks, and problems associated with business development. Prerequisites: FIN 301, MGT 301, and MKT 301.

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**BUS 450: Leadership and Vocation**

---

This course emphasizes major behavior patterns that effective leaders use to influence followers, including Ken Blanchard's leadership model. Topics include what effective leaders really do and how leaders can diagnose and modify situations to make their leadership a more positive and productive endeavor.

---

**BUS 480<sup>A</sup>: Strategic Management** **3 credits**

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A capstone course in business providing detailed coverage of strategic management theory and practice. Emphasis is placed on managing as a general manager with cross-functional and enterprise-wide responsibilities. A Writing-Intensive course. Prerequisites: FIN 301, MGT 301, MKT 301, and senior status.

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**BUS 499: Independent Study** **1–4 credits**

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This involves research, seminars, or readings on a special topic selected by the student and the faculty advisor as appropriate. This course may be taken for one, two, three, or four credits, depending on the amount of time and work involved, and may be repeated for up to four credits total per subject area unless specified otherwise in requirements for a major.

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**BUS 601: Quantitative Methods in Business** **3 credits**

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This course prepares the student to develop and explore quantitative business models for the purpose of improving managerial decision-making. Topics include economic order quantity, probability distribution applications, ANOVA and regression, decision-making under uncertainty, hypothesis testing, linear programming, and queuing theory. Both theory and practical applications are explored. Prerequisite: SYM 501.

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**BUS 602: Managerial Communications** **3 credits**

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An examination and practice of communication theories, techniques, strategies, and skills essential for success in business. Topics include communication strategy and analysis, managerial presentations, writing, effective meeting management, cross-cultural communication, and the core areas of the modern corporate communication function.

---

**BUS 604: Organizational Ethics** **3 credits**

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This course explores the role of ethics in the organization. An emphasis is placed upon discussing how ethics affects policy

formation, developing awareness of ethical situations, and forming a personal value system to guide ethical decision-making and professional conduct in business and society.

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**BUS 605: Legal and Ethical Practices in Information Security** **3 credits**

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In this course, students evaluate ethical decision making and the best practices employed in security operations planning and management. Students review best practices in the remaining five domains of the CBK within this context.

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**BUS 606: Business and Security Risk Analysis** **3 credits**

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This course provides students with an overview of risk management principles. Methods to identify, quantify, and qualify internal and external risks to the organization are examined. Students apply these principles and methods to the current business and risk environment.

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**BUS 637: Serving Communities** **3 credits**

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Serving Communities brings a unique societal perspective to the decision-making process within organizations. The concept of "enlightened self-interest" is considered within the context of short versus long-term business results. Societal business costs are defined and examined including analysis of both sustainable environmental resources and human quality of life issues. Human and quality of life issues center on social responsibility and community outreach. Case studies will be used to profile and examine organizations considered as exemplar corporate citizens.

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**BUS 640: Building Efficient Organizations** **3 credits**

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Building Efficient Organizations examines how to streamline and drive inefficiencies out of a firm's internal processes in order to build a super lean, highly efficient organization. It also covers management structures required to support internally integrated processes; examining how to break down silos and build structures that support cross-functional coordination. The course also focuses on external processes by examining ways to achieve greater supply chain integration with suppliers and customers.

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**BUS 641: Building Innovative Organizations** **3 credits**

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Building Innovative Organizations introduces the challenge of balancing efficiency with the ability to innovate successfully. It examines three steps to achieving successful innovation including what understanding customers really wants and having the right structure, processes, and resources to support innovation.

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**BUS 697: Internship** **1 credit**

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The internship is the culminating course in an academic program of study. The internship provides students the opportunity to work as independent practitioners within their field and to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional. Internships are strongly recommended for all academically qualified students for any discipline taught in the Ken Blanchard College of Business (KBCOB). The College's desire is to promote an environment where students and organizations benefit from real-world application of classroom instruction. In order to arrange an internship, students should consult the KBCOB Director of the Internships.



## Christian Leadership (CHL)

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### **CHL 330: Old Testament History and Theology** 3 credits

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This course is a comprehensive survey of the important events in the earliest history of the nation Israel. In addition, the course will introduce the student to the major theological ideas of the nation in their historical context. The course will combine lecture, discussion, papers, and presentations.

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### **CHL 332: New Testament History and Theology** 3 credits

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This course is a comprehensive survey of the important events in the life of Christ and the early church. In addition, the course will introduce the student to the major theological ideas of Christ and the early Church in their historical context. The course will combine lecture, discussion, papers and presentations.

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### **CHL 430: The Dynamics of Groups** 3 credits

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The social and communication characteristics of groups that drive organizations are studied with regard to their special leader and member roles and relational culture. Special attention is given to development of members. The cohort nature of the Christian Leadership program becomes a model for dealing with organizations, councils, and committees. Students assess the specific leadership needs for their own context.

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### **CHL 432: Leadership Theory and Praxis** 3 credits

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Definitions of leadership are explored and various models and styles for leadership are identified. Students assess their own skill sets, learn new ones, and develop strategies for being a more effective leader in various contexts. The influence of values on decision-making is examined. Students compare their own skills with the needs of their context identified in CHL 430.

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### **CHL 434<sup>A</sup>: Research Methodology** 3 credits

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This course helps students identify problems, review related literature, collect data, and measure objectives in their vocational environment. Students develop their analytical skills and apply them through quantitative or qualitative research methods in generating their final research projects. Specific quantitative tools are introduced. Qualitative tools will be emphasized, such as case methods, verbatim reports, incident reports, process notes, and journaling. These will reinforce the importance of theological reflection and mentoring. Mentors help students to identify problems and issues related to their project. An intensive writing course.

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### **CHL 435: Biblical Leadership** 3 credits

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Leaders in the Bible, including Old and New Testament examples, form the basis for exploring models of biblical leadership. Students will learn valuable lessons from the struggles and successes of significant men and women in the Bible. Students will propose their own leadership project, which they will develop in CHL 445 and complete in CHL 450.

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### **CHL 436: Leadership for Ministry** 3 credits

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Students will become familiar with the administrative skills necessary for more effectively leading a successful organization. Students explore management of systems, resource, and time, as well as learn to network and to understand change and transition.

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### **CHL 438: Spiritual Formation of Leaders** 3 credits

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This course examines the spiritual and Biblical understanding and preparation necessary for effective Christian Leadership. Attention is given to spiritual formation of self and groups, articulation of vision, exploration of call to vocation and position. CHL 440: Building Interpersonal

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### **Relationships** 3 credits

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Students assess and examine their own communication styles, personality types, and understanding of relationships. They will practice interpersonal skills necessary for strong building and maintaining of relationships. Students develop an understanding of who they are, the necessity of establishing their own trustworthiness, and the importance of effective communication techniques in fostering relationships.

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### **CHL 442: The Leader as Coach and Mentor** 3 credits

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Coaching and mentoring are important dimensions of effective leadership. This course will reinforce the personal leadership effectiveness of the students by helping them to improve the personal, interpersonal and leadership effectiveness of those with whom they work. Students will build on the foundations of servant leadership and mutual accountability as they identify potential team-building experiences and persons to begin to mentor.

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### **CHL 444: Ethical Challenges for the Christian Leader** 3 credits

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Specific ethical issues will be raised which students will examine how their Christian values influence their actions and decisions as they live out their faith in their vocations and positions. After an introduction to Christian ethics, issues are investigated through the use of case studies.

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### **CHL 445: Life Management Issues** 3 credits

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Students learn valuable lessons in how to balance the time and energy constraints of school, family, ministry, job, and crisis in order to more effectively lead in Christian vocational or avocational ministry. Development of a plan for completing the Professional Project will be included in the study as it relates to maintaining balance in the face of mounting obligations.

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### **CHL 446: Issues in Counseling** 3 credits

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This course is an introduction to counseling. Specific personal, social and psychological issues will be discussed. Appropriate use of networks and referral to trained resource professionals will be explored. Limitations and implications of counseling for untrained practitioners are stressed.

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### **CHL 448: Leadership in Global Community** 3 credits

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Christian values in a global community provide a forum for interdisciplinary examination of ethics, community, and the environment, as well as possibilities for cross-cultural leadership development. The course will help students develop the framework for practicing global citizenship, as well as allow the students the opportunity for informed dialogue concerning the nature of leadership in other cultures.

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### **CHL 450: Professional Project** 3 credits

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This capstone course requires students to implement theories and concepts in individual projects related to leadership in their vocational or avocation organizational contexts. A presentation of

the project initiated in CHL 434 is submitted in a written document and as a presentation made to the cohort as partial completion of the requirement of the Christian Leadership program. Prerequisites: CHL 435 and CHL 445.

## Chemistry (CHM)

### **CHM 101: Introduction to General, Organic, and Biochemistry** 3 credits

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An introduction to the principles of chemistry; designed for students without a strong background in science. Topics covered include a survey of the chemical and physical properties of elements and compounds, chemical reactions, chemical energetics, acids and bases, and chemical bonding. An introduction to organic and biochemistry emphasizes the relationship between molecular structure and function. Co-requisites: CHM 101L.

### **CHM 101L: Introduction to General, Organic, and Biochemistry: Lab** 1 credit

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A lab course designed to complement and support the principles being learned in Chemistry 101 lecture. Co-requisites: CHM 101

### **CHM 103: Chemistry Lab Safety** 3 credits

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The chemistry laboratory safety course is designed to emphasize proper principles and procedures related to safety in the science labs and classrooms. This course outlines the correct procedures for labeling, storing and disposing of chemicals and related materials. Emphasis is placed on the Occupational Safety and Health Administration (OSHA) and Materials Safety Data Sheet (MSDS) standards and regulations.

### **CHM 105: Introductory Studies in the History of Chemistry** 3 credits

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Introductory studies in the history of chemistry emphasizes the importance of significant events, theories and individuals in the development of chemistry. This course will analyze the impact of chemistry and technology on society along with ethical considerations or view points related to current events.

### **CHM 113: General Chemistry I** 3 credits

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An exploration of the principles and practice of modern chemistry. Topics include the chemical and physical properties of elements and compounds, reaction stoichiometry, energetics, and atomic and molecular structure. Prerequisites: MAT 121 or equivalent. Co-requisites: CHM 113L

### **CHM 113L: General Chemistry I: Lab** 1 credit

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A lab course designed to complement and support the principles being learned in CHM 113 lecture. Prerequisite: MAT 121 or equivalent. Co-requisites: CHM 113

### **CHM 115: General Chemistry II** 3 credits

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A lab course designed to complement and support the principles being learned in CHM 115 lecture. Co-requisites: CHM 115

### **CHM 115L: General Chemistry II: Lab** 1 credit

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A lab course designed to complement and support the principles being learned in CHM 115 lecture. Co-requisites: CHM 115 and CHM 115R.

### **CHM 153: Chemistry Laboratory Equipment, Setup, and Use** 3 credits

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The chemistry laboratory equipment setup and use course (on campus 1 week – 40 hours) is designed to give students hands-on experience in performing chemistry experiments in the classroom. The course emphasizes proper application and handling of laboratory equipment in a classroom setting. Application of safety principles and procedures will be reinforced. Prerequisite: CHM 103.

### **CHM 331: Organic Chemistry I** 3 credits

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A systematic study of the chemistry of carbon compounds. Topics include nomenclature, structure, synthesis, reactions, and analysis of aliphatic and aromatic compounds. Prerequisite: CHM 115. Co-requisites: CHM 331L

### **CHM 331L: Organic Chemistry I: Lab** 1 credit

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Lab course to develop basic lab skills useful for synthesis of compounds, isolation of natural products, and study of reaction mechanisms. Co-requisites: CHM 331

### **CHM 332: Organic Chemistry II** 3 credits

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Continuation of CHM 331. Topics include reaction mechanisms, kinetics, approaches to chemical synthesis, and qualitative analysis of organic compounds. Prerequisite: CHM 331. Co-requisites: CHM 332L

### **CHM 332L: Organic Chemistry I: Lab** 1 credit

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Continuation of CHM 331L involving more complicated techniques for synthesis, instrumental analysis, and structure elucidation. Co-requisites: CHM 332

### **CHM 360: Principles of Biochemistry** 3 credits

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Practical introduction to lab techniques used in biological preparations, analysis, and functional studies of proteins, carbohydrates, lipids, and nucleic acids. Prerequisites: CHM 331 or CHM 332.

### **CHM 360L: Principles of Biochemistry: Lab** 1 credit

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Lab course designed to augment CHM 360 lecture topics. Practical experience in lab technique, data collection, and analysis related to biological molecules. Co-requisites: CHM 360 and CHM 360R.

### **CHM 461: Biochemistry I** 3 credits

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Study of the chemical basis for biological functions in living organisms. Topics include structure and function of proteins, carbohydrates, lipids, and nucleic acids. Prerequisite: CHM 332. Co-requisite: CHM 463

### **CHM 462: Biochemistry II** 3 credits

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Continuation of CHM 461. Topics covered include molecular mechanism of genetics, biological energy production, and regulation of cell growth. Prerequisite: CHM 461.

### **CHM 463: Biochemistry Methods**

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Practical introduction to lab techniques used in biological preparations, analysis, and functional studies of proteins, carbohydrates, lipids, and nucleic acids. Co-requisite: either CHM 360 or CHM 461

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**CHM 463L: Biochemistry: Lab** **1 credit**

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Practical introduction to lab techniques used in biological preparations, analysis, and functional studies of proteins, carbohydrates, lipids, and nucleic acids. Co-requisite: either CHM 461 or CHM 462.

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**CHM 480: Methods of Teaching Science in the Secondary School** **3 credits**

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Methods of instruction, organization, and presentation of content in chemistry to secondary school students. Topics include curriculum, stockroom organization, lab safety and liability, visual aid preparation, computer use in the classroom, and research issues in education. May not be applied to chemistry major. Prerequisite: CHM 115.

## Computer Information Systems (CIS)

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**CIS 180: Computer Application Modules** **1 credit**

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Basic studies of applications of electronic data processing. Students may select from one-hour modules to meet their objectives.

Modules include, but are not limited to

- Word Processing
- Beginning Spreadsheet
- Beginning Database
- Desktop Publishing
- Intermediate Spreadsheet
- Intermediate Word Processing
- Introduction to the Internet
- Accounting Applications
- Presentation Graphics

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**CIS 610: Security Policies, Standards and Procedures** **3 credits**

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In this course, students examine the role of security policies, standards and procedures in addressing business and technical risks. Using this framework, students develop a security governance report to evaluate compliance across the enterprise.

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**CIS 620: Design, Development and Evaluation of Security Controls** **3 credits**

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In this course, students transform high-level policies and procedures into quantifiable and measurable controls and mechanisms that enforce data and process integrity, availability and confidentiality.

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**CIS 630: Incident Response and Management** **3 credits**

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In this course, students identify and analyze the nature of security incidents, the source of potential threats and the methods used in incident management and mitigation. Students also evaluate technical and business issues which affect the actions of the enterprise in responding to a security incident.

## Communications (COM)

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**COM 101: Introduction to Human Communication Theory** **3 credits**

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An overview of human communication theory and its relationship

to responsible participation in personal, professional, and public settings. Includes application of course concepts through individual and collaborative learning exercises.

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**COM 125: Communications and the Media** **3 credits**

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Media history and theory are studied with an emphasis on the implications and impact of mass messages on meaning, culture, and society.

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**COM 150: History and Criticism of Visual Media** **3 credits**

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The history of visual art and its connection and influence on modern media are studied. Students gain an artistic vocabulary by becoming familiar with many kinds of visual art, by developing their skills in visual analysis, by increasing their understanding of aesthetic theory and applying that understanding in course presentations.

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**COM 230: Persuasive Theory** **3 credits**

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A study of the theory and practice of communication as it relates to influencing attitude and behavioral change. The course focuses on an historical overview of persuasive theory from its Classical beginnings to analyzing persuasive strategies and their use by contemporary practitioners. Examples for analysis are taken from advertising, public relations, religion, sales, politics, and propaganda.

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**COM 260: Introduction to Digital Media Production** **3 credits**

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Introduction to the theory, process, and procedure of electronic media production. Lecture and lab. Lab fee required. Prerequisites: COM 125 and COM 150.

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**COM 300: Writing for the Media** **3 credits**

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Students study the content, styles, and formats of media writing. The course emphasizes the differences in writing across diverse media modalities.

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**COM 310: Principles of Public Relations** **3 credits**

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An overview of theory and practice of public relations, media relations, promotion, research, and campaigns. An application of theory through problem solving and case study. Prerequisite: Junior or senior status or instructor's approval.

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**COM 314A: Intercultural Communication** **3 credits**

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This course creates an awareness of the skills necessary to promote positive communication and relationships across cultural differences. Students will explore verbal and non-verbal communication behaviors. Other cultures are explored through an examination of demographics, family structure, religion, politics, education, social life, art, and literature. A Writing-Intensive course. Prerequisite: Junior or senior status or instructor's approval.

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**COM 320: Public Relations Writing and Design** **3 credits**

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The study of planning, producing, and evaluating written public relations messages for and from a variety of media including print, broadcast, and the web. Student writing assignments include news releases, newsletters, public service announcements, coverage memos, position papers, background papers, brochures, and reports and proposals.

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**COM 330: Visual Media and Storytelling** **3 credits**

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This course focuses on the elements that make up almost all storytelling. Each student is encouraged to discover and develop their unique voice as a writer and storyteller, while understanding the critical importance of working as part of a creative team. This course emphasizes the use of traditional storytelling, classic mythology and how these devices apply to contemporary media.

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**COM 340: Screenwriting** **3 credits**

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In the Screenwriting course students learn storytelling for the screen through a managed regimen of in-class and out-of-class experiences that emphasizes the essential mix of imagination and craft in writing. They will hone their skills in observation, communication, and visualization, and receive instruction on structure for screenwriting and how to employ written language to articulate dramatic and visual expression.

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**COM 350: Cinematography and Set Design** **3 credits**

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This course will be an intensive exploration of the craft, technologies, and aesthetic principles of cinematography, lighting, and set design techniques. Lectures and in-class demonstrations will cover video formats, cameras, exposure, lenses and optics, lighting units, lighting placement, lighting control, camera support, and camera movement. Lab fee required.

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**COM 400: Current Issues in Communication** **3 credits**

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Special topics and current issues of interest to communication and media students are studied.

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**COM 410: Effective Ministerial Communications** **3 credits**

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The theory and practice of effective ministerial communications including preaching, writing, and teaching techniques that spread the gospel will be the basis of this course. An application of theory through problem solving and case study of current effective ministerial speakers. The student will learn the tools and preparation needed to communicate with a variety of audiences, to employ creative pedagogy that challenges and engages the audience, and to develop a message that is culturally relevant and biblically accurate.

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**COM 450: Audio Production Workshop** **3 credits**

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This course is designed for all students involved in digital media who want to be able to better understand the fundamentals of sound. The course will cover the basics of sound, use of microphones and digital recording and include lab projects utilizing the latest audio manipulating software. Students will gain knowledge of the key roles in the audio production environment. Lab fee required.

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**COM 460: Media Production and Editing** **3 credits**

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This course will follow the general chronology of editing from capture and logging, through editing and effects, to final output of a finished program. The first half of the course will be devoted entirely to a mastery of the editing software. The second half of the course will be devoted to the "why" we cut. Different editing theories will be explored including montage, fast cut, long take, jump cut, etc. Lab fee required.

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**COM 470: Production Management** **3 credits**

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This course explains how a movie is transformed from a screenplay to the screen. Students will learn how to break down a screenplay, organize a shooting schedule, create a budget, secure locations, find actors, hire crews, and communicate with unions. Students will also

learn the art of storyboards by conceptualizing and rendering the drawings that will communicate continuity. Lab fee required.

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**COM 480: Media Production and Directing** **3 credits**

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The course utilizes techniques of directing, sound editing, lighting, and advanced editing programs. Several practical and written exercises lead to a short digital production. Students will spend time working with actors in front of the camera as well as composing shots to convey a story visually. Lab fee required.

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**COM 495: Senior Seminar** **3 credits**

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This capstone course examines in depth the concepts of Global Citizenship, Critical Thinking, Effective Communication, and Responsible Leadership, focusing on the ethical and intellectual challenges such concepts evoke for the individual. Students contemplate a values-based view of success, and critically assess the impact their GCU education has had on their future personal and professional lives.

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**COM 497: Internship** **3 credits**

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An opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisites: Senior status, admission to Communications program, and instructor's approval.

## Core (COR)

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**COR 400: Leadership and Vocation** **3 credits**

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This course emphasizes major behavior patterns that effective leaders use to influence followers, including Ken Blanchard's leadership model. Topics include what effective leaders really do and how leaders can diagnose and modify situations to make their leadership a more positive and productive endeavor.

## Computer Science (CSC)

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**CSC 105: Introduction to Programming Languages** **3 credits**

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An introduction to higher-level programming languages. Topics include structured programming techniques, algorithm design, problem solving, program coding and program verification.

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**CSC 205: High Level Programming** **3 credits**

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A continuation of the concepts introduced in CSC 105 to include an in-depth study of a higher-level programming language. Topics include the use of dynamic variables and the pointers required to manipulate them. Prerequisite: CSC 105.

## Design Studio (DGN)

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**DGN 223: Advertising Design** **3 credits**

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An overview of skills needed to develop successful advertising campaigns. Coursework is a combination of lecture and lab work.

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**DGN 233: Graphic Design I** **3 credits**

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Study of the primary principles of design, type, and imagery, and their application to graphic design problems. Coursework is a combination of lecture and lab work. Students will complete work both by hand and with technology.

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**DGN 263: Digital Layout and Illustration** **3 credits**

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Study to develop technical and aesthetic proficiency in digital page layout and illustration programs.

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**DGN 265: Web Design** **3 credits**

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Students develop the ability to plan a Web site and develop multiple design solutions for the needs of this media. Students learn the technical and aesthetic skills necessary for basic site creation and maintenance. Emphasis is placed on the student's ability to keep themselves current with the tools as they change over time. Programs used are industry standard within the design field.

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**DGN 333: Graphic Design II** **3 credits**

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Intensified study of typography and its use as a communications design tool. Continued study of the use of images, color and texture. Study of paper, ink and bindery methods, and the printing processes. Students will design and execute multiple projects using computer based tools.

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**DGN 433: Graphic Design III** **3 credits**

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A highly aesthetic and technical class where students bring all design skills together, including typography, illustration, photography, graphics and production planning. Course may be repeated for up to six hours of credit.

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**DGN 434: Graphic Design IV** **3 credits**

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Students plan and complete their professional portfolio and produce self-promotional pieces including resume, cover letter, and Web site. Development of job seeking and interview skills and evaluation of personal and professional goals. Prerequisite: DGN433.

## Economics (ECN)

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**ECN 211: Microeconomic Principles** **3 credits**

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An introduction to the basic micro economic concepts of supply and demand, consumer choice, elasticity of demand, costs of production, market structures, and the social costs of economic activity. Prerequisite: MAT 120 or equivalent. Micro Economics is a prerequisite for Macro Economics.

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**ECN 212: Macroeconomic Principles** **3 credits**

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An introduction to basic macro economic concepts including measures of national output, national income accounting, unemployment, inflation, money and banking, and fiscal and monetary policy. Prerequisite: ECN 202, ECN 211, or equivalent.

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**ECN 363: Money and Banking** **3 credits**

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A general survey of financial institutions, the Federal Reserve System, the qualities of a sound monetary system, the theory and value of money, deposit insurance, and foreign exchange. Prerequisite: ECN 201 or ECN 212 and FIN 301.

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**ECN 425: International Trade and Finance** **3 credits**

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An overview of the international economy including the motivation for trade, trade patterns, barriers to trade, protectionist policies, exchange rates, foreign exchange markets, and exchange rate interventions. The evolving role and relevancy of such global institutions as the IMF, WTO, and World Bank are also examined. Prerequisites: ECN 201 or ECN 212; and FIN 301.

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**ECN 607: Managerial Economics** **3 credits**

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This course explores microeconomic principles and techniques of analysis for managerial decision-making. Topics include demand analysis, production planning, and product pricing. Prerequisite: MKT501 or its equivalent.

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**ECN 638: Growth Strategies** **3 credits**

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Growth Strategies examines the opportunities and challenges inherent in mergers, acquisitions, partnerships, and other types of strategic alliances. There is a focus on financial viability and integration issues involved in merger and acquisition activities. Students will learn to critically analyze costs, risks and potential gains of such growth strategies. Organic growth strategies will be presented along with a framework for determining when and where to pursue organic versus external growth options. Predatory versus collaborative growth strategies will also be examined.

## Education Administration (EDA)

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**EDA 529: Education Administration  
Foundation and Framework** **3 credits**

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This course orients students to the program, the field, and the Interstate School Leaders Licensure Consortium standards guiding them. It includes an introduction to creating a professional portfolio.

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**EDA 530: Educational Leadership** **3 credits**

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Upon completion of this course, educational leaders will possess an understanding of the complexity of being a leader, ranging from development of a vision for systemic change to demonstrating practical skills ensuring smooth day-to-day operations. This course meets the Interstate School Leaders Licensure Consortium (ISLLC) Standard #2.

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**EDA 531: Organizational Theory** **3 credits**

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This course provides a new paradigm for the school leader to apply the fundamental concepts of organizational theories and models to educational enterprises. This course meets the Interstate School Leaders Licensure Consortium (ISLLC) Standard #1.

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**EDA 532: Legal Issues in Education** **3 credits**

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Upon completion of this course, educational leaders will possess an understanding of the legal principles, along with the origin and development of laws governing American schools. This course addresses the Interstate Leaders Licensure Consortium (ISLLC) Standard #6.

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**EDA 533: Public School Finance** **3 credits**

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Because of the pervasive nature of school finance, this course responds to a portion of each of the six national standards of the Interstate Leaders Licensure Consortium (ISLLC). Upon completion of this course, the student will possess an understanding of the application of school finance topics related to education at the federal, state, and local levels; basic administrative theories, processes, and techniques; and major challenges in the operation of local schools.

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**EDA 540: The Principalsip** **3 credits**

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Personnel management in educational organizations includes recruitment, selection, orientation, development, compensation, and evaluations. This course will focus on attracting and retaining a quality workforce in education. This course responds to all six of the Interstate School Leaders Licensure Consortium (ISLLC) Standards.

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**EDA 541: The Assistant Principalship** **3 credits**

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Assistant principals are educational leaders who have major responsibilities that promote the success of students and their activities. Five important areas will be covered during this course: 1) discipline and student safety, 2) student activities, 3) athletics, 4) student scheduling, and 5) Interstate Leaders Licensure Consortium (ISLLC) Standard #3.

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**EDA 550: Supervision and Instructional Leadership** **3 credits**

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Because of the pervasive nature of supervision and instructional leadership, this course responds to several of the six national standards of the Interstate School Leaders Licensure Consortium (ISLLC) but will focus on ISLLC Standard #2. Upon completion of this course, the student will possess an understanding for the application of 1) models and theories of supervision, 2) interpersonal and technical skills needed for supervision, and 3) tasks and functions of the supervisor.

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**EDA 560: Curriculum Development for School Improvement** **3 credits**

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Upon completion of this course, educational leaders will possess the skills to direct, guide, stimulate, and put into effect curriculum changes and alignment. They will also understand the variety of components necessary to build a strong curriculum that will be flexible enough to adapt to a constantly changing world and withstand personal biases. This course responds to a portion of the Interstate Leaders Licensure Consortium (ISLLC) Standard #2.

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**EDA 570: Action Research in Education Administration** **3 credits**

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This course is designed to provide a theoretical foundation and framework for action research. Special emphasis is placed on an examination of the basic principles of qualitative research methodologies, which will lead to the design and implementation of a peer-supported action research project. The student's research project will be personalized to his or her school.

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**EDA 580: Internship in Educational Administration** **3 credits**

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This supervised clinical internship will encourage a cooperative arrangement among the key stakeholders. Upon completion, the candidate will possess an understanding of the complexity of being a leader, ranging from development of a vision for systemic change to demonstrating practical skills ensuring smooth day-to-day operations.

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**EDA 590: Educational Leadership in Technology** **3 credits**

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Upon completion of this course, the student will possess an understanding for the application of 1) financial, organizational, and implementation challenges of integrating technology into the educational community, 2) leadership strategies to integrate technology into the educational community, and 3) effective evaluation and assessment plans of current and future technology integration in the educational community. This course responds to several of the six national standards of the Interstate School Leaders Licensure Consortium (ISLLC) but will focus on the ISLLC Standard #3.

## Education (EDU)

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**EDU 183: Exploring Education as a Career** **3 credits**

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This course is designed for students who are considering teaching as

a profession. By observation and participation, students experience working with children and young people, as well as many of the duties as a teacher. A practicum in K-12 classrooms is required.

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**EDU 300: Teaching in a Pluralistic Society: Strategies for Multicultural Teaching** **3 credits**

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This course introduces students to the major goals, principles, and concepts of multicultural education. Specifically, four central topics will guide the study: 1) clarifying key concepts and terminology; 2) discovering multiple perspectives in culture and history; 3) understanding cultural and individual differences in teaching and learning; 4) becoming a multicultural and effective teacher.

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**EDU 303<sup>A</sup>: Foundations of Education** **3 credits**

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Students will study the historical, philosophical, and sociological influences which have shaped American education, the issues faced by educators today, and the challenges of the future which await persons now entering the teaching profession. The course is designed for students who have already committed themselves to a career in education or are exploring a career in education and includes a first phase observation in the K-12 classroom. A Writing-Intensive course. Prerequisite: Sophomore status.

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**EDU 313: Educational Psychology** **3 credits**

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This course provides a thematically arranged study of the theories and principles of psychology that have influenced instructional practices. Behavioral and cognitive approaches to learning, motivation, and instruction are explored. Prerequisite: PSY 101. Prerequisite/Co-requisite: EDU 303.

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**EDU 363: Instructional Technology** **3 credits**

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Emphasis is given to the selection, separation, evaluation, and utilization of various simple media elements as well as computer networking, multimedia, interactive video, and the Internet.

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**EDU 473: Children's Literature** **3 credits**

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All types of children's literature from outstanding authors are surveyed through synopses and actual reading of children's books to acquaint the student with the best stories and poems for use with children. Methods of using these types of literature and the techniques of storytelling are also studied.

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**EDU 519: The Engaged Mind** **3 credits**

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To better understand thinking, an educator must research current knowledge of the human mind and learn to assess a student's ability to think. This course addresses all five core propositions of the National Board for Professional Teaching Standards (NBPTS).

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**EDU 520: Classroom Management** **3 credits**

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Various models of classroom management are examined, and techniques for assessing current classroom management practices at school are explored. Emphasis is given to planning, implementing, and assessing classroom management practices at the local school followed by designing, conducting, and evaluating an in-service teacher workshop based on identified needs.

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**EDU 521: Current Classroom Methods and Strategies** **3 credits**

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A growing body of research shows that teacher effectiveness is the single most important school-based influence on student



achievement. Today's educator responds to complex and diverse needs of students in each classroom. This course provides the foundations for instructional design along with the tools for instructional planning. The alignment of curriculum standards to instruction and assessment is a major focus in this course. Upon completion of this course, the student will have established a wide repertoire of methods and strategies that are research-based and easily modified to today's complex classroom.

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**EDU 523: Advanced Educational Psychology 3 credits**

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This study of the theories and principles of psychology that influence education addresses developmental, behavioral, and cognitive approaches to learning, motivation, instruction, and assessment.

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**EDU 529: Foundations and Framework 3 credits**

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This course orients students to the program, the field, and the National Board for Professional Teaching Standards (NBPTS) guiding them. It includes an introduction to creating a professional portfolio.

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**EDU 530: Educational Leadership 3 credits**

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Teachers should possess a repertoire of skills that will enable them to function comfortable and effectively in a changing learning environment. The course will provide teachers with an understanding of the complexity of being a leader in times of change. Teachers will develop a vision of systemic change and demonstrate practical skills for ensuring smooth day-to-day operations within their school.

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**EDU 532: Legal Issues in Education 3 credits**

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Teachers need to recognize potential legal issues, make informed judgments and decisions, and seek administrative and legal counsel when necessary. This course provides teachers with a basic understanding of the legal principles directing the American school system, along with the legal case origins determining current classroom guidelines.

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**EDU 550: Technology Enhanced Instructional Design 3 credits**

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The purpose of this course is to introduce students to the theoretical foundations of technology enhanced instructional design and the designing and planning of technology enhanced instruction. This course meets International Society for Technology in Education (ISTE) Standards and the National Board of Professional Teaching Standards (NBPTS).

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**EDU 560: Curriculum Assessment for School Improvement 3 credits**

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Upon completion of this course, teachers will possess the skills to direct, guide, stimulate, and put into effect curriculum changes and alignment. Educators will also understand the variety of components necessary to build a strong curriculum that will be flexible enough to adapt to a constantly changing world. This course responds to the National Board of Professional Teaching Standards (NBPTS).

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**EDU 563: Instructional Technology 3 credits**

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Emphasis is given to the advanced utilization of research-based methodologies through various media elements as well as computer networking, multimedia, interactive video, and the Internet.

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**EDU 570: Philosophical/Social Issues in Education 3 credits**

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This study of the historical, philosophical, and sociological influences upon which educational theories and practices are constructed addresses societal issues and future challenges facing educators involved in the system.

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**EDU 571: Psychological Issues 3 credits**

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Psychological topics will focus on classical and modern theories of learning. Inherent in the course is a study of the most recent issues in educational psychology concerning the learner, the learning process, the learning situation, and research in educational psychology. Actual research drawn from realistic classroom situations will provide an opportunity for the practitioner to test the applicability of the theories.

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**EDU 583: Teaching Reading in the Content Areas 3 credits**

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This course links reading skills across the curriculum through the use of instructional strategies and assessments. The use of textbooks, trade books, and electronic texts are explored with a focus on strategies that are relevant in every content area. This course meets the following International Reading Association (IRA) Standards: 1.1, 2.2, 2.3, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, and 5.4.

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**EDU 590A: Educational Action Research 3 credits**

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This course will provide teachers with the theoretical foundation and framework for research in education. Special emphasis is placed on the examination of the basic principles of qualitative research methodologies that lead to the design and implementation of a peer-supported action research project.

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**EDU 614: Research and Writing 3 credits**

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Incorporating active learning principles within a theoretical context will be the essence of the course. The practitioner in the field will have the opportunity to explore one educational problem in-depth and one appropriate research methodology. The problem and methodology will be presented and conducted as a research project.

## Elementary Education (EED)

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**EED 323: Curriculum and Methods: Science 3 credits**

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This course is designed to acquaint the elementary teacher with the curriculum and effective techniques for the teaching of science. The student is involved in planning instruction, employing science programs that are currently being used in the public schools, and using instructional models. This course includes lab experiences. Prerequisites: Admittance to the Teacher Education program, EDU 313, EDU 303, BIO course with a lab, and a CHM, GLG, or PHY course with a lab; senior status. EDU 363 is recommended.

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**EED 403: Curriculum and Methods: Mathematics 3 credits**

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The student is involved in the formulation of programs for the individual child to teach the theory and practice of elementary mathematics. Utilization of games in the classroom, manipulative materials, and mathematics curriculum in the elementary school are examined. Prerequisites: Admittance to the Teacher Education program, EDU 303, EDU 313, MAT 133; senior status.

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**EED 443: Curriculum and Methods: Literacy: Reading/Language Arts GR K-3 3 credits**

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This is a school-centered practicum (to include decoding) designed

to provide prospective teachers with teaching experience in reading over the length of one semester in a regular school classroom. This course will also focus on reading diagnostics, assessments, and strategies implemented with a single elementary student in a site-based reading lab. Prerequisites: Admittance to the Teacher Education program, EDU 303, ESL 420, and junior status. Co-requisite: Must be taken concurrently with ESL 420.

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**EED 463: Curriculum and Methods: Social Studies 3 credits**

This course is designed to assist the elementary teacher with methods of instruction, unit and daily lesson plan construction, materials and resources available, and current developments in the field. Lab experiences will include multicultural classrooms. Prerequisites: Admittance to the Teacher Education program, EDU 303, EDU 313, ESL 420, three credits of history, and senior status.

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**EED 473: Curriculum and Methods:  
Literacy: Reading/Language Arts GR 4-8 3 credits**

This course is designed to teach and develop a coherent approach to fostering literacy in the classroom. Emphasis is placed on planning lessons in reading comprehension, literature, phonics, writing, oral language, vocabulary, and evaluation of learning. The course includes discourse theory as it pertains to the teaching of reading and writing. Lab experiences will include multicultural classrooms. Prerequisites: Admittance to the Teacher Education Program, EDU 303, and ESL 420, senior status required.

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**EED 480: Student Teaching: Elementary School 8-12 credits**

The semester includes seminars in classroom management, assessment, and professional preparation. The student is assigned to an approved school to serve as a student teacher for a semester under the supervision of an experienced teacher. Prerequisites: Admission to the Teacher Education program, required courses for elementary certificate, a 2.50 GPA, and senior status.

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**EED 480a: Student Teaching: Elementary School 6 credits**

The semester includes seminars in classroom management, assessment, and professional preparation. The student is assigned to an approved school to serve as a student teacher for a semester under the supervision of an experienced teacher. Prerequisites: Admission to the Teacher Education program, required courses for elementary certificate, a 2.50 GPA, and senior status.

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**EED 480b: Student Teaching: Elementary School 6 credits**

The semester includes seminars in classroom management, assessment, and professional preparation. The student is assigned to an approved school to serve as a student teacher for a semester under the supervision of an experienced teacher. Prerequisites: Admission to the Teacher Education program, required courses for elementary certificate, a 2.50 GPA, and senior status.

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**EED 503: Curriculum Theory  
and Methods: Mathematics 3 credits**

This course is designed to acquaint the student with the current research related to the pedagogy of teaching mathematics. Curriculum formulation and implementation along with the utilization of manipulative materials and individualized games in the elementary classroom are addressed.

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**EED 523: Curriculum Theory and Methods: Science 3 credits**

This course is designed to acquaint the student with science

curriculum and effective techniques for the teaching of science. The student is involved in planning instruction, employing science programs that are currently being used in the public schools, and using research-based instructional models.

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**EED 543: Prescriptive Reading Theory  
and Practicum 3 credits**

The focus of this course is on reading diagnostics, assessments, and strategies implemented with a single elementary student. Emphasis is also given to research-based systematic phonics instruction.

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**EED 563: Curriculum Theory  
and Methods: Social Studies 3 credits**

This course presents the current research-based curriculum developments and models of effective instruction used in the field. Emphasis is placed on the construction of unit and daily lesson plans, materials, and resources with implementation in the elementary classroom.

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**EED 565: Integrated Elementary/Middle School  
Language Arts and Social Studies 3 credits**

This course is designed to teach and develop a coherent approach to fostering literacy through the integration of social studies content in the elementary and middle school classroom. Emphasis is placed on the use of reading skills and strategies to help students access social studies content. Curriculum theory related to an integrated approach to teaching and learning is a primary focus.

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**EED 573: Curriculum Theory and  
Methods: Literacy: Reading/Language Arts 3 credits**

This course is designed to develop a coherent, research-based program fostering literacy in the classroom. The course includes discourse theory as it pertains to the teaching of reading and writing. Emphasis is placed on planning and delivery of lessons in reading comprehension, literature, phonics, writing, oral language, vocabulary, and evaluation of learning.

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**EED 580a: Student Teaching Internship:  
Elementary I 6 credits**

Students are required to fulfill an eight-week internship experience in a classroom with a certified teacher. This course must be taken immediately preceding EED 580b Elementary II Student Teaching.

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**EED 580b: Student Teaching Internship:  
Elementary II 6 credits**

Students are required to fulfill an eight-week internship experience in a classroom with a certified teacher. This course must be taken immediately following the 8-week EED 580a Elementary I Student Teaching.

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**EED 583: Advanced  
Elementary/Middle School Mathematics 3 credits**

Contemporary mathematics programs in relation to content, materials, and teaching strategies will be explored. Development of a math curriculum will enable K-8 students to gain mathematical competency according to their respective capabilities. Prerequisite: Elementary, Secondary, or Special Education Certificate.

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**EED 584: Advanced Elementary/Middle School Science** **3 credits**

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A personal view of science and how it has shaped the way we think and behave will be explored. A teaching philosophy will be derived from the discipline of science and the way students learn. Application to the classroom will be an integral aspect of the course.

## **Executive Fire Leadership (EFL)**

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**EFL 620: Organization Theory and Behavior** **3 credits**

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This course examines organizations from a sociological perspective, considering structural issues, inter-organizational phenomena, and interactions between the organization and its environment. Topics include organizational design, organization culture, organization structure, organization learning, and large scale or complex organization change. Course draws heavily upon sociology, systems theory, economics, and anthropology.

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**EFL 621: Information Systems** **3 credits**

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Fire service leaders require a pragmatic methodology for study, analysis, and planning in order to assist their organization and personnel in adapting to the increasingly complex and rapidly changing world. This course provides the framework for organizational analysis and strategic planning for change, particularly technology-driven change. The course examines the new challenges stemming from increased use of technology and the rapid acceleration in the rate of change.

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**EFL 622: Public Policy** **3 credits**

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The focus of this course is on how public action takes place, what course(s) of action are available, and the implications, costs, and consequences of those actions. The Fire Service Executive of the future will require a more disciplined understanding of public policy. This course will be especially useful for individuals working in the public sector and will encourage a familiarity with public issues that will be useful for Fire Service Executives in making administrative or policy decisions. Further, this course will enhance the executives' sense of their own influence – in their work environments, their community, their profession, and in the broader realm of political life at the local, state, and national level.

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**EFL 623: Community and Human Service Delivery** **3 credits**

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This course examines human services, such as the Fire/EMS services, from theoretical and practical positions. It examines underlying philosophies and values, planning and development of programs and systems, managing these programs and systems, and evaluating and altering them. The course will consider the relevance for receiving these services, e.g., age, ethnicity, sex, family status, and other related factors of the service recipients, as well as the belief systems, sociopolitical concerns, financial and organizational demands, and personal circumstances of the service providers.

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**EFL 624: Public Sector Finance** **3 credits**

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This advanced introduction to the fundamentals of financial management emphasizes analysis of financial statements, organizational-departmental-divisional cash flows, taxes, the financial environment, bonds and their valuation, stocks and their valuation, and the cost of capital.

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**EFL 625: Public Sector Ethics** **3 credits**

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This course examines major topics in professional ethics particular to the public sector. Topics include, but are not limited to, the responsibilities of organizations to personnel; the responsibilities of personnel to the employer; the responsibilities of supervisors to personnel and personnel to supervisors; economic issues in economic systems with the primary emphasis on capitalism; and social responsibilities of business, including quality of products or service, truth in advertising, environmental concerns, ethical standards for professionals, and what is involved in moral education.

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**EFL 626: Strategic Planning in Fire Science** **3 credits**

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This course examines and defines the steps, concepts, theory, and value of comprehensive strategic planning. Students will participate in the formulation, financial development, operational management, and evaluation of currently utilized strategic plans and take part in the outline and design of a mock strategic plan.

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**EFL 627: Disaster Preparation and Crisis Management** **3 Credits**

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Students will receive the preparation necessary to uniquely manage and make critical decisions regarding a major incident or disaster. The courses focuses on specialized decision-making processes involving analytical methods and information management; interaction with other agencies and effective coordination of roles and efforts within a structured command system offer the crisis manager decisions in an unstructured environment; major events that have happened to the fire service; and how to prepare for the unexpected, including how to be a strong leader dealing with instant life and death decision-making on the emergency scene.

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**EFL 628: Environmental Issues and Hazardous Management** **3 credits**

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Students will learn about Fire Service's role in protecting the environment from damage; the potential environmental impact of various types of emergency incidents; the roles of various agencies in mitigating incidents that may be hazardous to the environment, including federal, state, and local laws, regulations, and ordinances; and planning, resource management, and other related issues.

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**EFL 629: Occupational Health and Safety** **3 credits**

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This course covers management of an integrated fire service health and safety program; related national and local regulations and standards, medical management, physical fitness development and implementation of safety programs, statistical development and assessment, gaining workforce commitment, including related fire service health and safety issues; an organized approach to assisting the individual and/or organization through the crisis and back to equilibrium; practical approaches to psychology of stress and its relationship to physical well-being for health care professionals; and identifying and understanding stress patterns in relation to balanced living, mental aspects of performance, and mental conditioning.

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**EFL 630: Applied Fire Service Research** **4 credits**

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Preparing the applied research project will allow the student to investigate and research a key issue or problem identified as important to his/her respective organization and the larger fire service in general. This is a capstone course in which the student

will be able to translate a great deal of the knowledge and skills gained in the other MSEFSL course work into a comprehensive graduate level research study.

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**EFL 631: Legal Aspects of Fire Service 3 credits**

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This course discusses rules and regulations governing the fire service and how it affects the government, the fire department, and the community; practical approaches to legal issues that affect managers regarding duties, responsibilities, and authority; and reducing personal and departmental liability, including state-of-the-art standards to maximize safety and efficiency.

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**EFL 670: Contemporary Issues in Disaster Preparedness 3 credits**

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Provides students with the opportunity to explore several major contemporary issues in crisis management and disaster preparedness. Students will conduct independent research and present their findings on community preparedness, and the leadership and management of contemporary community emergencies and crises. Additionally, students will develop an informed position on a controversial issue and engage in debate with students who have taken the opposing position.

## Emergency Management (EMM)

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**EMM 320: Emergency Management Organization 3 credits**

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The student will gain insight into the profession of emergency management, its history, principles, participants, functions, structure, and future. This course includes concepts related to accreditation of emergency management programs, professional associations, and professional credentials.

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**EMM 330A: All Hazards Emergency Planning 3 credits**

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This course focuses on emergency management planning, types of plans, the major components of the planning process, the hazard assessment process, and the importance of personal disaster planning. A writing-intensive course.

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**EMM 335: Emergency Management Operations and Techniques 3 credits**

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This course provides management operations and techniques in contemporary emergency service organizations. The role of supervisors, managers, and executives in the leadership process.

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**EMM 340<sup>A</sup>: Communications for Emergency Management 3 credits**

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The focus of this course will be on successful interpersonal communication skills, the difference between daily and emergency communication methods, and how to work with the media. A writing-intensive course.

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**EMM 380: Mitigation Planning in Emergency Management 3 credits**

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This course examines the process and principles of mitigation planning for emergency management, the benefits of mitigation, and the development and implementation of appropriate mitigation measures.

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**EMM 410: Ethical Leadership in Emergency Management 3 credits**

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This course will provide focus on leadership with an emphasis on

guiding and influencing emergency personnel and volunteers in an ethical manner during disasters while providing decision-based leadership.

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**EMM 425: Disaster Recovery and Business Continuation 3 credits**

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This course addresses disaster recovery and business continuity in public agencies and private companies, an explanation of federal guidelines for government continuity planning, and professional practices for business continuity planning in private companies.

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**EMM 433: Research Methodology 3 credits**

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This course helps students identify problems, review related literature, collect data, and measure objectives in the public safety environment. Students will apply analytical skills to emergency management-related research projects. A writing-intensive course.

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**EMM 435: Health, Shelter, and Evacuation Issues in Emergency Management 3 credits**

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This course examines how to address and respond to special emergency management issues in disasters including animal care, special needs populations, and evacuations.

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**EMM 440: Terrorism's Impact on Emergency Management 3 credits**

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An examination of the historical and political impact of terrorism on emergency management including examples of terrorist activity, summary of federal government efforts, and media coverage of terrorism.

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**EMM 445: Case Studies of Critical Incidents 3 credits**

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Case studies are utilized through the course to illustrate commonly encountered problems and issues in the management of human-caused and natural disasters. Incidents will be studied for the purpose of learning best practices and for the development of mitigation, response, and recovery plans.

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**EMM 490: Organizational Development and Change 3 credits**

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An overview of approaches to organizational development with emphasis in the practical aspects of changing public safety organizations to improve effectiveness.

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**EMM 495: Senior Capstone 3 credits**

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Identification of planning, preparation, and completion of a project to solve or research emergency management problems particular to a government, business, health care setting, or educational setting.

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**EMM 640: Emergency Planning and Management 3 credits**

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This course is designed to teach students the planning and management processes and the issues involved in large-scale emergencies. The nature of natural and technological risk and emergency will be explored via case studies. The public sector roles in contingency planning and response are also discussed and assessed.

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**EMM 645: Disaster Medical Management I 3 credits**

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This course provides an in-depth evaluation of the medical and surgical management of complex problems in human-caused and natural disasters to better understand how community clinical practices may have to be modified to save human life.

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**EMM 650: Economic and Human Issues in  
Emergency Management** **3 credits**

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This course provides an overview of the strategic, political, economic, and human issues encountered in the management of disasters or major traumatic public events. This knowledge gives the emergency manager a realistic view of the issues to expect in a disaster, how to plan accordingly, and how to manage resources and people more effectively in emergency situations.

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**EMM 655: Disaster Medical Management II** **3 credits**

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This course builds on the information presented in EMM 645 and provides an in-depth evaluation of the medical and surgical management of complex problems in human-caused and natural disasters to better understand how community clinical practices may have to be modified to save human life.

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**EMM 660: Law and Legal Issues in Emergency  
Management** **3 credits**

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This course analyzes the federal, state, and local legislation related to emergency management in various types of disasters. Guaranteed rights under the US Constitution and the legal and ethical application of measures within the parameters of these rights in emergency situations are also discussed.

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**EMM 665: Crisis and Continuity Management for  
Healthcare Personnel** **3 credits**

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This course covers emergency management planning as it is applied to health care. Students will review integrated health care processes in a community response to significant human-caused and natural disasters. The role of health care institutions and the enhancement of current practices to maximize existing and new resources to protect and save human life are also discussed.

## English (ENG)

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**ENG 101A: Academic Writing** **3 credits**

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A course in writing academic prose, including various types of essays, arguments and constructions. A Writing-Intensive course.

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**ENG 102A: Research Writing** **3 credits**

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A course exploring various types of research writing, with a focus on constructing essays, arguments, and research reports based on primary and secondary sources. A Writing-Intensive course. Prerequisite: ENG 101.

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**ENG 103A: Honors Composition** **3 credits**

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A course designed for students who have demonstrated good writing skills. Students will learn how to use a variety of research techniques and discourse styles to create proposals, arguments, and nonfiction articles. This course fulfills all freshman English requirements. A Writing-Intensive course. Prerequisite: Placement from the ACT/SAT scores.

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**ENG 200: Analysis of World Literature** **3 credits**

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A study of some diverse works in world literature. This course is an introduction to all advanced English course offerings. Students will also be introduced to methods of literary criticism and analysis. All students who plan to major or minor in English should earn a 3.00 or above in this course before taking any upper division English courses. Prerequisites: ENG 101 and ENG 102, or ENG 103.

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**ENG 201: Intermediate Grammar** **3 credits**

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A review of basic English syntax, form, and mechanics. The course also introduces principles of grammar and linguistics. Prerequisites: Grade of 2.00 or higher in ENG 101 and ENG 102, or ENG 103.

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**ENG 211: Persuasive Writing** **3 credits**

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Course description was not available at press time.

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**ENG 221: English Literature I** **3 credits**

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A survey of English Literature from the Old English Period through the Enlightenment. Prerequisites: ENG 101 and ENG 102, or ENG 103 (and ENG 200 for English majors).

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**ENG 222: English Literature II** **3 credits**

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Continuation of ENG 221 covering the Romantic period through the Modern period. Prerequisites: ENG 101 and ENG 102, or ENG 103 (and ENG 200 for English majors).

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**ENG 300: English Practicum** **2 credits**

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Guided practical experience in tutoring and evaluating writing. Prerequisite: English Teaching majors only or instructor's approval.

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**ENG 301A: Advanced Composition** **3 credits**

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A course for students who wish to develop their skills in academic and nonfiction writing. A Writing-Intensive course. Prerequisite: Grade of 2.00 or above in ENG 101 and ENG 102, or ENG 103.

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**ENG 314: Advanced Grammar** **3 credits**

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A study of the syntax and mechanics of English grammar from contemporary linguistic perspectives. Prerequisite: Mastery of ENG 201 or diagnostic examination.

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**ENG 315: English in Its Social and Historical Settings** **3 credits**

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An exploration of the historical development of English and its variations across social contexts. Prerequisite: ENG 201 or instructor's approval.

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**ENG 324: Studies in Poetry** **3 credits**

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A course designed for students who are pursuing a major or minor in English or who wish to increase their understanding and appreciation of poetry. Prerequisites: ENG 101 and ENG 102, or ENG 103 (and ENG 200 for English majors).

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**ENG 341: American Literature I** **3 credits**

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A study of outstanding authors, their works, and the literary movements from the Colonial Age to Romanticism (1850). Prerequisites: ENG 101 and ENG 102, or ENG 103 (and ENG 200 for English majors).

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**ENG 342: American Literature II** **3 credits**

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A survey of Realism, Naturalism, Modernism, and Post-Modernism in American fiction, drama, and poetry of the 19th and 20th centuries. Prerequisites: ENG 101 and ENG 102, or ENG 103, (and ENG 200 for English majors).

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**ENG 352: The Short Story** **3 credits**

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A study of the short story, its development, the different types, and

an analysis of technique. Prerequisites: ENG 101 and ENG 102, or ENG 103.

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**ENG 411A: Creative Writing** **3 credits**

A course for students who are particularly interested in writing fiction or poetry. May be repeated for a maximum of 6 credits. A Writing-Intensive course. Prerequisites: ENG 101 and ENG 102, or ENG 103.

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**ENG 413: The Novel** **3 credits**

A study in the development of the novel which focuses primarily on the reading and discussion of 19th and 20th century British and American works. Prerequisite: Junior status.

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**ENG 421: Shakespeare** **3 credits**

A study of major Shakespearean comedies and tragedies and of Shakespeare's development as a dramatist. Prerequisite: ENG 221 or junior status.

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**ENG 422 Major Authors** **3 credits**

The course focuses upon the study of the works of a major author, with emphasis on his or her seminal works with suitable reference to his or her biography and other works of merit.

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**ENG 423 Literary Movement** **3 credits**

A course that surveys the major works and figures of a literary movement, including examining that movement's historical and cultural context.

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**ENG 453: Christianity and Literature** **3 credits**

This course explores the works of literature which address in some way Christian themes or Biblical events. The course will integrate Christian belief with literary study as participants examine how authors, both Christian and non-Christian, treat Christianity in their works. Prerequisite: Junior status.

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**ENG 471: Adolescent Literature** **3 credits**

A course for students who wish to read and examine the literature being written for adolescents. Novels from a variety of subgenres will be studied and a variety of contemporary issues will be traced through adolescent literature.

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**ENG 480: Methods of Teaching English** **3 credits**

Methods of instruction, organization, and presentation of content in English.

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**ENG 490A: Senior Seminar** **3 credits**

An exploration of English as a discipline. Students study the interpretations of literature and methodology of writing, including advanced research. Students consider membership in professional organizations and explore career opportunities in the teaching of English in middle and high school as well as in professions outside the field of education. A Writing-Intensive course. Prerequisites: Declared English major (Literature or Teaching) and senior status.

## Entrepreneurship (ENT)

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**ENT 100: The Entrepreneurial Economy** **3 credits**

This course is designed to enable students to recognize the unique opportunities and challenges faced by entrepreneurs in today's dynamic business environment and combine essential business and

interpersonal skills for a successful career as an entrepreneur. Both the structure and dynamics underpinning today's entrepreneurial economy will be examined. Major topics areas will include the role of small business in the economy, how start-up firms compete for competitive advantage, and the 'mind-set' required to be a successful business owner. The course will underscore the importance of having a strong sense of personal values, and a healthy tolerance for risk taking.

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**ENT 250: Public Relations and Networking Skills** **3 credits**

This course is designed to build effective communication and networking skills so that students can leverage contacts and relationships to create business opportunities. The importance of building a professional and trustworthy business reputation is also addressed.

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**ENT 345: Ready, Aim, Fire** **3 credits**

This course provides an overview of entrepreneurship and teach the concepts and skills necessary to evaluate an idea and write a business plan. Selected topics in business law, finance, marketing, sales, and operations will be covered, specifically as they relate to entrepreneurship

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**ENT 350: Sales and Negotiation Skills** **3 credits**

This course builds the skills and techniques required for successful negotiations with suppliers, buyers, contractors, employees, financial institutions, etc. The strategies and tactics required to negotiate win-win agreements even from a position of lesser power are covered. A negotiations simulation will provide an experiential learning opportunity for students.

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**ENT 351: Legal Aspects for Entrepreneurs** **3 credits**

This course is designed to prepare students be aware of and comply with government policies, laws and regulations that impact small business operations. Major topics areas include contracts and leases, employment law, tax law, intellectual property and patents, litigation, and small claims court, and how to protect the ongoing operations and viability.

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**ENT 352: Entrepreneurship Experience I** **3 credits**

This course provides student teams with the opportunity to compete in a simulation exercise that exposes them to the day-to-day challenges owners/managers face in a start-up environment. Decision-making skills and the ability to operate under conditions of uncertainty will be honed. Students will analyze and interpret dynamic economic, financial, and market factors in order to make sound business decisions using a technology-based business simulation exercise.

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**ENT 353: Venture Capital** **3 credits**

This course examines the growth of the venture capital market and provides students with an understanding of the advantages and risks associated with venture capital financing. Both start-up and growth needs are explored. The course will focus on the more practical aspects of structuring transactions that add value for the firm, owners, and financial backers.

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**ENT 355: In the Game** **3 credits**

In the Game drills down on the information learned in Ready, Aim, Fire, and will develop the functional area topics in more detail. Students will walk through each step of writing a business plan for



a new venture and will develop a preliminary plan

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**ENT 365 The Big Win** **3 credits**

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The Big win focuses specifically on topics related to business expansion and raising funds. The business plans developed by the students will be analyzed using a specialty software package, allowing students to make the required refinements to their plans with the help of their instructor. This course will culminate with a final business plan that will be presented to a panel of corporate and faculty judges during the final residency. Project plans that are judged worthy of further development will have the potential to qualify for angel capital funding.

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**ENT 450: Social Entrepreneurship** **3 credits**

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This course is examines the importance of societal wealth ventures, social responsibility, community outreach, and giving back to the community in order to ensure balance between private and societal interests. The concept of identifying social issues as new business opportunities is fully explored.

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**ENT 451: Special Market Sectors** **3 credits**

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This course is examines the unique opportunities and challenges inherent in a number of special small business market sectors such as family-owned, professional, franchises, services, and import/exporting.

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**ENT 452: Entrepreneurship Experience II** **3 credits**

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This course is the capstone applications class where student teams will compete in a simulation exercise that exposes them to the day-to day challenges owners/managers face in a start-up environment. Decision-making skills and the ability to operate under conditions of uncertainty will be honed. Students will analyze and interpret dynamic economic, financial, and market factors in order to make sound business decisions using a technology-based business simulation exercise.

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**ENT 453: Intrapreneurship and Innovation** **3 credits**

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This course examines the importance of creating innovative work environments in small, medium, and large-scale organizations in order to ensure the long-term competitiveness of the firm. Innovation is explored from the perspectives of product development, internal process improvements, and strategic shifts. Students will have the opportunity to participate in an experiential innovation project.

## School Counseling (EPC)

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**EPC 525: Ethical Issues in Professional Counseling** **3 credits**

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This course will present an online seminar format that will provide the student with opportunities to study current ethical standards of counseling and psychology. The course is required early in the student's program experience. Counseling as a profession will be explored across historical practices, employment settings, credentialing, and ethics questions.

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**EPC 530: Theories in Counseling Psychology** **3 credits**

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Comprehensive and intensive studies of major theoretical orientations in counseling and psychotherapy are included, stressing implications for research and application. It includes experiences in micro-counseling and other simulations to develop counseling skills for the helping professional.

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**EPC 531: Principles of Guidance** **3 credits**

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This course is an introduction to the philosophical and historical functions of guidance and counseling, stressing theory and practical problems of organizing and implementing guidance programs in secondary and elementary schools. Consideration is given to professional issues, present and future, as they impact the role and function of the counselor. It includes the designs of guidance and counseling programs for elementary, secondary, or post-secondary institutions.

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**EPC 532: Research Techniques and Procedures** **3 credits**

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This course presents a spectrum of research methods and applications of psychological and educational research in schools. The course is designed to develop counselors' research knowledge and skills. Included are theory, logic, methodology, designs, statistics, evaluation, application, and integration of research findings into professional decision-making.

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**EPC 533: Methods and Techniques in Counseling** **3 credits**

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This course will introduce the student to those active listening skills that communicate the qualities of empathy, genuineness, and unconditional positive regard. The course will include role-playing and videotaped exercises. Fifteen hours of selected interventions will be required that involve working with typical clients demonstrating personal growth concerns.

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**EPC 534: The School Counselor in a Multicultural Society** **3 credits**

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This course addresses the socialization patterns, cultural backgrounds, values, attitudes, behaviors, and learning problems of children and youth whose cultural and ethnic backgrounds are different from those of children and youth from the dominant culture. Emphasis is on both theoretical constructs and practice in the development of leadership roles in the school and pluralistic community.

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**EPC 535: Psychology of Learning** **3 credits**

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This course stresses the major contributions of learning theorists to understanding behavior. Attention is given to human learning and the applicability of learning theory to the educational process. Students are required to design, conduct, report, and evaluate a learning activity pertaining to a major theory of learning.

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**EPC 536: Psychological Perspectives on Marriage, the Family, and Children** **3 credits**

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This course includes an introduction to current theories and practice in marriage, family, and child therapy. Research on social issues, family systems, and cultural patterns is studied in relation to approaches and methods in counseling and therapy.

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**EPC 537: Appraisal of Children with Special Education Needs** **3 credits**

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This course is an introduction to appraisal techniques used to identify learning disabilities, such as interpretation of standardized achievement tests, descriptive statistics and data, mental ability and aptitude tests, preparation of individualized educational plans, and use of case study data in educational applications. It contains individual assessment processes that include (1) physical, mental, or emotional disability, (2) significant educational deficits, and (3) specific learning competency levels.<sup>3</sup>

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**EPC 630: Principles of Human Development** **3 credits**

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This course provides an intensive study and examination of research literature and formal theory in developmental psychology as it relates to people across the lifespan from infancy through adulthood. Social and personality development, intellectual development, language acquisition, and developmental expectations are emphasized. The unique concerns of the exceptional child are studied as well as in-depth, case-study skill development.

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**EPC 631: Psychological Measurement and Appraisal** **3 credits**

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This course includes the principles and techniques of psychological measurement and surveys major instruments, except projective measures and individual intellectual measures. The knowledge and skills covered can apply in a variety of settings: agencies, clinics, schools, and businesses. Students will use and evaluate achievement, aptitude, interest, and non-projective personality tests and have experiences in administering and scoring tests. Comprehension, use, and application of statistical concepts of evaluation will be presented.

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**EPC 632: Guidance Services and Career Counseling** **3 credits**

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This involves the study of social, educational, personal and occupational guidance services in the elementary, middle and high school. Theories of career choice will be studied. Counseling and guidance methods for K-12 children will also be included, along with how to work with parents and community in the student's life-planning. A supervised field experience is included.

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**EPC 633: Guidance and Counseling in Elementary Schools** **3 credits**

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Guidance services as they relate to the special concerns in an elementary school setting, with emphasis on the needs of the exceptional child, are covered in this course, which also includes programs dealing with the affective domain, delivery of services to the family, treatment practices, and evaluation of treatment. Counseling methods for primary, intermediate, and pre-adolescent elementary children will be covered, and a supervised field experience is included.

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**EPC 634: High School Career Information and Guidance** **3 credits**

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This course includes methods and processes of collecting, organizing, evaluating, promoting, and interpreting educational, occupational, and personal-social growth in the high school. Theories of career choice and vocational development are included as well as the counselor's role in career education. Career interest inventories are investigated in relation to their theoretical bases. A supervised field experience is included.

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**EPC 635: Methods of Group Process** **3 credits**

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Group effectiveness, communication skills, leadership practices and evaluation of outcomes are addressed for counselors, administrators, and other professionals dealing in services where group counseling is provided. Theory and research relevant to understanding, working with, and providing leadership for various types of groups within the mental health community are stressed. Didactic and applied, experiential activities are included.

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**EPC 639a: Internship in Counseling** **3 credits**

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This course involves supervised lab experiences in individual and group counseling with emphasis on personal counseling. Competence in counseling skills with varied types of human concerns is developed. This course is to be taken concurrently with one's work at a practicum site. The student must be involved in counseling activities and evaluation activities in the internship (practicum). A minimum of 300 clock hours of internship (practicum) occurring in a school counseling setting, with direct supervision from a site supervisor that also includes no less than 200 direct service clock hours with clients is required.

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**EPC 639b: Internship in Counseling** **3 credits**

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This course involves supervised lab experiences in individual and group counseling with emphasis on personal counseling. Competence in counseling skills with varied types of human concerns is developed. This course is to be taken concurrently with one's work at a practicum site. The student must be involved in counseling activities and evaluation activities in the internship (practicum). A minimum of 300 clock hours of internship (practicum) occurring in a school counseling setting, with direct supervision from a site supervisor that also includes no less than 200 direct service clock hours with clients is required.

## Physical Education – Army (EPE)

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**EPE 105: Army Master Fitness** **1 credit**

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Every semester. Beginning instruction in physical conditioning. Three credits of physical fitness lab per week. May be repeated for credit.

## English as a Second Language (ESL)

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**ESL 410: Advanced Language Teaching Methodologies and Assessment** **3 credits**

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This thorough examination of available methodologies, underlying philosophies, and assessment procedures includes lessons in teaching the four recognized skill areas (listening, speaking, reading, and writing) within the content areas and the use of standard tests. Prerequisite: ESL 423.

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**ESL 411: Language Teaching Curriculum and Materials Design** **3 credits**

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This course integrates general school curriculum, materials, and the specific English language teaching goals with the actual design and rendering of instructional materials. Prerequisite: ESL 423.

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**ESL 414: English in its Social and Historical Setting** **3 credits**

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This exploration of English language variation across sociocultural context and time discusses implications for building culturally appropriate ways of interacting in professional settings.

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**ESL 420: English Linguistics** **3 credits**

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This course is designed to familiarize students with emergent language, early linguistic development, and the fundamentals of linguistic theory, including the morphological, phonological, and syntactic structure of the English language as well as pragmatics,

semantics, and issues in first and second language acquisition. Emphasis is placed on oral and written language development and the implications of this development on language, learning, curriculum, language structure, and an awareness of patterns of communication among cultures. Prerequisite: Admittance to the Teacher Education program.

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**ESL 423: SEI English Language Teaching: Foundations and Methodologies** **3 credits**

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Through this course the historical, legal, theoretical, and sociological foundations of programs of instruction for non-English language background students are presented. The study of models, prototypes, and methodologies for ESL instruction is included.

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**ESL 433: Advanced Methodologies of Structured English Instruction** **3 credits**

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In this course students continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Instruction and other instructional programs for English Language Learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Students will identify strategies to promote English language development and improve student achievement. They will plan, deliver, and evaluate instruction for English Language Learners.

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**ESL 480: Internship in ESL** **3 credits**

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The student is assigned to an approved, experienced teacher or coordinator of programs for ESL for four weeks. The internship is individualized, and arrangements can be made based on student needs. Prerequisites: ESL 414, ESL 420, and ESL 423.

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**ESL 505: SEI Foundations and Methodologies** **1 or 3 credits**

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This course familiarizes students with the fundamentals of the legal, historical, and educational foundations of Structured English Immersion and other instructional programs for English Language Learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Students will identify strategies to promote English language development and improve student achievement. They will plan, deliver, and evaluate instruction for English Language Learners.

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**ESL 510: Advanced Language Teaching Methodologies and Assessment** **3 credits**

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This thorough examination of available methodologies, underlying philosophies, and assessment procedures includes lessons in teaching the four recognized skill areas (listening, speaking, reading, and writing) within the content areas and the use of standard tests. Prerequisite: ESL 523 or concurrent enrollment.

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**ESL 511: Language Teaching Curriculum and Materials Design** **3 credits**

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This course integrates general school curriculum, materials, and the specific English language teaching goals with actual design and rendering of instructional materials. Prerequisite: ESL 423.

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**ESL 514: English in its Social and Historical Setting** **3 credits**

---

This exploration of English language variation across sociocultural

context and time discusses implications for building culturally appropriate ways of interacting in professional settings.

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**ESL 520: English Linguistics** **3 credits**

---

This course is designed to familiarize students with emergent language, early linguistic development, and the fundamentals of linguistic theory, including the morphological, phonological, and syntactic structure of the English language as well as pragmatics, semantics, and issues in first and second language acquisition. Emphasis is placed on oral and written language development and the implications of this development on language, learning, curriculum, language structure, and an awareness of patterns of communication among cultures.

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**ESL 523: SEI English Language Teaching: Foundations and Methodologies** **3 credits**

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This course presents the historical, legal, theoretical, and sociological foundations of programs of instruction for English language learners. It includes an examination of the role of culture in learning and instructional program models, with a focus on Structured English Immersion. Students will be instructed in immersion strategies and the use of assessment data. The content of this course correlates with the NBPTS English as a New Language Standards, Standard I: Knowledge of Students, Standard III: Knowledge of Culture and Diversity, Standard VIII: Learning Environment, Standard IX: Assessment, Standard XI: Linkages with Families.

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**ESL 530: Internship in ESL** **3 credits**

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This course is specifically designed to aid teacher understanding of the nature of language, the processes of language use, and a descriptive grammar of English.

ESL 580: Internship in ESL or TESOL 3 credits

The student is assigned to an approved, experienced teacher or coordinator of programs for ESL for four weeks. The internship is individualized, and arrangements can be made based on student needs. Prerequisites: ESL 514, ESL 520, and ESL 523.

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**ESL 533: Advanced Methodologies of Structured English Instruction** **3 credits**

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In this course students continue to examine the fundamentals of the legal, historical, and educational foundations of Structured English Instruction and other instructional programs for English Language Learners. Theoretical principles of language acquisition and the role of culture in learning are examined. Methods of assessment are identified and analyzed. Students will identify strategies to promote English language development and improve student achievement. They will plan, deliver, and evaluate instruction for English Language Learners.

## Exercise Science (EXS)

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**EXS 295: Clinical Instruction in Athletic Training I** **5 credits**

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This course is designed to provide a clinical setting in which the athletic training student can clinically apply and show proficiency in the information learned in Care and Prevention of Athletic Injuries and First Aid and Safety. The student will be assigned to an "Approved Clinical Instructor" (ACI) who will supervise the student on a daily basis through constant visual and auditory interaction and provide feedback to the student on his/her

progression. Prerequisites: HLT 270, EXS 314

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**EXS 314: Care and Prevention of Athletic Injuries** **2 credits**

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A course designed to provide the student with a basic knowledge and understanding of the principles of sports medicine, the care and treatment of athletic trauma, and the use of proper conditioning principles of the prevention of injury. Co-requisite: EXS 314L.

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**EXS 314L: Care and Prevention of Athletic Injuries Lab** **1 credit**

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A laboratory course designed to complement and support the principles taught in EXS 314. Co-requisite: EXS 314

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**EXS 324: Recognition and Evaluation of Athletic Injuries** **3 credits**

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A course covering the evaluation of athletic injuries through practical skills of palpation of bony and soft tissue structures, assessing range of motion, neurological testing, and special tests for primary joints and areas of the body. Prerequisites: EXS 314 and BIO 160 or BIO 201. Co-requisite: EXS 324L

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**EXS 324L: Recognition and Evaluation of Athletic Injuries Lab** **1 credit**

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A lab course designed to complement and support the principles taught in EXS 324. Co-requisite: EXS 324

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**EXS 340: Physiology of Exercise** **3 credits**

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A study of the effects of exercise on the body. It includes the study of responses and adaptations to exercise at the systemic as well as the subcellular level. Two-and-one-half credits lecture, one-half credit lab. Prerequisites: HLT 253 or BIO 160 or BIO 201 and BIO 202. Co-requisite: EXS 330L.

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**EXS 340L: Physiology of Exercise Lab** **1 credit**

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A lab course designed to complement and support the principles taught in EXS 330. Co-requisite: EXS 330.

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**EXS 335<sup>A</sup>: Kinesiology** **3 credits**

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Analysis of human movement, integrating knowledge of the skeletal, muscular, and neurological systems with the effects of gravity, friction, internal and external forces, and the effects of motion on function, including the application of these factors to various types of physical skills. A Writing-Intensive course. Prerequisites: BIO 160 or BIO 201. Co-requisite: EXS 335L. Recommended: PHY 101 or PHY 111 (may be taken concurrently). Co-requisite: EXS 335L

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**EXS 335L<sup>A</sup>: Kinesiology Lab** **1 credit**

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A lab course designed to complement and support the principles taught in EXS 335. Co-requisite: EXS 335

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**EXS 340: Physiology of Exercise** **3 credits**

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A study of the effects of exercise on the body. It includes the study of responses and adaptations to exercise at the systemic as well as the subcellular level. Prerequisites: BIO 160 or BIO 201 and BIO 202. Co-requisite: EXS 340L

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**EXS 340L: Physiology of Exercise Lab** **1 credit**

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A lab course designed to complement and support the principles taught in EXS 340. Co-requisite: EXS 340

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**EXS 360: Strength and Conditioning**

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The study of the physiological responses to exercise, exercise techniques, exercise program design for anaerobic and aerobic exercise, exercise prescription principles and organization and administration of strength and conditioning facility. This course is designed to prepare students for National Strength and Conditioning Association (NSCA) Strength and Conditioning Specialist (CSCS) certification exam and personal training certificate. Prerequisites: BIO 160 or BIO 201

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**EXS 365: General Medicine/Pharmacology**

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Covers the competencies related to recognition, detection and referral and understanding treatment approaches for medical condition and disabilities associated with the physically active. These competencies covered are related to the derma, head, face, thorax, abdomen, eyes, ears, nose and throat. The student will also learn pharmacologic applications and governing pharmacy regulations relevant to treatment of injuries, illnesses and diseases. Prerequisites: EXS 314

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**EXS 383: Measurement in Physical Education** **3 credits**

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A study in tests and measurements in physical education. The course covers data analysis techniques for test evaluation, test construction, and grading; it also addresses tests of fitness and sports skills. Prerequisites: PED 246 and four credits of Professional Activities.

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**EXS 385: Therapeutic Modalities** **3 credits**

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A study of various therapeutic modalities that aid in the healing process of injuries. The course will cover the theory behind and proper use of these modalities with lab experience. Prerequisites: EXS 314. Co-requisite: EXS 385L

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**EXS 385L: Therapeutic Modalities Lab** **1 credit**

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A lab course designed to complement and support the principles taught in EXS 385. Co-requisite: EXS 385

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**EXS 386: Pharmacology and Neurology** **2 credits**

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Examination of current theories and practices related to athletic training and sports medicine including performance-enhancing substances. Prerequisites: BIO 201 and 202, BIO 160, HLT 253, or instructor's approval. (formerly EXS 496b).

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**EXS 395: Clinical Instruction in Athletic Training II** **5 credits**

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This course is designed to provide a clinical setting in which the athletic training student can clinically apply and show proficiency in the knowledge acquired in Evaluation of Athletic Injuries. The student will be assigned to an "Approved Clinical Instructor" (ACI) who will supervise the student on a daily basis through constant visual and auditory interaction and provide feedback to the student on his/her progression. Prerequisite: EXS 295 and instructor's approval.

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**EXS 399: Practicum** **1-5 credits**

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Every semester. The practicum is a supervised practical experience in the student's major area of interest. A minimum of 45 hours (maximum 60) of practical experience will be scheduled for each semester hour of credit. The experience must be arranged with an agency, organization, or individual that agrees to provide an advisor to work with the faculty advisor in designing

and evaluating the student's experience. This course is for junior and senior students with at least a cumulative 2.00 GPA and may be taken any semester with approval of the faculty advisor, the dean, and department chairperson.

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**EXS 414<sup>A</sup>: Advanced Athletic Training** **3 credits**

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This course covers content specific to the upper level athletic training student, including respiratory conditions and diseases, joint mobilizations, therapeutic massage, research design and presentation, resume development, and review for the NATABOC exam. A Writing-Intensive course. Prerequisites: EXS 314 and EXS 426

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**EXS 424: Athletic Training Administration** **3 credits**

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This course deals with the organization and administration of an athletic training program. Topics include program and human resource management, budgeting and inventory management, facility design, information management, insurance and legal considerations, and ethics in athletic training. Prerequisite: EXS 314.

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**EXS 426: Theory of Prescribing Exercise** **3 credits**

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The specific and applied use of exercise in prevention of injury, improvement of performance, and recovery from disability and dysfunction. Included are specific exercise routines, muscle testing, kinesiological principles, history and scope of rehabilitating exercise, abnormal clinical kinesiology, examination procedures, and reconditioning of specific disorders. Prerequisites: BIO 201 or BIO 160 and EXS 340. Co-requisite: EXS 426L

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**EXS 426L: Theory of Prescribing Exercise: Lab** **1 credit**

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Practical application of exercise prescription and rehabilitation. Designed to complement and support principles being taught in EXS 426 lecture.. Prerequisites: BIO 201 or BIO 160 and EXS 340. Co-requisite: EXS 426

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**EXS 494: Clinical Instruction in Athletic Training III** **5 credits**

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This course is designed to provide a clinical setting in which the athletic training student can clinically apply and show proficiency in the knowledge acquired in the prerequisite classes. The student will be assigned to an "Approved Clinical Instructor" (ACI) who will supervise the student on a daily basis through constant visual and auditory interaction and provide feedback to the student on his/her progression Prerequisites: EXS 395 and instructor's approval.

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**EXS 495: Clinical Instruction in Athletic Training IV** **5 credits**

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This course is designed to provide a clinical setting in which the athletic training student can clinically apply and show proficiency in the knowledge learned in prerequisite classes. The student will be assigned to an "Approved Clinical Instructor" (ACI) who will supervise the student on a daily basis through constant visual and auditory interaction and provide feedback to the student on his/her progression Prerequisites: EXS 494 and instructor's approval.

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**EXS 496: Special Topics in Sports Medicine** **2 credits**

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Examination of current issues, topics, and trends in the field of exercise science. Current theories and practices regarding diet, ergogenic aids, orthopedics, mechanics, therapy, motor control, and

injury prevention methods will be discussed. Must be taken twice by athletic training students. Prerequisites: BIO 160, or BIO 201 and BIO 202.

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**EXS 497: Internship in Exercise Science** **1-5 credits**

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A course designed to provide a clinical setting in which the athletic training student can clinically apply and show proficiency in the knowledge acquired in Care and Prevention of Athletic Injuries and First Aid and Safety. The student will be assigned to an "Approved Clinical Instructor" (ACI) whom will supervise the student on a daily basis through constant visual and auditory interaction and provide feedback to the student on his/her progression Prerequisites: EXS 314, HLT 270 and instructor's approval.

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**EXS 497A: Internship**

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The first portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

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**EXS 497B: Internship**

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The second portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

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**EXS 499: Independent Study** **1-4 credits**

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Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. Independent Study is reserved for junior and senior students with a cumulative GPA of at least 3.00, with approval of the dean, department chairperson, and instructor.

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## Family Studies (FAM)

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**FAM 341: Developmental Psychology** **3 credits**

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Identification of the major theories and research in child development and their application to parenting children from infancy through the teen years.

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**FAM 430: Psychology of Gender** **3 credits**

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A study of the psychology of gender and gender differences, theories of origins, the function of gender for individuals and society, and how gender affects individuals and relationships.

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**FAM 432: Marriage Enrichment** **3 credits**

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An investigation into the elements involved in choosing a mate. Also addressed are understanding a mate's needs, strengths, and weaknesses and fostering healthy marital relationships, including physical unity and sexual fulfillment, typical problems related to sexual behavior, and strategies for enhancing sexual intimacy. Support of sexuality in marriage from a distinctly Christian point of view.

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**FAM 435: Parenting** **3 credits**

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Explores the principles of good parenting and their application toward successfully raising children in a modern, consumer-driven society.

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**FAM 440: Personality** **3 credits**

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An exploration of Biblical principles of leadership and Adlerian psychology that address how personality is shaped through birth order, early memories, love languages, and personality types.

## Finance (FIN)

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**FIN 301: Fundamentals of Business Finance** **3 credits**

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A study of the finance function within the modern corporation. Topics covered include financial analysis and planning, the valuation of financial assets, capital budgeting, capital structure, and working capital management. Prerequisites: ACC 211 and ACC 212.

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**FIN 313: Sport Management** **3 credits**

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Basic theory in finance and accounting applied to managerial control of sport organizations. Included are forms of ownership, taxation, financial analysis, feasibility studies, and economic impact studies. Prerequisites: FIN 301.

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**FIN 402: Intermediate Finance** **3 credits**

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A study of the application of financial techniques and principles to case studies in corporate financial management. The case study approach involves problem determination, identification of alternative courses of action, qualitative and quantitative analysis, and decision-making. Several major topic areas in financial management will be covered. Prerequisite: FIN 301.

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**FIN 425: International Trade and Finance** **3 credits**

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A study of interrelationships between the international monetary environment and financial planning for corporations with overseas operations. The topics covered include the international monetary system, the foreign exchange market, managing exchange exposure, political risk management, import/export financing, and international performance evaluation. Prerequisite: FIN 301.

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**FIN 501: Financial Analysis** **3 credits**

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A course designed for students who have not had finance in their undergraduate work or for those who desire a refresher in finance. Topics covered include financial analysis, financial planning, asset valuation, capital structure, time value of money, and working capital management. Prerequisite: ACC 501.

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**FIN 608: Managerial Finance** **3 credits**

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Students study the finance function within the modern corporation. Emphasis is placed on how capital markets work and how management actions impact determining security values within capital markets. Topics include financial analysis, working capital management, capital budgeting, and capital structure. Prerequisite: FIN 501.

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**FIN 624: Management of Working Capital** **3 credits**

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This course studies the management of cash, accounts receivable, inventory, and short-term liabilities. Outlets for the investment of short-term funds in the money market, as well as potential sources of short term borrowing, are identified and discussed. Prerequisite: FIN 501.

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**FIN 626: Investments** **3 credits**

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Students study stocks, bonds, derivatives, and their application in portfolio management as well as securities markets and trading

procedures. Portfolio theory is developed and emphasized. Material in this course is applicable to both professional portfolio management and individual investment decisions. Prerequisite: FIN 501.

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**FIN 634: Balancing Conflicting Financial Interests** **3 credits**

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Balancing Conflicting Financial Interests explores the challenges faced by managers, investors, and corporate boards and the tremendous pressures they are under to report sales growth and strong financial results. Topics include revenue measurement and recognition, provisions for uncertain future costs, asset valuation, and related party transactions. The SOX Act is examined relative to compliance and internal control structures. The course also examines financial and corporate issues that require a balancing of conflicting interests such as outsourcing and downsizing.

## Foreign Language (FLA)

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**FLA 480: Foreign Language Teaching Methods** **3 credits**

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This course studies the analysis and description of second language learning specific to the targeted language; evaluation procedures; methods and trends of teaching a modern foreign language. Prerequisites: SPA 312 or GER 312 or FRE 312 or instructor's approval.

## Geography (GEO)

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**GEO 121: World Geography** **3 credits**

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A study of the physical environment and of the relationship of humanity to each of the major geographic areas of the world.

## Geology (GLG)

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**GLG 101: General Geology** **3 credits**

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An introduction to physical and historical geology with an emphasis on the geology of Arizona. The relation of geology to man's culture and economic development is stressed. Co-requisite: GLG 101L

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**GLG 101L: General Geology: Lab** **1 credit**

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A lab course designed to complement the topics covered in the geology lecture. Co-requisite: GLG 101

## History/Social Science (HIS)

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**HIS 103: Early American History** **3 credits**

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A study of the history of the United States from pre European contact through the post Civil War reconstruction period which ended in 1877.

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**HIS 104: Recent American History** **3 credits**

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A study of the history of the United States from 1877 through the beginning of the twenty-first century.

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**HIS 107: World History before 1500** **3 credits**

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A survey of the major events, personalities, movements, and ideas in world civilization from the prehistoric era to 1500 CE. This course focuses on the key political, intellectual, scientific, social, economic, and cultural changes that occurred in world civilization. Students will gain an understanding of the social forces and trends in social, religious, political, and philosophic thought that laid the

foundations of the modern world.

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**HIS 108: World History after 1500** **3 credits**

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A survey of the major events, personalities, movements, and ideas in world civilization after 1500 CE. This course focuses on the key political, intellectual, scientific, social, economic, and cultural changes that occurred in world civilization. Students will gain an understanding of the social forces and trends in social, religious, political, and philosophic thought that laid the foundations of the modern world.

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**HIS 200: Christian History** **3 credits**

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The history of the church from Christ to modern times and the current status of the American Church, and its particular denominational derivations, will provide historical perspective of Christianity. The student will examine the relationship between Christianity and culture in order to answer how and why the political and social, and intellectual traditions in American culture shaped Christianity and were, in turn, shaped by Christianity. Students will be able to explain the significant ideas, movements, and people associated with the history of Christianity.

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**HIS 231: American Military History** **3 credits**

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A survey of the development of the American military and militia system from its English origin through the present. The principles of warfare and military leadership, the soldier's experience on the battlefield, and the place of the military within the American democracy are threads of continuity woven by the instructor through the course.

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**HIS 246A: History and Historians** **3 credits**

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An exploration of the historical discipline. Students will examine the meaning and interpretations of history and its methodology. Required for all history majors and minors. A Writing-Intensive course. Prerequisites: Six credits from the following: HIS 103, HIS 104, HIS 107, or HIS 108, or instructor's approval.

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**HIS 303: The History of Christianity in America** **3 credits**

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An examination of the Protestant and Catholic traditions as they evolved in the United States with particular emphasis given to the reciprocal role of religion and politics as formative cultural influences that contributed to the shape and development of social and intellectual institutions in America. Prerequisites: HIS 103, HIS 104, and HIS 246 or instructor's approval.

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**HIS 317: Studies in the Non-Western World** **3 credits**

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A study of the non-western world. Geographic areas studied will vary. This course may be repeated for credit. Prerequisite: Three semester credits of history or instructor's approval.

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**HIS 333: Early Modern Europe** **3 credits**

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A study of changing European institutions in the age of the Renaissance. The rise and various manifestations of humanism; the religious and political revolt against Rome; the Catholic/Counter Reformations; the rise of nationalism and capitalism. Prerequisite: HIS 106.

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**HIS 343: Colonial and Revolutionary America** **3 credits**

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This course examines the political, economic, social, and cultural history of the American colonies from initial contact to the Revolutionary War. Prerequisites: HIS 103, HIS 104, and HIS 246,

or instructor's approval.

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**HIS 345: Modern America** **3 credits**

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A political, economic, and cultural history of the United States in the twentieth century, with a particular focus on the post WWII era. Prerequisites: HIS 103, HIS 104, and HIS 246, or instructor's approval.

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**HIS 352: History of England to 1688** **3 credits**

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A study of the origin and the development of the English people, with particular attention given to their political, social, economic, and cultural institutions and their interaction with continental Europe. Prerequisites: HIS 107 and HIS 246, or instructor's approval.

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**HIS 367: Studies in Twentieth Century Europe** **3 credits**

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A study of 20th century Europe which includes World War I, the Bolshevik revolution, the rise of Fascism, World War II, the cold war, the Common Market, and the breakup of communism in Eastern Europe. Prerequisites: HIS 108 and HIS 246, or instructor's approval.

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**HIS 409: Civil War and Reconstruction** **3 credits**

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An examination of the causes, conduct and consequences of the American Civil War and reconstruction. Prerequisites: HIS 103 and HIS 246, or instructor's approval.

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**HIS 413: Russian History** **3 credits**

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A study of the Russian peoples and their rulers from the earliest times to the present. Prerequisites: HIS 107, HIS 108, and HIS 246, or instructor's approval.

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**HIS 416 American Diplomatic History** **3 credits**

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The diplomatic history of the United States from independence to the present. A major emphasis is given to United States diplomacy and foreign policy since World War I. Prerequisite: Six hours of history and/or political science or instructor's approval.

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**HIS 498: Advanced Topics** **3 credits**

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Topics of interest to historians not covered in depth in other courses will be offered. Prerequisite: Instructor's approval.

## Health Education (HLT)

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**HLT 110 Introduction to the Health Professions** **2 credits**

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Introduction to the roles and responsibilities of medical and allied health care professionals. Focus is also placed on the teamwork necessary to effectively provide the highest quality patient care.

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**HLT 201: Medical Terminology**

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This course covers the language of medicine that will be used as a foundation for understanding the courses to follow. It will include pronunciation, definition, usage and origins of medical terms. Pathology and medical terms in other languages are also presented. With these skills the student will be able to interpret and communicate in medical terms.

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**HLT 220: Health Care Regulations and Risk Management**

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This course presents national and state health care regulations, medical ethical standards, and risk management's role. The student will be able to assess legal, ethical and moral situations and



demonstrate integrity in preventing or resolving these issues.

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**HLT 230: Patient Education and Assessment**

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This course includes patient care and assessment, patient education, and transcultural health care communication. Upon completion of this course the student will be able to assess the condition and medical needs of the patient, instruct the patient in both pre-procedure and post-procedure self care and adapt these skills to fit the needs of diverse patient types and cultures.

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**HLT 253: Anatomy and Physiology** **3 credits**

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A study of the basic structures and functions of the various systems of the human organism. Provides accurate, current information concerning the human body. The course is designed for students pursuing careers in health and physical education who have minimal background in the physical and biological sciences.

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**HLT 270: First Aid and Safety** **3 credits**

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Designed to develop the ability to administer emergency treatment for first responders. Upon successful completion of this course, students will receive American Red Cross Standard First Aid and CPR certification. Also a study of safety and its importance in home, work, and recreational settings.

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**HLT 306: Advanced Patient Care** **3 credits**

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This course focuses on patient education, assessment, communication, pre-procedural care and proper charting and documentation. It includes the health care professional's responsibilities and intervention in cases of critical patient need. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

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**HLT 308: Risk Management and Health Care Regulations** **3 credits**

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This course addresses the concerns of every health care professional regarding legal responsibility, workplace safety, and the health care facility's obligation to provide protection from injury for patients, their families, and staff. The institution must also be protected from accidental injury costs. This is the purpose of a Risk Management department. Federal, State, County, and City statutes that regulate the administration of safe health care are discussed. At the end of this course the student should be able to explain his part as a health care professional in the ethical and legal responsibilities of Risk Management. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

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**HLT 310: Spirituality in Health Care** **3 credits**

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This course explores the concept of spirituality as it relates to the person who is involved in the health-care system. Since illness and stress can amplify spiritual concerns and needs, health-care professionals are in a unique position to assist the patient/client in meeting those needs. This course explores the relationship between health-care professionals and those they serve. Topics include performing spiritual assessment, identifying those experiencing spiritual well-being as well as those experiencing a threat to spiritual well-being, and planning and evaluating care related to spiritual wellness. A spiritual care framework is used to apply these concepts to a variety of populations in diverse clinical settings.

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**HTL 310A Spirituality in Healthcare (8 week version)**

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This course explores the concept of spirituality as it relates to the

person who is involved in the health-care system. Since illness and stress can amplify spiritual concerns and needs, health-care professionals are in a unique position to assist the patient/client in meeting those needs. This course explores the relationship between health-care professionals and those they serve. Topics include performing spiritual assessment, identifying those experiencing spiritual well-being as well as those experiencing a threat to spiritual well-being, and planning and evaluating care related to spiritual wellness. A spiritual care framework is used to apply these concepts to a variety of populations in diverse clinical settings. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

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**HLT 310B: Spirituality in Healthcare (5 week version)**

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This course explores the concept of spirituality as it relates to the person who is involved in the health-care system. Since illness and stress can amplify spiritual concerns and needs, health-care professionals are in a unique position to assist the patient/client in meeting those needs. This course explores the relationship between health-care professionals and those they serve. Topics include performing spiritual assessment, identifying those experiencing spiritual well-being as well as those experiencing a threat to spiritual well-being, and planning and evaluating care related to spiritual wellness. A spiritual care framework is used to apply these concepts to a variety of populations in diverse clinical settings.

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**HLT 312 Ethics for Health Care Professionals** **3 credits**

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This course, designed for health care professionals (providers, educators, and managers), introduces the student to major ethical theory, principles, and models for the recognition, analysis and resolution of ethical dilemmas in health care practice. Students learn how to approach ethical dilemmas using theoretical frameworks and decision-making processes. Through the use of case studies, students are introduced to health topics such as patients' rights (paternalism, informed consent to therapy, participation in research); dilemmas of life and death (euthanasia, abortion, transplants, gene therapy, care for the dying); allocation of health-care resources; and special dilemmas of health-care professionals. This course also includes a review of classic cases in health care ethics and how they have shaped health policy. An overview of patient education and ethics and a discussion on the professional codes of ethics and standards are a part of this course. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

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**HLT 314 Health Care Systems** **3 credits**

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The content of this course is designed to impart an understanding of the forces shaping the present and future health care delivery system. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

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**HLT 315: Interview/ Admission Needs/ Professionalism** **1 credits**

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Development of interviewing and professional presentation skills through the study of various principles and practice within the class. Students will also investigate the admission requirements related to graduate level studies and prepare a quality resume or CV

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**HLT 322: Medical Ethics** **3 credits**

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An introduction to medical ethics which examines several

approaches to ethics within the interrelated contexts of medicine, health care and the law. Topics investigated may include: professional patient relationships; institutional and social settings of care delivery; informed consent, confidentiality, and truth-telling; abortion; critically ill neonates; death and dying; mental illness; human experimentation; resource allocation; and justice and health care.

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**HLT 324: Transcultural Health Care** **3 credits**

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This course explores meanings and expressions of health, illness, caring, and healing transculturally. Focus is on understanding and developing professional competence in caring for individuals, families, groups, and communities with diverse cultural backgrounds. Culture is examined as a pervasive, determining “blueprint” for thought and action throughout the human health experience. Patterns of human interaction that foster health and quality of life are analyzed, and health destroying patterns of interaction, e.g., stereotyping, discrimination, and marginalization, are examined and submitted to moral and ethical reflection. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

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**HLT 335: Polysomnography/Sleep Disorders**

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This course provides an overview of the history of sleep medicine, normal sleep physiology, effects of the sleep-wake stage, sleep disorders and abnormal sleep physiology, an introduction to polysomnography (including patient interaction, sensor and lead placements, and instrumentation), application of respiratory care treatment modalities, patient testing and sleep staging, arrhythmia recognition and other physiologic events, and data acquisition. Prerequisite: Enrollment in BS in Respiratory Care

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**HLT 340: Quality Improvement in Respiratory Health Care**

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Introduction and evaluation of current approaches to assessing risk and improving health care quality through the practice of continuous quality improvement. Focuses on conceptual understanding and experiential learning. Prerequisite: Enrollment in BS in Respiratory Care

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**HLT 362: Applied Statistics for Health Care Professionals** **3 credits**

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This introductory course on statistical concepts emphasizes applications to health care professions. The course is designed to prepare students to interpret and evaluate statistics and statistical methods used in published research papers and to make decisions about the appropriateness of specific statistical methods in a variety of settings. Areas of emphasis will include introduction to analysis of variance, regression, and graphical presentation; experimental design; descriptive statistics; sampling methods; z, t, and chi-square. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

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**HLT 382: Principles of Public Health** **3 credits**

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A study of the public agencies and their contribution to the health of the community. Also includes fundamentals, philosophy, history, and functions of public health services.

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**HLT 383: Drug Abuse Seminar** **3 credits**

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This course explores the problem of drug abuse and approaches toward solutions of those problems. Topics include pharmacology and epidemiology of drug use; psychological, legal, social, and

cultural implications; and principles of program planning.

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**HLT 410: Respiratory Care of the Critically Ill**

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This course focus is on the advanced medical and respiratory care of the critically ill adult patient. Emphasis is placed on cardiopulmonary assessment and treatment of trauma, post-surgical, cardiac and renal patients. Students enrolled in this course will concurrently receive instruction in advance cardiac life-support. Prerequisite: Enrollment in BS in Respiratory Care

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**HLT 412: Critical Patient Care in Medical** **3 credits**

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Critical procedures such as Advanced Cardiac Life Saving skills, treatment of reactions to contrast media, and physiological monitoring and recording will be presented.

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**HLT 418 Trends and Issues in Health Care** **3 credits**

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Trends and Issues explores the impact of numerous professional and societal forces on health care policy and practice. Content includes an analysis of current studies; health care policy and position statements; political, environmental, and cultural issues; changing health care roles. The study of these issues examines the impact on health care delivery systems in our society. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

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**HLT 423: Health Administration** **3 credits**

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This course emphasizes administrative tasks and techniques for use in the commercial health industry. Topics include budget and finance, organizing and promoting health, and business, administrative, and ethical decision-making in a health setting.

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**HLT 480: Methods of Teaching Health** **3 credits**

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A study of the methods and procedures of teaching health. Resources, aids, and agencies are studied in an attempt to determine how they may best assist the teacher.

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**HLT 490: Professional Capstone Project** **3 credits**

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Content is designed to aid in the development of inquiry and research skills. Learning research skills and conducting research projects benefits the individual and the profession. The individual benefits by learning new knowledge and skills: the profession benefits by adding to the professional body of knowledge. Prerequisite: Enrollment in BS in Health Sciences, BS in Medical Imaging Sciences, or BS in Respiratory Care

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**HLT 496: Environmental Health** **3 credits**

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A study of your personal health and how it is affected by environmental factors and health risks related to the environment on personal, community, regional, national and global levels. Topics include air, water, waste, disease, toxicology, and occupational health and environmental health planning. Prerequisite: BIO 160

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**HLT 497: Internship in Health Education** **1–5 credits**

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The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. See Department Chair for specific information. Prerequisite: Instructor's approval.

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**HLT 497A: Internship-A in Health Education**

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The first portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

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**HLT 497B: Internship-B in Health**

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The second portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

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**HLT 499: Independent Study** **1–4 credits**

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This involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

## Honors (HON)

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**HON 340: Honors Interdisciplinary Seminars** **3 credits**

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On demand. These team-taught classes integrate traditional academic disciplines. Honors students use these seminars to satisfy Grand Experience requirements. Students may repeat an HON 300 Seminar bearing the same number for full credit. Prerequisite: Honors Program participant.

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**HON 350: Honors Interdisciplinary Seminars** **3 credits**

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On demand. These team-taught classes integrate traditional academic disciplines. Honors students use these seminars to satisfy Grand Experience requirements. Students may repeat an HON 300 Seminar bearing the same number for full credit. Prerequisite: Honors Program participant.

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**HON 360: Honors Interdisciplinary Seminars** **3 credits**

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On demand. These team-taught classes integrate traditional academic disciplines. Honors students use these seminars to satisfy Grand Experience requirements. Students may repeat an HON 300 Seminar bearing the same number for full credit. Prerequisite: Honors Program participant.

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**HON 370: Honors Interdisciplinary Seminars** **3 credits**

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On demand. These team-taught classes integrate traditional academic disciplines. Honors students use these seminars to satisfy Grand Experience requirements. Students may repeat an HON 300 Seminar bearing the same number for full credit. Prerequisite: Honors Program participant.

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**HON 450: Honors Project** **3 credits**

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Every semester. This capstone course requires students to complete a major work of original independent research or artistic expression. Prerequisites: Completion of four HON 300-level courses and approval by the Honors Director.

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**HON 498: Advanced Topics in Faith and Discipline** **3 credits**

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On demand. This repeatable, interdisciplinary seminar deals with advanced topics in faith and academic disciplines. It equips students

with critical and broad perspectives on important issues in science, society, and the Christian faith. Special Note: This course may not substitute for the required HON 300 Interdisciplinary Seminars that Honors Students must complete. Prerequisites: UNV or HON 300-level course or instructor's approval.

## Health Systems Management (HSM)

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**HSM 301: Principles of Health Care Management** **3 credits**

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This course provides a survey of the health care industry in general, including industry value chain analysis, funding mechanisms, and governmental regulation. The course also examines the strategic decisions and managerial skills needed to effectively lead health care organizations.

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**HSM 402: Health Care Economics and Finance** **3 credits**

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This course provides students with an overview of both the macro-economic environment of the health care industry segment, as well as the principal financial mechanisms in place across the U.S. health care industry. It emphasizes the critical financial issues facing the industry, and practical financial analysis skills that have immediate application within the industry.

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**HSM 418: Ethical Concerns in Health Care** **3 credits**

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This course is an introduction to the challenges of ethical decision-making confronted in the health care industry. Topics include euthanasia, treatment protocols, quality of care, product utilization, and legal/regulatory concerns.

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**HSM 620: Health Systems Management** **3 credits**

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This course examines the status and changes in the health care industry, including vertical integration, health care funding mechanisms, and specialized networks. The course also examines the strategic decisions and managerial skills needed to effectively lead health care organizations. Prerequisite: MGT 602.

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**HSM 621: Health Care Finance** **3 credits**

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This course provides students with both a macro overview of the principal financial mechanisms in place across the U.S. health care industry and specific insights into the critical financial issues the industry faces. It also emphasizes practical financial analysis skills that have immediate application within the health care industry. Prerequisite: FIN 608.

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**HSM 622: Ethical Concerns in Health Care** **3 credits**

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This course is an introduction to the challenges of ethical decision-making confronted in the health care industry. Topics include euthanasia, treatment protocols, quality of care, product utilization, and legal/regulatory concerns. Prerequisite: BUS 604.

## History and Theological Studies (HTH)

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**HTH 303: History of Christianity in America** **3 credits**

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This course is a study of Christianity in its American context. It is a historical inquiry that examines the relationship between Christianity and culture in order to answer how and why the political and social, and intellectual traditions in American culture shaped Christianity and were, in turn, shaped by Christianity.

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**HTH 365: Historical Theology** **3 credits**

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This course is a study of the story of the main highlights of the development from the second century A.D. to the present, of Christian beliefs, doctrines, and theories. Special emphasis is given to how these beliefs, doctrines and theories are connected with concrete events and real persons to show why they mattered and how they developed. The study includes an understanding of the role of heresy, philosophy, and culture as factors in the shaping of Christian theology. Special emphasis is also given to a deeper look at the place of evangelical theology.

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**HTH 373: Christian Doctrines** **3 credits**

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A systematic study of the major doctrines of the Christian religion, including revelation and the Bible, the Trinity, the doctrine of man, the atonement, salvation and Christian growth, the church and its ordinances, and eschatology. Prerequisites: BIB 113 and BIB 123.

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**HTH 375: Contemporary Theology** **3 credits**

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Begins with a brief background of the development of Protestant Liberal Theology starting with Schleiermacher. Then, more attention is given to twentieth-century schools of theological thought: Neo-Orthodox, Existential, Process, Theology of Hope, Liberation Theology, etc.

## International Ministries (INT)

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**INT 303: Cross-Cultural Communication** **3 credits**

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A study of cross-cultural communication and cultural transition for students preparing for cross-cultural Christian ministry. The course will present with the philosophy, principles, and methods of cross-cultural communication and cultural transition/adjustment.

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**INT 333: Christianity and Culture** **3 credits**

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This course leads students to look critically at what they consider to be fundamentally Christian, and therefore imperative to duplicate across cultural lines, as opposed to what they consider to be Christian that is actually a cultural value and not necessarily Christian. Special emphasis will be given to comparisons between western and non-western cultures, syncretism, and current efforts being made in intercultural evangelism.

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**INT 363: Issues in Contemporary Missions** **3 credits**

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This course examines current movements, trends, leaders and perspectives affecting global mission strategies. Topics will include efforts being made in parts of the world that are closed to open evangelism as well as efforts being made in intercultural ministry in the United States.

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**INT 463: World Religions** **3credits**

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A study of the major contemporary religions of the world including both historical background and development, and current beliefs and practice with emphasis on basic religions: Hinduism, Jainism, Buddhism, Sikhism, Taoism, Confucianism, Shinto, Zoroastrianism, Judaism, Islam, and Baha'i.

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**INT 498: Special Topics:  
Cross Cultural Communication** **3 credits**

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Topics of interest not covered in-depth in other courses will be considered.

Prerequisites: Sophomore status and three credits of Bible.

## Justice Studies (JUS)

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**JUS 100: Introduction to the Justice System** **3 credits**

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This course provides the student with current and up-to-date information, policies, and techniques that are being used in police courts and corrections. Students are required to research new trends in the system, not only in the U.S., but globally.

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**JUS 101: Issues in Justice Studies** **3 credits**

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This course emphasizes issues relating to justice policies, perspectives, techniques, role, institutional arrangements, management, uses of research, and innovative patterns.

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**JUS 296: Social Research** **3 credits**

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Also POS 296 and SOC 296. An exploration of the various methods used by social scientists to find answers to the questions posed by their subject matter. Includes basic terminology, concepts, and practice using methods such as surveys, experiments, field research, and evaluation research, as well as some unobtrusive methods. Prerequisite: SOC 101.

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**JUS 303: Theory of Criminal Justice** **3 credits**

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An examination of classic and contemporary schools of thought, including psychological and social causes of crime and theories of punishment. Prerequisites: JUS 100 and JUS 101.

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**JUS 306: Police Function** **3 credits**

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Objectives, strategies, programs, roles, perspectives and interagency relationships of police. Prerequisites: JUS 100 and JUS 101.

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**JUS 308A: Adjudication Function** **3 credits**

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Objectives, strategies, programs, roles, perspectives, and interagency relationships of the courts. A Writing-Intensive course. Prerequisites: JUS 100 and JUS 101.

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**JUS 310: Correctional Function** **3 credits**

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Objectives, strategies, programs, roles, perspectives and interagency relationships of correctional agencies. Prerequisites: JUS 100 and JUS 101.

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**JUS 363: Introduction to Probability and Statistics** **3 credits**

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Also POS 363, PSY 363, and SOC 363. A study of elementary theories of probability, distribution, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods. Prerequisite: MAT 120 or equivalent.

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**JUS 461: Substantive Law** **3 credits**

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Criminal liability with emphasis on the elements of a crime. Governmental sanctions of individual conduct as formulated by the legislature and the court system. Prerequisites: JUS 100 and JUS 101.

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**JUS 462: Procedural Law** **3 credits**

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Study of the criminal process from a constitutional perspective as it relates to due process in the context of crime control. The limits of stops, arrests and searches are explored. Prerequisites: JUS 100 and JUS 101.

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**JUS 490A: Senior Seminar: Justice Studies** **3 credits**

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The integration of justice studies learning, focusing on its

relevance to graduate schools and related careers in justice studies. A Writing-Intensive course. Prerequisites: Senior status and justice studies major.

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**JUS 497: Internship in Justice Studies** **4 credits**

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Placement of student in a criminal justice or related agency to further the student's integration of theory with practice.  
Prerequisites: Junior or senior status and 15 credits of JUS courses.

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**JUS 498: Advanced Topics: Justice Studies** **3 credits**

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In-depth study of chosen topics such as: Justice and Ethics, Juvenile Delinquency, Gangs, Comparative Criminal Law, Law and Social Control, and Issues of Death in Politics and Justice. Prerequisites: JUS 100, JUS 303, and one Upper Division Justice Studies course, or instructor's approval.

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**JUS 499: Independent Study** **1–4 credits**

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This involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

## Leadership (LDR)

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**LDR 650: Diversity Management and Leadership** **3 credits**

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Demonstrating organizational leadership demands the development and implementation of diversity management and a commitment to lead using values-based strategic and operational objectives designed to champion organizational diversity as a source of strength. Students will demonstrate the capacity to value the talents and skills of a diverse workforce with respect to gender, age, race, ethnicity, disability, and lifestyle. Students will master leadership skills based on a comprehension that leading and managing diversity is a process of constructing a work place that is inclusive and allows all employees to reach their full work potential. Through diversity leadership, students will make significant cognitive connections across organizational practices and access the full talents of individuals to achieve and sustain a competitive advantage.

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**LDR 657: Leading Global Organizations** **3 credits**

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Leading global organizations has become a significant skill set responsibility for today's business and organizational leaders. The course will address the need to develop the capacity for leaders to promote a global perspective within multi-cultural and multi-national organizations. Students will be able to recognize the impact of the global economy on organizational decision-making, planning, and sourcing of organizational resources and functions. Understanding how global operations are influenced by environmental differences, legal-political, and economic systems within countries will be examined as central to leaders maintaining a global competitive advantage. Students will explore international business practices leaders must comprehend that drive global sourcing, organizational structure, and the influence of diverse cultures on leadership practices and decision-making.

## Mathematics (MAT)

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**MAT 100: Mathematical Concepts** **3 credits**

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A review of basic mathematical concepts. Topics include problem-

solving, arithmetic processes and basic algebra concepts. The intent of the course is to prepare students for MAT 120. MAT 100 does not fulfill the math requirement for any degree program. Prerequisite: Placement by the Office of Admission.

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**MAT 120: Intermediate Algebra** **3 credits**

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Topics from basic algebra: linear equations, polynomials, quadratic equations, systems of equations, and introductory conic sections. Prerequisite: Placement counseling or one year of high school algebra with a grade of "C" or better.

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**MAT 121: College Algebra** **3 credits**

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A precalculus course on topics and algebraic properties of elementary functions. Prerequisites: Grade of "C" or better in MAT 120 or two years of high school algebra with a grade of "C" or better.

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**MAT 122: College Trigonometry** **2 credits**

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A study of the trigonometric functions and their properties, as related to the unit circle and the right triangle. The course is designed to help students prepare for calculus and physics. Additional topics will be graphing, proving trigonometric identities, inverse trigonometric functions, polar coordinates, and vectors. Prerequisite: MAT 121 or high school equivalent.

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**MAT 133: Contemporary Mathematics** **3 credits**

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An integrated course emphasizing mathematical modeling and problem solving. Topics include: algebraic models, number theory, the real number system, systems of numeration, geometry, emphasis on problem solving and manipulatives, logic and geometry, elementary probability, and elementary statistics.

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**MAT 135: Numerical Systems, Operations, Properties, and Theories** **3 credits**

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A foundational course covering the structure of numeration systems and ways of representing numbers, numerical operations and properties of the real number system, and the principles of number theory.

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**MAT 220: Finite Mathematics** **3 credits**

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Topics in finite mathematics are the focus of this course, including elementary matrix algebra, linear systems, and an introduction to probability.

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**MAT 270: Analytical Geometry and Calculus I** **4 credits**

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A study of concepts of limits, differentiation, and integration of algebraic and elementary functions. Prerequisites: MAT 121 and MAT 122, or high school equivalent.

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**MAT 271: Analytical Geometry and Calculus II** **4 credits**

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A continuation of MAT 270, covering the techniques of integration, solid analytic geometry, and infinite series and sequences. Prerequisite: MAT 270 or equivalent.

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**MAT 272: Analytical Geometry and Calculus III** **4 credits**

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A study of vector analysis, partial differentiation and multiple integration. Prerequisite: MAT 271 or equivalent.

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**MAT 300Δ: Introduction to Mathematical Thought** **3 credits**

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An introduction to the basic structures of mathematical thought

including logic and proofs, set theory, relations and functions, selected topics from modern algebra, and the real number system. Emphasis is on the student's ability to read, write about, and discuss mathematical ideas. A Writing-Intensive course. Prerequisite: MAT 271.

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**MAT 310: College Geometry** **3 credits**

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A course in the technique of construction and the procedure of proofs of common geometric figures, particularly adapted to the needs of future teachers of high school mathematics. A brief introduction to non-Euclidean geometry is also included.

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**MAT 320: Technology in the Mathematics Curriculum** **3 credits**

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A study of the use of computers, calculators, and graphing utilities in the mathematics classroom, with an emphasis on problem solving. Educational hardware and commercial software are introduced. Applications of selected programming languages to the teaching of mathematics will be discussed.

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**MAT 342: Linear Algebra** **3 credits**

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An introductory study of finite dimensional vector spaces, linear transformations, and matrices associated with them. Proofs and theory are included. Prerequisite: MAT 271 or instructor's approval.

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**MAT 363: Probability and Statistics for Mathematics and Science** **3 credits**

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A study of elementary theories of probability, distribution, estimation and testing of statistical hypotheses. Prerequisite: MAT 271.

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**MAT 373: Differential Equations** **3 credits**

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A study of the methods of solution of ordinary differential equations and their applications including the theoretical development of the methods. Prerequisite: MAT 272.

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**MAT 410: Math PRAXIS Preparation** **3 credits**

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Arithmetic, basic algebra, geometry and measurement, functions and their graphs, data probability, statistical concepts, discrete mathematics, and problem-solving exercises are the topics covered to prepare students for the PRAXIS test in Middle School Mathematics.

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**MAT 466: Methods of Teaching Secondary School Mathematics I** **3 credits**

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This course is designed to develop an understanding and ability to apply the methods and principles of effective instruction using mathematics in the secondary classroom. This course examines different learning modalities, instructional strategies, and the use of technology to help design and deliver effective lessons that are aligned to standards and increase student achievement. Topics to discuss in this course will include, but are not limited to algebra and geometry. Prerequisite: MAT 270.

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**MAT 467: Methods of Teaching Secondary School Mathematics II** **3 credits**

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This course is designed to develop an understanding and ability to apply the methods and principles of effective instruction using mathematics in the secondary classroom. This course examines different learning modalities, instructional strategies, and the use of technology to help design and deliver effective lessons that are

aligned to standards and increase student achievement. Topics to discuss in this course will include, but are not limited to precalculus, calculus, probability, and statistics. Prerequisite: MAT 466.

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**MAT 483A: Mathematics in the Secondary School** **3 credits**

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Topics in geometry, number theory, algebra and analysis. Emphasis is on the development of a problem-solving process and unifying principles. Teaching strategies, examination of secondary school curricular materials and classroom experience will be included. Required course for Mathematics for Secondary Teacher majors. A Writing-Intensive course. Prerequisite: MAT 271.

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**MAT 484: Mathematics in the Elementary School** **3 credits**

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Emphasis is on the development of a problem-solving process and unifying principles. Teaching strategies, examination of secondary school curricular materials, and classroom experience will be included.

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**MAT 495: Mathematics Capstone** **3 credits**

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The professional capstone project needs to reflect synthesis and integration of course content and professional practice. This course provides a structured way to organize facts, information, and ideas from the math content area. Theoretical concepts from the major will be discussed by critically analyzing and evaluating ideas relating to a practical application process.

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## Church Music (MCH)

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**MCH 378: Music in Worship** **3 credits**

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A study of music in worship from Biblical times to the present. Comparison of liturgies and orders of worship and planning worship services for various occasions. Includes the formation of a philosophy of church music.

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## Medical Imaging (MDI)

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**MDI 210: Radiographic Procedures I**

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This course focuses on imaging of the upper extremities, chest, and abdomen. Students will be able to employ critical thinking in accurate situational analysis to assess the abilities of the patient, decide which appropriate positions and protocols to use, correlate the correct techniques, and demonstrate proper radiation protection practices. Prerequisite: Enrollment in the BS in Radiologic Science Program.

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**MDI 215: Principles of Radiographic Physics**

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This course is the first of three radiographic physics courses. It contains an introduction to electrical theory, molecular and atomic basics and how these apply to ionizing radiation. The student will be able to apply these principles both in continuing physics courses and in the clinical environment.

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**MDI 230: Quality Management in Medical Imaging**

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This course addresses the assessment of radiographic images for diagnostic quality, proper adjustment of technical factors for optimum outcomes, as well as the technical and ethical management of the medical images and patient information. The student will be able to analyze and adjust factors to increase quality outcomes in medical images and practice legal and ethical standards in the transportability of patient information. Prerequisite: Enrollment in the BS in Radiologic Science Program.

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**MDI 240: Radiographic Pathology**

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This course addresses the entire body in wellness and disease, how these appear radiographically, and the effect each condition has on producing diagnostic radiographs. The student will be able to adjust technical factors to adapt to patient health factors, identify pathologic conditions on images, and practice ethical standards as they apply to this knowledge.

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**MDI 250: Clinical Education I**

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This first clinical experience provides structured, competency-based clinical assignments and teaches the concepts of team practice, patient-centered clinical practice and professional development. Competency based clinical education is under the direct supervision of a clinical instructor and supported by the program clinical coordinator. In this setting, the student will apply didactic theories by actively participating in examinations of the thorax, abdomen, and upper extremity. The student is allowed to observe and participate in any radiographic examination. Prerequisite: completion of all 200 level Radiologic Sciences Courses

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**MDI 255: Radiographic Procedures II**

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This course focuses on imaging of the shoulder girdle, lower extremities and pelvic girdle. Students will be able to employ critical thinking in accurate situational analysis to assess the abilities of the patient, decide which appropriate positions and protocols to use, correlate the correct techniques, and demonstrate proper radiation protection practices. Prerequisite: Radiographic Procedures I

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**MDI 265: Radiographic Procedures III**

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This course focuses on imaging of the entire spine, bony thorax, and gastrointestinal tract. Students will be able to employ critical thinking in accurate situational analysis to assess the abilities of the patient, decide which appropriate positions and protocols to use, correlate the correct techniques, and demonstrate proper radiation protection practices. Prerequisite: Radiographic Procedures II

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**MDI 270: Radiation Production and Equipment**

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The second of the radiographic physics courses, this discusses how ionizing radiation is produced by the x-ray tube and the development of radiographic equipment. The student will be able to employ critical analyses in evaluating patient condition, determining equipment capabilities and calculating technical factors to produce optimal medical images. Prerequisite: Principles of Radiographic Physics

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**MDI 275: Radiographic Procedures IV**

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This course focuses on imaging of the gallbladder and biliary system, urinary system, skull, paranasal sinuses, trauma radiography, mobile radiography, and surgical radiography. It also includes such skills as venipuncture, intravenous contrast and sterile fields. Students will be able to employ critical thinking in accurate situational analysis to assess the abilities of the patient, decide which appropriate positions and protocols to use, correlate the correct techniques, and demonstrate proper radiation protection practices. Prerequisite: Radiographic Procedures III

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**MDI 280: Radiation Protection & Biology**

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The third radiographic physics course that must be taken before allowing a student to enter clinical education. The biological effects of both ionizing and natural radiation are researched. The

student will be able to evaluate the adverse effects of ionizing radiation, as well as utilize proper protection techniques upon completion of this course. Prerequisite: Radiation Production and Equipment

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**MDI 285: Radiographic Procedures V**

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This course focuses on imaging procedures as applied to Pediatric Radiography and other Diagnostic and Therapeutic Procedures. Students will be able to employ critical thinking in accurate situational analysis to assess the abilities of the patient, decide which appropriate positions and protocols to use, correlate the correct techniques, and demonstrate proper radiation protection practices. Prerequisite: Radiographic Procedures IV

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**MDI 295: Radiographic Procedures VI**

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This course introduces the skills necessary to perform advanced diagnostic and therapeutic procedures using various imaging modalities. Students will be able to employ critical thinking in accurate situational analysis to assess the abilities of the patient, decide which appropriate positions and protocols to use, correlate the correct techniques, and demonstrate proper radiation protection practices. Prerequisite: Radiographic Procedures V

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**MDI 304: Medical Imaging in the Digital Environment**

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**3 credits**

This course presents an introduction to medical imaging in the digital environment. Included is the history of computers in radiography and a look into the future of digital imaging. Subjects covered are, equipment, interface standards, networking and interfacing, RIS, computed radiography, PACS, image processing and quality, functions and parameters, and practical experiences. At the end of this course the student should be able to discuss the subject of digital medical imaging and continue on to advanced imaging modality studies. Prerequisite: Enrollment in BS in Medical Imaging Sciences

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**MDI 306: Physics and Instrumentation of Magnetic Resonance**

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**3 credits**

Students will become familiar with the basic concepts of magnetic resonance physics. Content is designated to impart an understanding of the theories of magnetic resonance properties, their discovery, and initial applications in the clinical setting. Prerequisite: Enrollment in the BS in Radiologic Science or Certificate in Magnetic Resonance Imaging

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**MDI 308: Physics and Instrumentation of Computed Tomography**

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**3 credits**

Students will become familiar with the basic concepts of computed tomography physics. Content is designed to impart an understanding of the theories of computed tomography properties, their discovery, and initial clinical setting. Prerequisite: Enrollment in the BS in Radiologic Science or Certificate in Computed Tomography

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**MDI 310: CIT/VIT Equipment Management**

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**3 credit**

Course introduces the medical equipment and supplies used in the area of vascular imaging and cardiac imaging and the concepts of sterilization, reuse, recall, and other regulations involved.

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**MDI 355: Clinical Education II**

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This course builds on the foundation established of structured,



competency-based clinical assignments, concepts of team practice; patient-centered clinical practice and professional development. Competency based clinical education is under the direct supervision of a clinical instructor and supported by the program clinical coordinator. In this setting, the student will apply didactic theories by actively participating in examinations of the shoulder girdle, lower extremities and pelvic girdle. The student is allowed to observe and participate in any radiographic examination. Prerequisite: Clinical Education I

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**MDI 360: Clinical Education III**

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This course builds on the foundation established of structured, competency-based clinical assignments, concepts of team practice; patient-centered clinical practice and professional development. Competency based clinical education is under the direct supervision of a clinical instructor and supported by the program clinical coordinator. In this setting, the student will apply didactic theories by actively participating in examinations of the entire spine, bony thorax and gastrointestinal tract. The student is allowed to observe and participate in any radiographic examination. Prerequisite: Clinical Education II

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**MDI 365: Clinical Education IV**

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This course builds on the foundation established of structured, competency-based clinical assignments, concepts of team practice; patient-centered clinical practice and professional development. Competency based clinical education is under the direct supervision of a clinical instructor and supported by the program clinical coordinator. In this setting, the student will apply didactic theories by actively participating in examinations of the gallbladder and biliary system, urinary system, skull, paranasal sinuses, trauma radiography, mobile radiography, and surgical radiography. The student is allowed to observe and participate in any radiographic examination. Prerequisite: Clinical Education III

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**MDI 370: Clinical Education V**

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This course builds on the foundation established of structured, competency-based clinical assignments, concepts of team practice; patient-centered clinical practice and professional development. Competency based clinical education is under the direct supervision of a clinical instructor and supported by the program clinical coordinator. In this setting, the student will apply didactic theories by actively participating in Pediatric Radiography and other Diagnostic and Therapeutic Procedures. The student is allowed to observe and participate in any radiographic examination. Prerequisite: Clinical Education IV

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**MDI 375: Clinical Education VI**

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This course builds on the foundation established of structured, competency-based clinical assignments, concepts of team practice; patient-centered clinical practice and professional development. Competency based clinical education is under the direct supervision of a clinical instructor and supported by the program clinical coordinator. In this setting, the student will apply didactic theories by actively participating in additional diagnostic and therapeutic procedures using different alternative imaging modalities. The student is allowed to observe and participate in any radiographic examination. Prerequisite: Clinical Education V

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**MDI 410: Critical Patient Care in Medical Imaging** **3 credit**

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Critical procedures such as Advanced Cardiac Life Saving skills,

treatment of reactions to contrast media, and physiological monitoring and recording will be presented. Prerequisite: Enrollment in BS in Medical Imaging Sciences

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**MDI 412: Magnetic Resonance Imaging Procedures & Protocols** **3 credits**

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Content is designed to provide students with an understanding of MR tissue characteristics as they will be used in producing images. A body system approach including Musculoskeletal, Thoracic/intestinal, Abdomen/Pelvis and Central Nervous Systems is used. Prerequisite: Enrollment in the BS in Radiologic Science or Certificate in Magnetic Resonance Imaging

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**MDI 414: Computed Tomography Procedures & Protocols** **3 credits**

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Content is designed to provide students with an understanding of computed tomography tissue. Prerequisite: Enrollment in the BS in Radiologic Science or Certificate in Computed Tomography

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**MDI 416: Cardiac Intervention Procedure Protocols** **3 credits**

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Content is designed to provide students with the knowledge and skills necessary to perform cardiac interventional studies. Prerequisite: Enrollment in the BS in Radiologic Science or Certificate in Cardiac Interventional Technology

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**MDI 418: Vascular Interventional Procedure Protocols** **3 credits**

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Content is designed to provide students with the knowledge and skills necessary to perform vascular interventional studies. Prerequisite: Enrollment in the BS in Radiologic Science or Certificate in Vascular Interventional Technology

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**MDI 420: Pathology in MRI/CT** **3 credits**

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Content introduces the study of pathology and how this relates to CT and MR imaging. A body system approach is used. Prerequisite: Enrollment in the BS in Radiologic Science or Certificate in Computed Tomography or Certificate in Magnetic Resonance Imaging

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**MDI 422: Pathology in CIT/VIT** **3 credits**

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Course discusses the study of cardiovascular pathology and the adaptations that are made to better demonstrate disease. Prerequisite: Enrollment in the BS in Radiologic Science or Certificate in Vascular Interventional Technology or Certificate in Cardiac Interventional Technology

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**MDI 424 Quality Management in Medical Imaging** **3 credits**

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Content is designed to provide the basics of imaging system selection and architectural design of an advanced facility. Discussions regarding staffing needs and staff education will be included. Enrollment in BS in Medical Imaging Sciences

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**MDI 495: Registry Review**

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This course reinforces those courses previously completed in the Radiologic Sciences Program. Upon completion of this course the student will be able to demonstrate the basic knowledge necessary to qualify for the American Registry of Radiologic Technologists examination. Prerequisite: Completion of Clinical Education VI

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**MDI 499: Advanced Practicum 3 credits**

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This practicum will complete the ARRT required clinical experience for Magnetic Resonance, Computed Tomography, Mammography, Cardiac Interventional Technology or Vascular Interventional Technology. The student will work with technologists in these fields and complete the required examinations to qualify for the national examination. Prerequisite: Enrollment in the BS in Radiologic Science

## Medical/Music Education (MED)

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**MED 003: Music Educator's National Conference 0 credits**

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The Music Educator's National Conference Collegiate Membership gives the students an opportunity for professional development while still in school. It is expected the benefits will accrue both to the students and to the professional organization as the students gain an understanding of the practices of the professional music educator.

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**MED 232: Woodwind Instrument Class 1 credit**

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A practical study of the high and low woodwind instruments. The student learns to play, care for, and teach each instrument. Prerequisite: Sophomore status.

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**MED 241: Brass Instrument Class 1 credit**

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A practical study of the high and low brass instruments. The student learns to play, care for and teach each instrument. Prerequisite: Sophomore status.

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**MED 251: Percussion Instrument Class 1 credit**

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Same format as MED 241, except pertaining to percussion instruments. Prerequisite: Sophomore status.

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**MED 252: String Instrument Class 1 credit**

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A practical study of the high and low string instruments. The student learns to play, care for, and teach each instrument. Prerequisite: Sophomore status.

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**MED 480: MCAT/DAT Exam Preparation 3 credits**

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This course provides a review of key concepts tested on the MCAT and DAT exams, including general and organic chemistry, biology, biochemistry, and physics/quantitative reasoning. Students will also learn test-taking techniques and discuss exam format. MCAT students will take several practice exams as part of this course.

## Music Ensembles (MEN)

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**MEN 111: Canyon Singers 1 credit**

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A vocal ensemble open to all students at Grand Canyon University with the conductor's approval. Choral literature from all stylistic periods will be performed. This ensemble is designed to provide a quality performance experience for music majors and non-majors alike. Strong emphasis is placed on individual commitment to the ensemble.

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**MEN 120: Gospel Choir 1 credit**

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Every semester. Vocal ensemble drawn from the student body. Music includes a broad range of Christian Gospel literature. Strong emphasis is placed on individual commitment to the ensemble.

Performances required. Does not fulfill General Education Fine Arts requirement.

## Management (MGT)

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**MGT 301: Principles of Management 3 credits**

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An introductory course that deals with management and the basic management processes and functions. Focuses on real-world management situations concerned with planning, organizing, leading, and controlling the work of others in organizations.

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**MGT 310: Production and Operations Management 3 credits**

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An introduction to designing, planning, operating and controlling production systems. Emphasis is on managerial concepts and strategies relating to the management of operations in both manufacturing and service environments. Quantitative and qualitative methods and tools will be introduced and applied. Prerequisites: MGT 301 and BUS 251.

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**MGT 415: Organizational Behavior 3 credits**

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A study of individual and group behavior in organizations, including detailed coverage of individual differences/diversity, leadership and motivation, decision making, organizational design, and organizational change/development. Emphasis is placed on how an understanding of organizational behavior leads to more effective management practice. Prerequisites: MGT 301.

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**MGT 433: Human Resource Management 3 credits**

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A study of the human resource management function in organizations, including detailed coverage of staffing, organizational development, compensation and benefits administration, and employee relations. Emphasis is placed on how human resource management as a whole enhances organizational performance and success. Prerequisites: MGT 301.

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**MGT 435: Project Management 3 credits**

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A study of the unique challenges associated with managing projects as related to the overarching management framework of planning, organizing, leading, and controlling. Emphasis is placed on balancing competing priorities related to human resources, time constraints, and physical resources/materials. Additional focus is placed on managing and controlling project scope. Prerequisites: MGT 301.

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**MGT 490: Organizational Development and Change 3 credits**

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This course emphasizes an overview of approaches to organizational development with emphasis on the practical aspects of changing organizations to improve effectiveness.

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**MGT 602: Organizational Behavior 3 credits**

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Students examine concepts and applications of behavior in organizations. Topics include the study of motivation, organizational climate, group dynamics, leadership, decision-making, and organizational structure and design.

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**MGT 609: Strategic Management 3 credits**

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This course examines the formulation of strategy and policy within organizations. Significant emphasis is placed on the integration of strategic decisions across various functional areas and multiple

business units as well as ethical considerations of organizational policy and strategy. Prerequisites: ACC 605, FIN 608, MGT 602, and MKT 606.

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**MGT 613: Operations Strategy** **3 credits**

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Students examine operations as a strategic resource. Topics include methods to facilitate strategic formulation, analysis of the links between operations and other functional areas, and the management and strategic application of new and emerging technologies.

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**MGT 621: Project Management** **3 credits**

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This course examines roles and responsibilities of the project manager, project life-cycle, differentiating elements of projects in various industries, analysis tools and techniques for project plan development, and managerial control of project deployments. Additional components include project scheduling and critical path assessment, project requirements definition and scope management, and project risk identification and control. This course guides each student through the primary project life-cycle of planning, development, implementation, and control. Prerequisites: ACC 501 or 605, BUS 601.

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**MGT 623: Organizational Development and Change** **3 credits**

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Students explore the behavioral forces and relationships that influence organizational effectiveness and change. Topics include the study of intervention strategy and change management.

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**MGT 625: Leadership Styles and Development** **3 credits**

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This course explores the nature of business leadership models and theories, examining these models through a broad variety of insights and viewpoints and analyzes these approaches to leadership, giving special attention to how the models can improve leadership real-world organizations.

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**MGT 626: Organizational Systems and Cultures** **3 credits**

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Students explore organizational systems and cultures as complex and powerful phenomena that profoundly influence the behavior of both individual employees and organizations as a whole. The course of study includes the diagnosis of organizational systems and cultures and the proactive management and shaping of these forces.

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**MGT 628: Information Security and Organizational Change Development** **3 credits**

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In this course, students analyze the principles of change management as they apply to the requirements and regulations of information security. Students evaluate the factors which affect corporate decision-making when implementing security programs and the ability of the manager to translate corporate needs into information security projects.

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**MGT 629: Organizational Security Systems and Awareness** **3 credits**

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In this course, students review and discuss security awareness and evaluate practices in implementing security systems within enterprise. Best practices within five of the ten domains of the (ISC)2 Common Body of Knowledge (CBK) in information security are explored within this context.

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**MGT 630: Leading Self** **3 credits**

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Leading Self is designed to prepare EMBA students as they

strengthen important leadership skills and develop a personal leadership vision. The module combines knowledge and application by examining the results of leadership research and how it can be used to develop a clear sense of purpose of leadership, increase leadership communication skills, and deepen awareness of personal leadership styles. Case studies, discussions, exercises, guest speakers, and videos are used to address the challenges of leadership. The disciplines covered in this module include leadership, visioning, emotional, and cultural intelligence, and communications.

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**MGT 635: Leveraging Human Capital** **3 credits**

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Leveraging Human Capital presents the perspective that management of human capital is the responsibility of every manager/leader throughout the organization. Talent management, succession planning, employee development and motivation, and performance management and metrics are examined. Additional topics include workforce diversity, contracting within the global 21st century environment, and the challenges inherent in virtual and cross-functional teams. Methods for building and sustaining human capacity and knowledge assets to increase corporate value are examined.

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**MGT 636: Leading Others** **3 credits**

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Leading Others provides the structure and direction for teams to remain focused on a common goal to achieve a common result. Using research validated evaluation methods, the course documents agreements on how to accomplish the team's purpose by creating buy in and increasing commitment for task accomplishment. The concepts and methods of promoting partnership and trust among team members are explored and a solid foundation for building high-performing teams is constructed. The concept of servant leadership is also explored through the study of role models throughout history and today.

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**MGT 639: Strategic Advantage within the Global Economy** **3 credits**

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Strategic Advantage within the Global Economy examines the global competitive landscape in which firms operate. An examination of real life CEO's and how they have successfully seized growth opportunities in unexpected ways provides an actuarial perspective. The international political and economic environment is also examined to ensure familiarity with larger scale shifts occurring within the global economy that impact growth strategies.

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**MGT 642: Leading Organizations** **3 credits**

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Leading Organizations focuses on transformational leadership and the themes of organizational culture and leading change. Transformational leaders must be able to grasp the need for change and effectively define and communicate that change to their stakeholder groups. This module will examine how and why change efforts get derailed, why people resist change, and how leaders can overcome these challenges. Specifically, the real life lessons learned by a number of CEOs will be examined and discussed. The module will also introduce strategies on how to build and sustain a resilient corporate culture that thrives on change and supports the ongoing implementation of change efforts.

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**MGT 690: Strategic Human Resource Management** **3 credits**

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This course introduces the skill set and mindset that enables

managers to perform as strategic and HR-minded business professionals, positioning HR as a key value-chain activity while concurrently driving HR-mindedness throughout their organizations. While a technical knowledge base of the common HR functions (staffing, organizational development, compensation and benefits administration, and employee/labor relations) is covered, the course of study intentionally focuses on how all of this relates to organizational strategy and impacts organizational performance.

## Christian Studies (MIN)

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### **MIN 202: Introduction to Ministry** 3 credits

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An exploration of ministry both in the contexts of identification of spiritual call and in theological field education designed to help ministers function appropriately in ministry. The course includes an introduction to field education, choosing a ministry placement and field supervisor, vocational discernment, designing a learning covenant, and theological reflection.

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### **MIN 213: A Survey of Christian Education** 3 credits

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An introduction to the development of Christian education from the Early Church to modern-times, focusing on major movements, philosophies, and people. Special attention will be given to the objectives of educational programs in the local church.

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### **MIN 220: Management for Ministry** 3 credits

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A study of the basic functional areas in the practice of administration. Special attention is given to management principles and leadership development to help make these effective in the local church, para-church, and personal ministries.

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### **MIN 300: Introduction to Youth Ministry** 3 credits

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A study of the basic areas of the practice of managing youth ministry and related programs in local church, para-church, and personal ministries. Special attention is given to management principles and leadership, specifically as they relate to youth and student ministries.

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### **MIN 315<sup>A</sup>: Spiritual Formation** 3 credits

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An introductory study of the basic disciplines of Christian discipleship, focusing on the formation of character, values, disciplines, and habits, especially related to the inner development of spirituality. The study makes use of some of the Christian devotional classics. A writing intensive course. Prerequisite: MIN 202.

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### **MIN 343: Teaching and Guiding Youth** 3 credits

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This course equips students to communicate effectively with a variety of audiences, to employ creative pedagogy that challenges and engages youth, and to develop curriculum that is culturally relevant and biblically accurate.

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### **MIN 373: Introduction to Pastoral Ministry** 3 credits

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A study of the philosophy and practice of pastoral work. Emphasis is given to the caring and nurturing practices involved in ministry. A special focus is given to assist students in their ability to synthesize pastoral work with their place of service.

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### **MIN 411: Financial Decision-Making in Ministry** 3 credits

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Examining the elements necessary for effective financial decision-

making in the local church is imperative to for an effective ministry. Students will understand and be able to develop a ministry budget, building program, and a fundraising campaign. Stewardship programs in the successful growth of a church will be defined and outlined as a part of the courseware.

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### **MIN 412: Ministerial Organizational Development and Change** 3 credits

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Ministerial organizational development and change encompasses the study of individual and group behavior in church organization settings. An introductory study of the basic structures of Christian organizations, the course focuses on an overview of the typical processes and decisions that lead to healthy organizational development and change. Managing organizational development and change challenges individuals to understand and embrace audience diversity, elements of change, effective communication, and performance systems. A comprehensive review of these organizational processes will allow students to examine their role in ministerial organizations in the new millennium. This course will include review of effective structures for ministry.

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### **MIN 475: Issues in Contemporary Pastoral Ministry** 3 credits

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Examining current movements, trends, leaders, and perspectives affecting worship and worship styles in the United States and around the world is imperative to becoming an effective worship leader. Topics will include efforts being made in the local church, regional church, and national ministries to establish unique worship programs. Contemporary worship and classical worship styles will be discussed and defined. Particular attention will be given to understanding worship through the eyes of the audience as well as the leader.

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### **MIN 476: Issues in Contemporary Youth Ministry** 3 credits

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Examining current movements, trends, leaders, and perspectives affecting youth ministry and youth ministry strategies is paramount to foreseeing future trends within the youth culture. Topics will include a review of the efforts being made in the local church, regional service centers, and national ministries to develop unique youth ministry programs. Focus will be also given to churches and Christian ministries which are reaching youth in different settings such as urban, suburban, and rural locations.

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### **MIN 497: Ministerial Internship** 3 credits

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This field education course involves the student in one semester of service with a qualified supervising minister in the ministry setting. An advanced internship can be arranged for the student already engaged in professional ministry who wants further training. Internships are usually available in chaplaincy, church work (pastor, education, music, youth, etc.), Christian social ministries, student work, and other areas. Prerequisites: MIN 202, sophomore or higher-class status, and instructor's approval.

## Military Science (MIS)

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### **MIS 101: Introduction to the Military and Leadership I** 3 credits

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Every Fall. An overview of the mission and organization of the Army and its role in national defense. Three credits lecture/conference, two credits lab.

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**MIS 102: Introduction to the Military and Leadership II** **3 credits**

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Every Spring. Introduces problem-solving methods, critical thinking, decision-making, and group cohesion as applied in a military environment. Three credits lecture/conference, two credits lab, and one, two-day field-training exercise.

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**MIS 201: Introduction to Leadership Dynamics I** **3 credits**

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Every Fall. Introduces interpersonal dynamics involved in military team operations; theory and application of military leadership principles. Three credits lecture/conference, one credit lab, and one, two-day field-training exercise.

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**MIS 202: Introduction to Leadership Dynamics II** **3 credits**

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Every Spring. Continuation of MIS 201. Three credits lecture/conference, one credit lab, and one, two-day field-training exercise.

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**MIS 205: Leader's Training Course** **4 credits**

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Every Summer. A four-week, summer training program that consists of intense classroom and field training emphasizing practical hands-on skills and leadership development. This course is taken in lieu of MIS 101, 102, 201, and 202. Students who attend this course will receive a stipend, transportation to and from Fort Knox, KY, housing, and meals. Prerequisite: Two years of college remaining (undergraduate or graduate).

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**MIS 301: Advanced Military Science I** **3 credits**

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Every Fall. Introduction to Army command and staff functions, theory and dynamics of the individual soldier and military units in offensive combat operations, human behavior, and math reasoning. Three credits lecture/conference, one credit lab, and one, two-day field-training exercise. Prerequisite: MIS 101, 102, 201, and 202; MIS 205, or an equivalent.

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**MIS 302: Advanced Military Science II** **3 credits**

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Every Spring. Continuation of MIS 301, to include, theory and dynamics of military units in defensive combat operations. Three credits lecture/conference, one credit lab, and one, two-day field-training exercise. Prerequisite: MIS 301.

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**MIS 303: National Advanced Leadership CAMP** **4 credits**

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Every Summer. A summer Leadership Development and Assessment Course (LDAC) designed to evaluate and train all Army ROTC cadets. This six-week training program emphasizes leadership development and advanced military skills, including tactics, land navigation, and physical training. ROTC cadets normally attend LDAC at Fort Lewis, Washington between their junior and senior year. Students who attend this course will receive a stipend, transportation to and from camp, housing, and meals.

Prerequisites: MIS 301, 302.

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**MIS 401: Advanced Military Science III** **3 credits**

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Every Fall. Study of the military legal system; preparation and conduct of military training; leadership development, ethics, and professionalism of the military officer. Three credits lecture/conference, two credits lab, and one, two-day field-training exercise. Prerequisites: MIS 301, MIS 302.

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**MIS 402: Advanced Military Science IV** **3 credits**

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Every Spring. Military correspondence; career planning and personal affairs in service; conduct of training; leadership development; ethics and professionalism of the military officer. Three credits lecture/conference, one credit lab, and one, two-day field-training exercise.

Prerequisite: MIS 401.

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**MIS 410: American Defense Policy I** **3 credits**

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Every Fall. Evolution, organization, and execution of U.S. national security policy. Must attend at the ASU campus.

Prerequisite: Instructor approval.

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**MIS 412: American Defense Policy II** **3 credits**

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Every Spring. Contemporary problems and analytical issues in the formation and implementation of U.S. national security. Must attend at the ASU campus.

Prerequisite: Instructor approval and MIS 410.

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**MIS 499: Independent Study** **3 credits**

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Work closely with the Professor of Military Science on a special topic that may include research, readings, and presentations. May be repeated once. Prerequisite: Instructor approval.

## Marketing (MKT)

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**MKT 301: Principles of Marketing** **3 credits**

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This course surveys the marketing mix and marketing concept; markets and buyer behavior; product, service and relationship marketing for global competition; creating and keeping customers in an e-commerce world; branding and positioning; distribution strategies; integrated marketing communications; and pricing strategies.

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**MKT 302: Buyer and Consumer Behavior** **3 credits**

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This course focuses on a behavioral science approach that studies distinct buyer strategies and decision-making processes of purchase by organizational buyers and consumers. Topics include cross-cultural variations in behavior, external and internal influences on today's buyers, purchase and post-purchase processes, customer satisfaction, and customer commitment. Prerequisite: MKT 301.

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**MKT 303: Sales and Sales Management** **3 credits**

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This course applies management and leadership principles to the development and operation of the sales force as part of the overall marketing program. Topics include sales planning, organization and control, sales force recruitment, training, motivation, compensation, e-business, and cultural diversity. Prerequisite: MKT 301.

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**MKT 304: Promotion and Advertising** **3 credits**

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This course provides an integrated marketing communications perspective for today's changing world. Topics include the promotional mix, determining and developing advertising and promotional objectives, ethical issues in advertising campaigns, budgeting, positioning, creative strategies, media strategies, personal selling, e-marketing, public relations, publicity, corporate advertising, and evaluating the promotional program. Prerequisite:

MKT 301.

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**MKT 306: Services Marketing** **3 credits**

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This course surveys the unique issues involved in marketing services. Topics include new products, new services, brand development, delivery of services, pricing of services, and promotion of services. Customer satisfaction and service quality measures as well as ethical considerations in services marketing will be integrated in discussions of the services marketing mix. Prerequisite: MKT 301.

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**MKT 372: Sport Marketing** **3 credits**

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A study of basic marketing concepts with applications to sport organizations, both amateur and professional. Topics include promotions and public relations, sport consumer behavior, strategic market planning, marketing information management, marketing communications, and sponsorship. Prerequisite: MKT 301.

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**MKT 409: Retailing and E-tailing** **3 credits**

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This course studies retailing as an institution in our society, the challenging environment facing retailing today and tomorrow, and future retailing management practices that include e-tailing opportunities. Prerequisite: MKT 301.

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**MKT 425: International Marketing** **3 credits**

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An introduction to marketing products and services globally, the course discusses and compares belief systems, attitudes, values, consumer behaviors, export/import strategies, joint ventures, foreign manufacturing, and licensing. Prerequisites: BUS 305 and MKT 301.

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**MKT 440: Marketing Research and Reporting** **3 credits**

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This course is an introduction to business research processes and the research documents used as tools to aid in managerial decision making. Topics include designing research projects, collecting primary and secondary data, conducting ethical research, applying statistical tools and measurement techniques, developing a marketing plan, and reporting the research in both written and oral presentation formats. Prerequisites: BUS 251 and MKT 301.

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**MKT 480: Marketing Management** **3 credits**

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This course provides a manager's view of applying the marketing mix in today's and tomorrow's business worlds, using various approaches and tools for analyzing marketing opportunities, integrating traditional and new techniques in promotion and pricing, managing the marketing concept, developing marketing plans, and controlling marketing activities. Prerequisites: MGT 301 and MKT 301.

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**MKT 501: Economics and Marketing Principles** **3 credits**

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This course is designed for students who have not had finance and economics in their undergraduate work. In economics, this course is an introduction to micro and macro economic concepts, principles, and business practices. Topics covered include basic economic concepts of supply and demand, competition, income distribution, monetary and fiscal policy, production, employment, inflation, and international trade. In marketing, this course introduces the student to the lexicon of the discipline with an emphasis on the marketing concept, consumer behavior, the need for market research, and the elements of the marketing mix (product, price, place, and promotion).

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**MKT 606: Marketing Management** **3 credits**

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This course examines marketing's critical role in the business organization. The student will evaluate organizational performance in developing an appropriate marketing mix, building customer satisfaction, analyzing marketing opportunities, developing marketing strategies, and planning promotional programs. Integral to the course is the development of a marketing plan. Prerequisite: MKT 501.

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**MKT 624: Services Marketing** **3 credits**

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This course is an introduction to the state-of-the-art research and practice in services marketing. The most current services marketing concepts, principles, and theories will be emphasized, and services marketing concepts will be applied to actual practice. Prerequisite: MKT 606.

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**MKT 625: Seminar in Marketing** **3 credits**

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Students examine the issues, emerging practices, and problems facing marketing executives, researchers, and decision makers. Topics will include pricing, brand management, direct marketing, retailing, telemarketing, specialty advertising, consumer behavior, motivation theory, and marketing models. Marketing ethics will be an integrated topic throughout the curriculum. Prerequisite: MKT 606.

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**MKT 628: International Marketing** **3 credits**

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This course analyzes current trends and issues facing an international firm's efforts to develop and implement an effective marketing mix. The comparisons of language, aesthetics, religions, business customs, and attitudes about the marketing concept and strategies are addressed. Prerequisite: MKT 606.

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**MKT 631: Customer Value and Service Excellence** **3 credits**

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The course is designed to focus on what customers really want, building customer loyalty, and becoming a service excellence leader. Insights are drawn from various fields including management, innovation, information technology, and cross-cultural communications. The service profit chain provides a framework for linking employee engagement with customer satisfaction and retention.

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**MKT 632: Solutions-Based Relationship Management and Branding** **3 credits**

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The course will examine the role of corporate brands in creating a competitive advantage and focus on the critical issues facing senior leaders today including measuring marketing performance, managing customer information, building cross-cultural customer relationships, and leveraging the Internet.

## Leadership (MLE)

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**MLE 601: Introduction to Organizational Leadership** **3 credits**

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This course is designed to be an introduction to the cross-functional complexities inherent in organizational life. Students will develop an advanced skill-set enabling effective leadership of each of the major organizational functions (namely marketing, finance, human resource management, information systems, and operations management). Students will understand the difference between transformational and transactional leadership and how both are critical to effective leadership, with the primary emphasis

in this class being placed on transactional leadership.

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**MLE 603: Leadership Styles and Development 3 credits**

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Students will explore applications of various leadership styles in several work and personal environments, such as the Leadership Grid and Situational Leadership. The student will better understand mentoring/coaching, transformational, charismatic, and visionary leadership. Students will use personal assessments to help assess their individual leadership styles, as well as identify areas for future development.

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**MLE 605: Leading High-Performance Teams 3 credits**

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This course is an experiential introduction to models of team dynamics and group process. Issues discussed will include such topics as meeting management, team building, assessment, roles and responsibilities of the team leader, characteristics of successful teams, strategies for designing and supporting teams in the workplace. Students will also be instructed in methods used to motivate others in helping an organization succeed.

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**MLE 606: High Performance Information Security Project Management 3 credits**

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In this course, students utilize PMI's Project Management Body of Knowledge (PMBOK) as a framework, to apply project management concepts in the information security arena. Each student develops a project plan for a security assessment which incorporates the technical and behavioral characteristics of high performance teams

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**MLE 607: Organizational Development and Change 3 credits**

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This course will involve detailed study of various change management and organizations development models, theories, and methodologies. Students will explore applications of the various theories to case studies, as well as their current professional settings. Additionally, students will conduct primary, field-based research surrounding a large-scale organizational change initiative and critically evaluate the relative success/failure of that change initiative.

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**MLE 609: Leading Out Loud 3 credits**

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This course will study the leader as communicator. The personal skill building emphasis will focus on informative speaking, strategic conversational speaking, persuasive speaking, and media interviewing. Personal reflection papers, active learning goals, skill plans, specific performances, feedback sessions, and structured observations are designed for maximum skill development and mastery.

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**MLE 611: Organizational Systems and Cultures 3 credits**

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This course will provide students an understanding of the complexities of organizational systems and cultures, the ways in which these forces manifest themselves, and the means by which leaders intentionally impact the shape that these forces take in their organizations. Students will explore the application of various organizational systems and cultures theories to case studies, as well as to their current professional settings. Additionally, students will research and critically analyze the comparative cultures of two organizations from the same industry.

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**MLE 613: Strategic Planning and Decision-Making 3 credits**

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This course is designed to prepare leaders to guide their organization in the future through the use of effective strategic and contingency planning. A critical component will include learning to evaluate alternatives, make effective decisions, and use appropriate decision-making processes.

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**MLE 614: Strategic and Technological Trends in Information Security 3 credits**

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In this course, students assess technical trends as well as new and emerging technologies in information assurance to determine their impact on the implementation of the Strategic Security Plan (SSP) of an enterprise.

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**MLE 615: Negotiation and Conflict Resolution 3 credits**

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In this experiential course, students will gain the conceptual tools and behavioral skills necessary to effectively navigate difficult interpersonal situations, resolve conflicts, and negotiate agreements between individuals, departments, and organizations to become more effective leaders. This course focuses on applying theories, models, and data-based approaches to devise strategies for negotiation and conflict resolution.

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**MLE 617: Leadership and Innovation 3 credits**

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Students will understand and apply various models of problems solving. They will learn various techniques, strategies, and skills appropriate for creative and innovative thinking.

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**MLE 618: Leadership and Innovation in Information Security Management 3 credits**

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In this course, students address an information security management problem through development of an innovative information security solution. In executing their projects, students apply the concepts and methods acquired in previous coursework.

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**MLE 619: Power, Politics, and Influence 3 credits**

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The essence of this course teaches the student sources and types of power, specific tactics for becoming an empowering leader, and issues surrounding organizational politics, influence tactics, and succession planning. Students will learn how transactional leaders can become transformational leaders.

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**MLE 621: Contemporary Issues in Leadership 3 credits**

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The challenges of contemporary leadership are increasingly complex. Contemporary leaders must simultaneously balance the needs and demands of various stakeholders while concurrently driving overall organizational success. This course will provide students with the opportunity to intentionally explore several major contemporary issues from both an organizational impact and a personal belief perspective. Students will conduct independent research of several contemporary leadership issues and present their findings in an informal round-table setting to their colleagues. Additionally, students will develop an informed position on a controversial issue and engage in debate with students that have taken the opposing position.

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**MLE 623: Applied Capstone/Leadership Project Presentation 3 credits**

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This presentation is the culmination of the student's 15-month employer-based leadership project. A comprehensive written



report and oral presentation will highlight the conclusion of this project.

## Music (MUS)

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### **MUS 252: Music Appreciation** 3 credits

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Designed specifically for non-music majors and minors. This course contributes to the intellectual, emotional, and aesthetic understanding of music and expression as science and as an art closely akin to the other fine arts. Great works of music are heard in order that the student may gain insight into music's inner workings and develop a discriminating, intelligent appreciation of the best in music.

## Nursing (NRS)

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### **NRS 349: Spirituality in Health Care** 3 credits

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This course explores the concept of spirituality as it relates to the person who is involved in the health care system. Since illness and stress can amplify spiritual concerns and needs, health care professionals are in a unique position to assist the patient/client in meeting those needs. This course explores the relationship between health care professionals and those they serve. Topics include performing spiritual assessment, identifying those experiencing spiritual well-being as well as those experiencing a threat to spiritual well-being, and planning and evaluating care related to spiritual wellness. A spiritual care framework is used to apply these concepts to a variety of populations in diverse clinical settings.

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### **NRS 356: Issues in Pharmacology** 3 credits

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No course description available at time of publication.

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### **NRS 410: Pathophysiology and Nursing Management of Clients' Health** 3 credits

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This course is designed to enhance the working RN's existing understanding of the pathophysiological processes of disease as they affect clients across the lifespan. The interrelationship of structural and functional reactions of cells and tissues to genetic alterations and injurious agents provide the foundation for comprehending clinical manifestations and treatment protocols. Critical thinking and nursing management will be enhanced through the use of case studies that integrate nutritional and pharmacological concepts. The understanding of environmental and biological risk factors will provide the nurse with the knowledge to provide health promotion and prevention education.

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### **NRS 429: Family-Centered Health Promotion** 3 credits

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This course focuses on family theories, health promotion models, cultural diversity and teaching learning principles. The course emphasizes the family as the client, family FHP health assessments, screenings across the life span, communication, community resources, and family education. Appropriate health promotion education will be evaluated against evidence based research and practice.

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### **NRS 430: Professional Dynamics** 3 credits

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This course is a bridge course for the RN returning to formal education for the baccalaureate degree in nursing. The course focuses on differentiated nursing practice competencies, nursing conceptual models, professional accountability, integrating spirituality into practice, group dynamics, and critical thinking.

Emphasis is placed as well on writing and oral presentation skills.

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### **NRS 431: Community Health Systems and Concepts I** 3 credits

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This course focuses on the community as a large system of people, cultures, geography, economics, spiritual values, and legal-political influences that impact the health of the community. Emphasis is placed on critical analysis, using epidemiological data and functional health pattern assessments to plan and intervene in areas of health promotion with community groups.

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### **NRS 433<sup>A</sup>: Introduction to Nursing Research** 3 credits

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This course promotes the use of research findings as a basis for improving clinical practice. Quantitative and qualitative research methodologies are presented. Emphasis is on the critical review of research studies and their applications to clinical practice. An overview of evidence-based practice is provided. This course is designated as a GCU Writing Intensive Course.

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### **NRS 434: Health Assessment for Health Care Professionals** 3 credits

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This course focuses on methods of health history taking, physical examination skills, documentation, and health screening. The course emphasizes the individual as the client, functional health patterns, community resources, and the teaching learning process.

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### **NRS 436: Nursing Management Concepts** 3 credits

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This course focuses on developing the ability to communicate clearly and concisely in both written and oral formats as tools to provide professional nursing management in a variety of settings. Interactive, written, and oral presentation exercises are used to practice management skills.

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### **NRS 437: Ethical Decision-Making in Health Care** 3 credits

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This course is a general introduction to the field of biomedical ethics. Students study the application of ethics and moral theories to concepts and issues arising in the health care professions. The course provides students, both as consumers and providers, an opportunity to study ethical decision making, health care situations with implications for ethical decision making and analysis of ethical behavior of individuals involved in health care. Topics will include exploration of major ethical theories and principles, informed consent, confidentiality and ethical implications of selected issues such as abortion, euthanasia, assisted suicide and allocation of scarce resources.

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### **NRS 438: Community Health Systems and Concepts II** 3 credits

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This course focuses on nursing care of populations and communities, especially health promotion and communication. There is a concentration on selected vulnerable subgroups in the community. Emphasis is placed on critical analysis, using epidemiological data and functional health pattern assessments to plan and intervene with vulnerable groups.

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### **NRS 439: Leadership in Nursing and Health Care** 3 credits

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Registered nurses with current licensure have a basic understanding of the role of the professional nurse. This course emphasizes further development of the professional nurse role. Critical management and leadership values, styles and skills are a major focus. Particular attention is given to the identification of

personal leadership styles and values. Importance is placed on development of effective management and leadership skills.

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**NRS 440: Trends and Issues in Health Care** 3 credits

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Trends and Issues explores the impact of numerous professional and societal forces on health care policy and practice. Content includes an analysis of current studies; nursing care policy and position statements; political, environmental, and cultural issues; changing nursing roles. The study of these issues examines the impact on health care delivery systems in our society.

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**NRS 441: Professional Capstone Project** 3 credits

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The capstone project is a culmination of the learning experiences while a student in the nursing program at Grand Canyon University's College of Nursing. The student will prepare a written proposal for a project whose focus is the resolution of an issue or problem significant to professional nursing practice. The proposal includes: problem description, resolution, implementation, plans, evaluation plans and proposed dissemination of findings. The professional capstone project proposal needs to reflect synthesis and integration of course content and professional practice. The capstone project is guided by the baccalaureate program student learner outcomes.

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**NRS 451: Nursing and Leadership Management** 3 credits

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Registered nurses with current licensure have a basic understanding of the role of the professional nurse. This course emphasizes further development of the professional nurse role. Critical management and leadership values, styles, and skills are a major focus. Particular attention is given to the identification of personal leadership styles and values. Importance is placed on development of effective management and leadership skills with emphasis on effective communication.

## Nursing (NUR)

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**NUR 206: Introduction to Nursing and Gerontology** 6 credits

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Introduction to Nursing and Gerontology emphasizes competence in nursing skills. Functional health patterns are used as the basis for assessment and nursing care of adult clients with emphasis on the aged. Communication, teaching, helping, problem solving, and leadership skills are introduced and applied as a framework for clinical practice. Prerequisite: Admission to the College of Nursing, NUR 207, and NUR 309.

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**NUR 207: Therapeutic Communication** 3 credits

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This course focuses on the development of theoretical knowledge and interpersonal skills needed to interact effectively with clients in a variety of health care settings. Prerequisite: Admission to the College of Nursing.

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**NUR 303: Introduction to Pharmacology** 3 credits

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Introduction to Pharmacology has a twofold purpose. The first purpose is to introduce basic pharmacological concepts and drug groups. These concepts include drug action, legal considerations, and evaluation of drug therapy. Physiological, psychological, and sociocultural concepts related to drug therapy will also be presented. The second purpose of the course is to provide the pharmacological foundation necessary for safe administration of drugs, monitoring the effects of therapy, and teaching clients about medications. Prerequisites: Concurrent enrollment in NUR 311.

(The course is open to non-nursing majors on faculty signature.)

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**NUR 306: Applied Nutrition** 3 credits

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Applied Nutrition provides a foundation of basic nutrition theory. The focus is on assessment, food components, exercise, nutrition, weight control, community programs, and resources. Application of these aspects is used to promote health and prevent illness.

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**NUR 309: Health Assessment** 3 credits

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Health Assessment provides the systematic collection, validation, and communication framework for data that professional nurses use to make decisions about how to intervene, promote, maintain or restore health of adult and aged clients. This course emphasizes methods of data collection, clinical reasoning, and the nursing process, along with supervised lab practice and selected diagnostic and screening tests. Upon completion, the student will demonstrate beginning knowledge and competence in the performance of adult health history taking and physical assessment by utilizing Gordon's Functional Health Patterns Framework. Prerequisites: Admission to the College of Nursing and concurrent enrollment in NUR 206, or special permission from faculty.

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**NUR 311: Adult Health Nursing I** 6 credits

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Adult Health Nursing I focuses on nursing care of adult hospitalized clients. Emphasis is placed on the analysis of assessment, the identification of nursing diagnoses and interventions for clients with acute, chronic, or terminal illness. Prerequisites: NUR 206.

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**NUR 312: Adult Health Nursing II** 6 credits

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Adult Health Nursing II focuses on nursing care of clients in the acute and critical care setting in collaboration with health team members. Emphasis is placed on the identification of nursing diagnoses and interventions for clients with acute, chronic, or terminal illness. Prerequisites: NUR 311.

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**NUR 313: Nursing Care of the Childbearing Family** 6 credits

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Nursing Care of the Childbearing Family focuses on planning for health promotion in the normal and high risk childbearing family. Emphasis is placed on family education, use of community resources, and alternatives to promote positive outcomes during the childbearing phase of family development. Prerequisite: NUR 312.

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**NUR 314: Family-Centered Child Health Nursing** 6 credits

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Family Centered Child Health Nursing integrates theories from nursing, child development, and family development. These concepts are related to the planning of care for children, adolescents, and their families who are well or experiencing acute or chronic illnesses. Emphasis is placed on teaching and on community resources related to the child-rearing family. Prerequisite: NUR 312.

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**NUR 398<sup>A</sup>: Introduction to Nursing Research** 3 credits

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This course promotes the use of research findings as a basis for improving clinical practice. Quantitative and qualitative research methodologies are presented. Emphasis is on the critical review of research studies and their applications to clinical practice. An overview of evidence-based practice is provided. This course is designated as a GCU Writing Intensive Course. Prerequisites: PSY

363 and NUR 206, or permission of instructor.

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**NUR 411: Community Health Nursing** **5 credits**

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Community Health Nursing focuses on community assessment and intervention with vulnerable groups and communities. Emphasis is placed on critical analysis, using epidemiological data and functional health patterns to plan and intervene in areas of health promotion, screening, and rehabilitation with community groups. Prerequisites: NUR 313 and NUR 314.

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**NUR 412: Home Health Care Nursing** **3 credits**

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Home Health Care focuses on the nursing care of acutely, chronically, and terminally ill clients of all ages and their families. Emphasis is placed on the integration of environmental, psychosocial, economic, cultural, personal, and family health concepts in the home setting. Creative problem solving which enables a family to care for their family member's health needs is a significant element of this fundamental course. Prerequisites: NUR 313 and NUR 314.

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**NUR 413: Community Mental Health Nursing** **5 credits**

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The Community Mental Health Nursing course is focused on utilizing the nursing process in providing mental health care in the community setting and inpatient psychiatric setting with individuals, families, and community groups. Emphasis is placed on therapeutic communication and nursing care at the primary, secondary, and tertiary levels of mental health intervention. Concepts of environment, group process, family therapy, interdisciplinary collaboration, and affective skills of critical thinking are integrated with the bio-psychosocial, spiritual and cultural aspects of mental health nursing practice. Prerequisites: NUR 313 and NUR 314.

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**NUR 443: Nursing Management and Leadership** **6 credits**

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Nursing Management and Leadership roles are expected in today's changing health care agencies. Emphasis is placed on the interdisciplinary approach to planning nursing care for groups using selected standards. The course includes a critical examination of professional development and peer collaboration as well as the economic, legal and political factors influencing health care. Prerequisites: NUR 411, NUR 412, NUR 413.

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**NUR 446: Trends and Issues in Nursing** **2 credits**

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An exploration of the numerous professional and societal forces that impact health care policy and practice. Content includes analysis of manpower studies, nursing leaders, policy and position statements, political and cultural issues, and changing nursing roles and licensure. Prerequisites: NUR 411, NUR 412, and NUR 413.

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**NUR 451: Nursing Leadership and Management** **3 credits**

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This course emphasizes further development of the professional nurse role. Critical management and leadership values, styles, and skills are a major focus. Particular attention is given to the identification of personal leadership styles and values. Importance is placed on development of effective management and leadership skills with emphasis on effective communication.

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**NUR 456: Complex Care** **3 credits**

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The focus of this complex care course is the acute care and collaborative management of critically ill clients. Emphasis is placed on the recognition of subtle changes in assessment findings,

the development of a plan of care in response to immediate and impending needs, the application of advanced nursing skills, and the nurturing of sound, clinical judgment.

The course content and clinical experience shall:

- Provide a foundation for senior students to learn and integrate essential concepts in the management and complex care of the critically ill client.
- Provide a mechanism for the reinforcement of previous learning in the following areas:
  - Nursing Process & Fundamentals
  - Adult Health Nursing Assessment & Intervention
  - Human Development Across the Lifespan
  - Disease Management & Clinical Coordination
  - Holistic Approach to Care that Impact Social & Spiritual Dimensions
- Provide a structured framework for which students may participate in the direct care of clients with complex needs.
- Provide clinical opportunities in which students may demonstrate proficiency in the practice of advanced nursing skills while also meeting the role development competencies related to prevention, prioritization, problem-solving, collaboration, and mature decision-making.

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**NUR 497: Preparation for Licensure** **1 credit**

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This course focuses on preparation for the registered nurse licensure examination. The student is assisted in assessing learning needs and developing personal strategies to become successful on the professional examination. The computer review, test preparation materials, and standardized testing methods are utilized to facilitate individual development. Prerequisites: NUR 411, NUR 412, NUR 413, and concurrent enrollment in NUR 498.

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**NUR 498<sup>A</sup>: Practicum in Nursing** **3 credits**

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Practicum in Nursing provides a selected clinical experience to optimize the transition to a professional career. Nursing care areas are chosen according to preceptor availability and student focus. A faculty member assists in planning, implementing, and evaluating the learning experience. A Writing-Intensive course. Prerequisite: NUR 443.

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**NUR 501: Advanced Nursing Issues and Role** **3 credits**

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This course examines the expanded practice of the Advanced Professional Nurse. The focus of the course is scope of practice, role behavior, and depth and breadth of knowledge in selected areas of advanced practice (FNP and CNS) and nurses in role specialties such as nursing education and nursing leadership. Course content includes an exploration of critical questions and current issues related to the various defined Advanced Professional Nursing roles and examination of the related role issues with an emphasis on caring, diversity, and spiritual aspects in nursing care delivery.

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**NUR 503: Health Care Policy and Finance Issues** **3 credits**

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This course integrates the process of health care policy development with a critical focus on the organizational and financial aspects of health care delivery systems including managed care systems, Medicare and Medicaid issues, and continuous quality improvement (CQI).

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**NUR 505: Advanced Nursing Theory** **3 credits**

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This course focuses on the critical evaluation and utilization of the theoretical foundations of nursing as well as pertinent theoretical concepts from related fields of study such as the social and biological sciences, educational, organizational, and leadership theory.

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**NUR 507: Health Care Research Analysis and Utilization** **3 credits**

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This course focuses on the critical analysis of health care and nursing research with a focus on the utilization of evidence-based research as foundation of client care and development of client services. Advanced research methods as applied toward complex clinical and organizational problems will be integrated.

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**NUR 640: Advanced Health Assessment and Diagnostic Reasoning** **3 credits**

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This course builds upon the student's previous assessment skills offering more advanced health assessment content to provide the foundation for the advanced practice-nursing role. This course gives emphasis to focused assessments for a chief complaint that include physical, psychosocial and spiritual health assessment, risk assessment, functional assessment, and physical examination in diverse populations. The student uses a systematic method of diagnostic reasoning and clinical decision-making to establish a differential diagnosis. An overview of appropriate protocols for performing health screening and ordering, performing, and interpreting lab, radiographic, and other diagnostic data are included based on best practice consistent with resource allocations. Effective communication and client teaching/counseling to eliciting clients' interpretation of their health status and perceived barriers, is incorporated throughout the course so to maintain a nursing focus on patient responses to illness or the threat of illness. Effective documentation and medical record keeping are required. To begin the transformation to an advanced professional nurse, students are to start a professional journal that they are to keep throughout the program. (1 clinical credit = 50 contact credits). Prerequisite Course: Undergraduate Health Assessment course. Co-requisite: NUR 640C.

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**NUR 640C: Advanced Health Assessment and Diagnostic Reasoning Clinical** **1 credit**

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The clinical experience will take place in the student's chosen specialty area and integrate the theoretical concepts covered in the Co-requisite. Clinical requirement for Advanced Health Assessment and Diagnostic Reasoning. (1 clinical credit = 50 contact credits) Prerequisite/Co-requisite: NUR 640.

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**NUR 642: Advanced Physiology and Pathophysiology** **3 credits**

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This web-enhanced course focuses on the advanced physiology and pathophysiology principles. This course will be used to guide the Nurse Practitioner, Clinical Nurse Specialist, and the Nursing Education student in interpreting changes in normal function that result in symptoms indicative of illness. The emphasis will be placed on the genetic, molecular, cellular, and organ system levels. Prerequisite: Undergraduate Pathophysiology.

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**NUR 644: Advanced Pharmacology** **3 credits**

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This course focuses on the advanced pharmacotherapy principles and practices to enable students to prescribe and monitor the effects

of medications and selected herbal therapy. Emphasis is on the pharmacodynamics of clients with common, acute and chronic health problems in various stages of the life cycle in diverse populations. Evidence-based research provides the basis for selecting effective, safe but cost-efficient pharmacologic or integrative regimens. Appropriate client education as to various prescribed pharmacologic agents is incorporated. Legal requirements for prescriptive writing and dispensing authority are covered. Prerequisite: NUR 642.

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**NUR 645: Theories and Methods of Teaching** **3 credits**

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This course focuses on theories of teaching/, traditional, and alternative instructional strategies, and evaluation methods applicable to nursing education in the classroom and clinical setting. Strategies to enhance critical thinking are included. The course includes the development of learning activities for adult learners from diverse backgrounds. Prerequisite: NUR 649.

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**NUR 646: Health Promotion in Advanced Practice Nursing** **3 credits**

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This course focuses on the advanced health promotion strategies of the nation's priority lifestyle concerns throughout the life span as presented in the Healthy People 2010 national Health Objectives. Detailed evidence-based health promotion information and services are considered such as age, development, lifestyle, geography location, spirituality and culture. Professional and client community resources and referrals are examined. Emphasis is placed on development of the advanced practice nurse-client relationship to enhance the effectiveness of client education and counseling to promote healthy lifestyle changes. The use of integrative healing (non-pharmacological) strategies in assisting clients to achieve goals of health promotion are introduced and evaluated based on evidence-based research. The course has a community-focused perspective, addressing roles in delivering care to improve the health of the entire community. Students will consider the relationship between community-public health issues and social problems as they impact the health care of their clients. Prerequisite: NUR 640. Co-requisite: NUR 646C.

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**NUR 646C: Health Promotion in Advanced Practice Nursing Clinical** **1 credit**

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The clinical experience will take place in the student's chosen specialty area and integrate the theoretical concepts covered in the Co-requisite. Clinical requirement for Health Promotion in Advanced Practice Nursing. (1 clinical credit = 50 contact credits) Prerequisite/Co-requisite: NUR 646.

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**NUR 647: Instructional Development for Distance Learning** **3 credits**

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This course emphasizes the development (or conversion) of educational programs to be delivered in an online format. Principles of curriculum development, teaching/learning theories, and implementation of evaluation strategies will be modified to the online learning environment. Prerequisite: NUR 645

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**NUR 648: Advance Practice Management of Common Health Care Problems across the Lifespan** **3 credits**

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This course concentrates on the three levels of prevention and beginning primary care management of common health care problems of individuals and their families across the life spectrum within a culturally, and spiritually diverse environment. Advanced health assessment, advance pharmacology, spirituality and

advanced physiology and pathophysiology principles are integrated. Evidence-based research is utilized to develop comprehensive, cost effective, least invasive, quality health care guidelines for these common health care problems. These guidelines are to include health promotion counseling, screening, and client education to optimize the client's health. Emphasis is placed on critical thinking, diagnostic reasoning, implementing appropriate diagnostic tests, prescribing pharmacologic and non-pharmacologic integrative healing therapies, professional interpersonal relationships, caring professional role and teaching/coaching techniques. Prerequisites: NUR 640, 642, and 644 or concurrent enrollment. Co-requisite: NUR 648C.

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**NUR 648C: Advance Practice Management of Common Health Care Problems across the Lifespan Clinical** **1 credit**

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The clinical experience will take place in the student's chosen specialty area and integrate the theoretical concepts covered in the Co-requisite. Clinical requirement for Advanced Practice Management of Common Health Care Problems Across the Lifespan. (1 clinical credit = 50 contact credits). Prerequisite/Co-requisite: NUR 648.

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**NUR 649: Curriculum Development** **3 credits**

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This course examines professional standards as a foundation for curriculum design in nursing education in all settings. It explores the nature of traditional, nontraditional, and continuing nursing education. Topics include the role of the faculty, curriculum design; its dimensions, objectives, and dynamics. The course includes curriculum frameworks that support adult learning, competencies, and learning experiences to achieve measurable outcomes, and a model for curriculum evaluation.

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**NUR 650: Advance Practice Management of Acute Health Care Problems across the Lifespan** **3 credits**

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This course focuses on comprehensive primary care management of acute health care problems of individuals and their families across the life spectrum within a culturally diverse environment within the context of the health care delivery system. Advanced health assessment, advanced pharmacology and advanced physiology and pathophysiology principles are integrated along with spirituality concepts and advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost effective, least invasive, quality health care guidelines for these acute health care problems. These guidelines are to include health promotion counseling, client education, with appropriate screening to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision-making. Management of client illness includes ordering diagnostic tests, prescribing pharmacologic and non-pharmacologic integrative healing therapies, collaboration with other health professionals and community agencies, and appropriate follow-up. A professional interpersonal relationship is to be developed. Leadership opportunities in health economics and negotiating within the health care delivery system are provided. Students select from a variety of community-based settings to augment the clinical experience such as homeless shelter, alcohol detoxification center, abused children's recovery center, and AIDS, school-based, or STD clinics. Prerequisite: NUR 648. Co-requisite: NUR 650C.

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**NUR 650C: Advance Practice Management of Acute Health Care Problems across the Lifespan Clinical** **3 credits**

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The clinical experience will take place in the student's chosen specialty area and integrate the theoretical concepts covered in the Co-requisite. Clinical requirement for Advanced Practice Management of Acute Health Care Problems Across the Lifespan. (3 clinical credit = 150 contact credits). Prerequisite/Co-requisite: NUR 650.

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**NUR 652: Advance Practice Management of Chronic Health Care Problems across the Lifespan** **3 credits**

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This course focuses on comprehensive primary care management of chronic, complex, multi-system health care problems of individuals and their families across the life spectrum within a culturally diverse environment within the context of the health care delivery system. Advanced health assessment, advanced pharmacology and advanced physiology and pathophysiology principles are integrated along with professional/legal, spirituality concepts and advanced nursing theory. Evidence-based research is utilized to develop comprehensive, cost effective, least invasive, quality health care guidelines for these chronic health care problems. These guidelines are to include health promotion counseling, client education, with appropriate screening to optimize the client's health. Emphasis is placed on critical thinking and diagnostic reasoning to guide clinical decision-making. Advanced Nursing Practice (ANP) competencies of chronic illness include ordering diagnostic tests, prescribing pharmacologic and nonpharmacologic integrative healing therapies, collaboration with other health professionals and community agencies, and appropriate follow-up. A professional interpersonal nurse-client relationship is to be achieved. Leadership components of monitoring and improving the quality of care are included. Prerequisite: NUR 650. Co-requisite: NUR 652C.

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**NUR 652C: Advance Practice Management of Chronic Health Care Problems across the Lifespan Clinical** **4 credits**

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The clinical experience will take place in the student's chosen specialty area and integrate the theoretical concepts covered in the Co-requisite. Clinical requirement for Advanced Practice Management of Chronic Health Care Problems Across the Lifespan. (4 clinical credits = 200 contact credits). Prerequisite/Co-requisite: NUR 652.

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**NUR 654: Diverse Application of Advanced Practice Concepts** **3 credits**

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This course presents practice concepts that blend the function of the clinical nurse specialist with the FNP role for a futuristic vision for integration of these roles to include assessing and addressing the needs of client populations and nursing personnel across the continuum of care. Management concepts such as case management, teaching of professionals, program planning, and evaluation, peer review, and broad-based consultation as well as marketing, business management, resource management, cost effective use of formularies, and payment for services including processing insurance claims will be included. Prerequisite: NUR 652.

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**NUR 655: CNS I - Theoretical Foundations** **3 credits**

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This course focuses on the theories, conceptual models and research that are the basis of CNS practice. Building on advanced practice nursing theory, students will engage in discussion of

theoretical and empirical knowledge of illness and wellness, both of disease and non-disease etiologies, from the three spheres of influence, particularly the patient/client sphere. Advanced health assessment, advanced pharmacology and advanced physiology and pathology principles are integrated along with professional/legal, and spirituality concepts. Content will include:

- Theoretical foundations of CNS practice.
- Phenomena of nursing concern, integrating health promotion.
- Design and development of innovative nursing interventions.
- Clinical inquiry/critical thinking using advanced knowledge.
- Consultation, teaching and coaching with focus on the individual/family/groups
- Measurement, outcome evaluation, including cost-effectiveness and evidence-based research focused on the patient/client sphere.

Co-requisite: NUR 655C.

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**NUR 655C: CNS I – Theoretical Foundations Clinical 2 credits**

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The clinical experience will take place in the student's chosen specialty area and integrate the theoretical concepts covered in the Co-requisite. Clinical requirement for CNS I - Theoretical Foundations. (2 clinical credits = 100 contact credits)  
Prerequisite/Co-requisite: NUR 655.

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**NUR 657: CNS II - Influence Change in Health Care Systems 3 credits**

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This course focuses on the essential characteristics and competencies of the CNS, exploring the CNS roles of clinical leader, collaborator, change agent, consultant, educator and researcher. The student will discover how utilizing those roles, a CNS can influence the quality of care within health care systems. The course builds on the patient/client sphere of influence focusing on the broader nurse/nursing practice and organizational/systems spheres of influence. Content will include:

- Influencing change.
- Systems thinking.
- Leadership for multidisciplinary collaboration.
- Consultation, teaching and coaching focused on groups.
- Measurement, outcome evaluation including cost effectiveness, and evidence-based research focused on the group/organization.
- Technology, products and devices development/evaluation.
- The clinical experience will take place in the student's chosen specialty area and the above concepts will be integrated in that specialty setting.

Prerequisite: NUR 655. Co-requisite: NUR 657C.

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**NUR 657C: CNS II - Influence Change in Health Care Systems Clinical 3 credits**

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The clinical experience will take place in the student's chosen specialty area and integrate the theoretical concepts covered in the Co-requisite. Clinical requirement for CNS II - Influence Change in Health Care Systems. (3 clinical credits = 150 contact credits)  
Prerequisite/Co-requisite: NUR 657.

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**NUR 660: CNS Internship/Teaching Practicum 4 credits**

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(4 clinical credits = 200 contact credits) The CNS with education focus will complete a culminating practicum experience that combines the experiences for NUR 663 CNS Internship and NUR 665 Teaching Practicum.

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**NUR 661: Advanced Practice Clinical Practicum 2 credits**

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(3 clinical credits = 150 contact credits) A culminating practicum experience, completed in person with a preceptor, to provide comprehensive health care to diverse clients across the life span. This clinical practice will afford the student opportunity to refine their clinical decision management of common, acute and chronic health problems. The course includes the application of clinical nurse specialist concepts such as case management, teaching of professionals, peer reviews, cost effective use of formularies, coding for reimbursement. Online case study discussions analyzed by evidence-based practice guidelines using the SOAP format are required.

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**NUR 663: CNS Internship 4 credits**

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(4 clinical credits = 200 contact credits) A culminating practicum experience, completed in person with a preceptor, provide experiences in the three spheres of influence of CNS practice-patient/client, nurses and nursing practice and organization/system within their specialty area. This clinical practice will afford the student opportunity to refine their clinical decision-making skills in differential illness diagnoses and treatments that require nursing interventions, to develop their CNS roles of clinical expert, leader, collaborator, consultant, educator, researcher and change agent and to explore how their professional attributes, ethical conduct and professional citizenship are integrated in CNS practice to affect outcomes within the spheres. The course includes the application of the core content specific to CNS practice identified in the CNSI and CNSII courses. Online case study discussions analyzed by evidence-based practice guidelines are utilized. Impact of the student CNS on nursing practice and system level outcomes are identified. Prerequisite: NUR 657 CNS II.

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**NUR 665: Teaching Practicum 3 credits**

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(4 clinical credits = 150 contact credits) A culminating practicum experience, completed in person with a nurse educator preceptor in a selected setting. This clinical practice will afford students the opportunity to refine educational expertise in the areas of assessment of learning needs, program/curriculum planning, implementation, and evaluation. The course includes needs of the adult learner, alternative learning methods including distance learning, and budget planning. Prerequisites: NUR 645, NUR 647, and NUR 649.

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**NUR 698: Evidence-based Practice Project 3 credits**

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This course provides an opportunity to prepare an evidence-based practice (EBP) project proposal that addresses a problem, issue, or concern in professional practice. Students will identify a problem focus, propose a research-based solution, search for evidence using the evidence-based databases that support their solutions, and develop implementation, evaluation, and dissemination plans. Students will focus on developing an EBP project that is appropriate for their educational track: nursing leadership, adult clinical nurse specialist, nursing education, or family nurse practitioner.

## Professional Counseling (PCN)

### **PCN 300: Foundation of Drug Abuse and Human Behavior** 3 credits

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An overview of drug abuse and the effects of mood altering drugs on human behavior.

### **PCN 301: Foundation of Alcohol Abuse and Human Behavior** 3 credits

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An overview of alcohol abuse and the effects of alcohol on human behavior.

### **PCN 310: Behavioral Pharmacology** 3 credits

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An overview of the nervous system and the way that drugs affect the human body. Focus is on comparing different substances in terms of their neurological action, physiological dangers, and the effects of their usage on the individual and on society.

### **PCN 345: Co-occurring Disorders, Mental Illness and Substance Abuse** 3 credits

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An exploration of the issues, principles, and techniques involved in diagnosing and treating patients with coexisting mental illness and chemical dependency.

### **PCN 350: Group Therapy for Addicted Populations** 3 credits

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Focus on group dynamics and group process as they relate to chemical dependency. Exploration of group developmental stages, family intervention models, various counseling approaches/techniques, and their applications to therapeutic, education, and family groups.

### **PCN 405: Psychotherapy Models** 3 credits

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An overview of models of psychotherapy prevalent in counseling, with a focus on those most useful in the treating of chemical dependency.

### **PCN 420: Family Dynamics and Substance Abuse/Addiction** 3 credits

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Introduction to the dynamics of the disease of alcoholism and its effect on the family unit. Emphasis on the theories of alcoholism, the skills and knowledge necessary to treat families, family therapy theories, diagnosis of the alcoholic family, problems of children and adult children of alcoholics, treatment of spouses, evaluation of treatment, and prevention models.

### **PCN 426: Counseling Multicultural and Diverse Populations** 3 credits

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Exploration of implications of chemical use on multicultural and diverse populations. Emphasis on area influences as well as the impact of paraprofessional relationships.

### **PCN 450: Self-Help Groups** 3 credits

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An overview of the principles of various self-help groups including Alcoholics Anonymous, Al-anon, Al-Ateen, Narcotics Anonymous, Co-dependents Anonymous, and Adult Children of Alcoholics. Emphasis on 12-step self-help groups.

### **PCN 465: The Therapeutic Process and Ethics** 3 credits

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An overview of ethics, techniques, and therapeutic approaches used in working with persons with a substance abuse disorder.

### **PCN 480: Substance Abuse Practicum** 3 credits

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Opportunity for advanced students to use their developed knowledge and skills in an applied setting with supervision.

### **PCN 500: Counseling Theories** 3 credits

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This course provides a comprehensive survey of the major counseling theories and principles. The coursework shall include the following theories: Psychoanalytic, Adlerian, Existential Psychotherapy, Behavioral, Cognitive Behavioral, Person Centered, Reality Therapy/Choice Theory and, Rational Emotive.

### **PCN 505: Professional Counseling Ethics** 3 credits

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This course provides a broad understanding of professional counseling ethics, legal standards, and responsibilities. An important goal of this course is to help the student develop a high standard of ethical performance in their career as professional

### **PCN 509: Social and Cultural Diversity Issues in Counseling** 3 credits

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This course provides a broad understanding of issues and trends in a multicultural and diverse society. Studies in this area shall include the following: attitudes and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability; individual, family, group, and community strategies for working with diverse populations; and theories of multicultural counseling, theories of identity development, and multicultural competencies.

### **PCN 511: Introduction to Chemical Dependency Counseling** 3 credits

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This course provides a broad understanding of the stages, processes, and effects of chemical dependency, social and psychological dynamics of chemical dependency, and the professional's role in prevention, intervention, and aftercare. This course will also explore theories of addiction, drug classification, assessment, and treatment.

### **PCN 515: Counseling Skills in the Helping Relationships** 3 credits

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This course provides a broad understanding of counseling processes, including characteristics and behaviors that influence the helping processes. Included are age, gender, ethnic differences, verbal and nonverbal behaviors, personal characteristics, and orientations. The development of counseling skills to include the following will be emphasized: interviewing, the development of therapeutic relationships, establishment of appropriate counseling goals, strategies, evaluation of client outcome, and successful termination of the counseling relationship.

### **PCN 518: Human Growth and Development** 3 credits

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This course provides an understanding of the nature and needs of individuals at all developmental levels. Theories of individual and family development, transitions across the life-span; theories of learning, theories of personality development; and strategies for facilitating optimum development over the life-span will be addressed.

### **PCN 520: Group Counseling Theory and Practice** 3 credits

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This course provides a broad understanding of group development, group dynamics, group counseling theories, and ethical standards. The course will also address group process components,



appropriate selection criteria, developmental stage theories, group members' roles and behaviors; group leadership styles and approaches.

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**PCN 521: Marriage and Family Therapy 3 credits**

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This course provides a broad understanding of the structure and dynamics of the family, which may include assessment and methods of marital and family intervention and counseling.

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**PCN 523: Tests and Appraisal in Counseling 3 credits**

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This course provides an introduction to basic tests and appraisal in counseling. Individual and group approaches to testing, assessment, evaluation, behavioral observations, computer-managed and computer-assisted methods will be addressed. The following statistical concepts will also be addressed: scales of measurement, measures of central tendency, and indices of variability, shapes and types of distributions, correlations, reliability, and validity.

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**PCN525: Career Development and Counseling 3 credits**

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This course provides a broad understanding of career development and related life factors including the following: psychotherapy, career counseling techniques and processes, career development theories, decision-making models, issues of diversity, interrelationships between work and family.

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**PCN 527: Psychopharmacology and Addictions 3 credits**

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This course provides a broad understanding of psychopharmacology theories of drug abuse, addiction, and treatment. The student is introduced to the basic principles of pharmacology, anatomy, and physiology as applied to the major classes of psychoactive drugs of abuse/addiction. It also examines the effects of various drugs on human behavior. The course introduces drugs that are being developed to support drug treatment such as methadone, suboxone and nelozone. Emphasis is placed on basic principles of drug ingestion, distribution, elimination, dose response relationships, neurotransmitter chemicals, and synaptic activity.

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**PCN 529: Co-occurring Disorders 3 credits**

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This course introduces students to psychiatric disorders in combination with an alcohol and/or drug abuse disorder or co-occurring disorder. This course will examine how the treatment needs of persons with a co-occurring disorder differ significantly from the treatment needs of persons with only an alcohol and/or drug abuse disorder or a psychiatric disorder.

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**PCN: 531: Family Issues and Addictive Disorders 3 credits**

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This course examines the role of alcohol and/or drug addiction in family systems. Various modalities designed to intervene in the alcohol and/or drug addicted family system will be discussed. The treatment roles and responsibilities of addicted persons and their families will also be examined.

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**PCN 535: Counseling Chemical Dependency Adolescents 3 credits**

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This course provides an introduction to adolescent alcohol and drug abuse prevention and treatment techniques and interventions. Signs, symptoms, and patterns of adolescent alcohol and drug abuse/addiction will be examined. Students will also explore adolescent screening methods, and assessment tools.

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**PCN 540: Research Methods 3 credits**

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This course introduces research methods and basic statistical analysis, including the following: the importance of research, opportunities, and difficulties in conducting research. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research will be addressed.

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**PCN 605: Psychopathology and Counseling 3 credits**

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This course introduces the study of mental illnesses and the science of psychopathology. The goal is to provide counseling students a conceptual understanding of psychological and behavioral dysfunction that occur in mental illnesses. The course includes a survey of major psychiatric disorders and their causes.

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**PCN 610: Diagnostics, Assessment, and Treatment 3 credits**

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This course provides a conceptual framework for the use of assessment and diagnostic tools for the development of appropriate treatment interventions for a variety of behavioral health disorders. Included is an introduction to the use of the diagnostic tools including the DSM-VI TR, and the integration of diagnostic and assessment information, in the development of treatment plans.

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**PCN 615: Pre-Practicum 3 credits**

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A pre-practicum or supervised field work experience under the supervision of a faculty member, which shall include either of the following: 100 total hours of pre-practicum activities, of which a minimum of 40 hours shall be direct client contact hours.

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**PCN 651: Advanced Chemical Dependency Counseling 3 credits**

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This course provides a broad understanding of the role of the clinical supervisor. It examines the role of clinical supervision as the principal method for monitoring and ensuring the quality of clinical services, and as a primary link between management and direct services. It also explores the multiple roles of the clinical supervisor, including consultant, mentor, teacher, team member, evaluator, and administrator.

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**PCN 660A: Practicum/Internship I 3 credits**

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The first of four required supervised internships providing 150 contact hours each of opportunity for students to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The internship will be performed under the supervision of a faculty member and by an onsite supervisor approved by the college or university.

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**PCN 660B: Practicum/Internship II 3 credits**

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The second of four required supervised internships providing 150 contact hours each of opportunity for students to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The internship will be performed under the supervision of a faculty member and by an onsite supervisor approved by the college or university.

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**PCN 660C: Practicum/Internship III 3 credits**

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The third of four required supervised internships providing 150 contact hours each of opportunity for students to develop their counseling skills and to perform all the activities that a regularly

employed professional counselor would be expected to perform in a supervised setting. The internship will be performed under the supervision of a faculty member and by an onsite supervisor approved by the college or university.

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**PCN 660D: Practicum/Internship IV** **3 credits**

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The fourth of four required supervised internships providing 150 contact hours each of opportunity for students to develop their counseling skills and to perform all the activities that a regularly employed professional counselor would be expected to perform in a supervised setting. The internship will be performed under the supervision of a faculty member and by an onsite supervisor approved by the college or university.

## Physical Education (PED)

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**PED 103: Varsity Athletics—Fall/Winter** **1 credit**

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For athletes who compete on varsity intercollegiate athletic teams at Grand Canyon University. Each athlete may receive credit for this course once only.

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**PED 104: Varsity Athletics—Spring** **1 credit**

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For athletes who compete on varsity intercollegiate athletic teams at Grand Canyon University. Each athlete may receive credit for this course once only.

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**PED 121A: Weightlifting and Fitness** **1 credit**

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Instruction and practice in the skills and strategies of the sport. Activity selection is based on facility availability, instructor preference, and student input.

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**PED 195: Lifetime Wellness** **2 credits**

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An introductory course in exercise and wellness. Emphasis is placed on the acquisition of knowledge about what fitness entails, self-evaluation of student's present fitness needs, and developing a personalized fitness program.

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**PED 246<sup>A</sup>: Instructional Strategies in Physical Education** **3 credits**

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A course designed to prepare future physical education teachers, fitness instructors, and recreational leaders in the skills necessary to present physical education activities to groups. Included will be the development of lesson plans, course goals, and performance objectives that can be applied to the presentation of any skill or activity. A Writing-Intensive course. Prerequisite: Must be a Health, Exercise Science, and Physical Education major or minor.

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**PED 252: Teaching of Team Sports I** **2 credits**

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Practice and skills in the sports of soccer, touch football, and team handball for majors and minors. Includes lesson plans, teaching techniques, evaluation, and proficiency in skills. Three credits per week. Prerequisite: PED 246 (may be taken concurrently).

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**PED 262: Teaching of Team Sports II** **2 credits**

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Practice and skills in the sports of basketball, volleyball and softball for majors and minors. Includes lesson planning, teaching techniques, evaluation, and proficiency in skills. Three credits per week. Prerequisite: PED 246 (may be taken concurrently).

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**PED 282: Teaching Individual Activities I** **2 credits**

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Practice and skills in the activities of badminton and tennis are

covered in this course for majors and minors. Includes lesson planning, teaching procedures, evaluation, and proficiency in skills. Three credits per week. Prerequisite: PED 246 (may be taken concurrently)

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**PED 292: Teaching of Individual Sports II** **2 credits**

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Instruction in the theoretical and practical aspects of flexibility, stretching, and weight training activities. Includes lesson planning, teaching techniques, evaluation and proficiency in skills. Prerequisites: PED 195 and PED 246 (may be taken concurrently).

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**PED 323: Athletic Coaching: Baseball** **3 credits**

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A study of the fundamentals, drill habits, team organization, offensive and defensive play, and coaching philosophy of baseball.

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**PED 333: Athletic Coaching: Basketball** **3 credits**

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A study of the fundamentals, drill habits, team organization, offensive and defensive play, and coaching philosophy in basketball.

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**PED 334: Athletic Coaching: Volleyball and Softball** **3 credits**

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A study of the fundamental skills of volleyball and softball, and how each of these skills can be presented and effectively evaluated. Further study includes the dynamics of team structure, practice organization, conditioning, and coaching philosophy for these sports.

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**PED 363: Physical Education for the Exceptional Child** **3 credits**

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A course designed to develop methods and techniques of teaching the exceptional child in motor activities. Emphasis is also placed on the activities and programs to be included in the curriculum. Prerequisite: PED 246 (may be taken concurrently)

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**PED 403: Physical Education for the Elementary Grades** **3 credits**

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A study of the development of a program of physical activities adapted to the school situation and to the individual needs of the child. Prerequisites: EXS 383 and four credits of Professional Activities.

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**PED 413: Physical Education for the Secondary School** **3 credits**

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Designed for individuals who plan to teach at the middle or high school level. Topics include classification of students, organization of classes, choice and selection of appropriate activities and materials, progression, and testing. Prerequisites: EXS 383 and four credits of Professional Activities.

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**PED 423: Organization and Administration of Physical Education and Athletics** **3 credits**

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This course deals with administrative tasks and techniques for use in departments of physical education, athletics, and fitness or exercise centers. Topics include budget and finance; organizing tournaments; and business, administrative, and ethical decision-making in the exercise science setting. Designed for majors in exercise science. Prerequisite: PED 413 or instructor's approval.

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**PED 433: Theory of Coaching** **3 credits**

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This course addresses the role of the coach in developing players

beyond the basic skills of playing the game. It focuses on the Christian approach to coaching, intramural coaching, coaching styles, counseling athletes, and coaching under stress. This course applies to all coaching endeavors. Prerequisite: One athletic coaching class.

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**PED 496: Special Topics/Sports Medicine** **2 credits**

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An examination of current issues, topics, and trends in the field of physical education. See Department Chair for specific information. Prerequisites: PED 246 and instructor's approval.

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**PED 497: Internship in Physical Education** **1-5 credits**

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The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. See Department Chair for specific information. Prerequisite: Instructor's approval.

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**PED 497A: Internship in Physical Education A**

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The first portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

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**PED 497B: Internship in Physical Education B**

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The second portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

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**PED 499: Independent Study** **1-4 credits**

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This involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

## Philosophy (PHI)

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**PHI 101: Introduction to Philosophy** **3 credits**

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An introduction to the discipline of philosophy through a study of representative philosophic problems. Topics to be considered include: What can be known with certainty? What makes actions right? Are our choices free? Can God's existence be proved?

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**PHI 215: Introduction to Logic** **3 credits**

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A study of the principles of correct reasoning with emphasis on distinguishing between good and bad arguments of various types.

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**PHI 222: Foundations of Critical Thinking** **3 credits**

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This course seeks to build the foundations of reasoned and creative thinking through problem solving and analytical building of a "life philosophy." It is a study in applied verbal logic and ethical belief systems that stresses constructive argument.

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**PHI 225: Introduction to Ethics** **3 credits**

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An introductory study of some of the central concepts, procedures, and issues in the field of ethics, focusing on the nature of ethical

thinking and how it applies to particular judgments about actions, character, and values. Topics to be considered include ethical relativism, morality and self-interest, the basis of mortal obligation, moral virtues and vices, and the relevance of religious beliefs to morality.

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**PHI 303<sup>A</sup>: Philosophy of Education** **3 credits**

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A study of the historical, philosophical, and sociological influences that have shaped American education, the issues faced by educators today, and the challenges for the future that await persons now entering the teaching profession. The course is designed for students who have already committed themselves to a career in education or are exploring a career in education. Includes a first phase observation in the K-12 classroom. A Writing-Intensive course. Prerequisite: Sophomore status.

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**PHI 318: Faith and Reason** **3 credits**

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An examination of the reasonableness of religious beliefs, especially beliefs, which are central to the Christian Faith. Topics include arguments for the existence of God, religious experience, the problem of evil, miracles, religious language, and life after death. Prerequisite: PHI 101.

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**PHI 322: Case Studies** **3 credits**

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Course description was not available at press time.

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**PHI 329: Biomedical Ethics** **3 credits**

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A study of the application of moral concepts and principles to issues arising in the health care professions. Topics include role conflicts, paternalism, truth telling, informed consent, human experimentation, abortion, euthanasia and the allocation of scarce resources.

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**PHI 351: Christian Apologetics** **3 credits**

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The course is designed to evaluate the various methodological approaches to the defense of the Christian faith. It examines and encourages the formulation of a reasoned defense in response to religious, historical or scientific objections to the Christian faith from a post-modern worldview.

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**PHI 463: World Religions** **3 credits**

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A study of the major contemporary religions of the world including both historical background and development, and current beliefs and practice with emphasis on basic religions: Hinduism, Jainism, Buddhism, Sikhism, Taoism, Confucianism, Shinto, Zoroastrianism, Judaism, Islam, and Baha'i.

## Physics (PHY)

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**PHY 101: Introduction to Physical Science** **3 credits**

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A survey of physical science emphasizing applications of physical science to modern life. Co-requisites: PHY 101L

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**PHY 101L: Introduction to Physical Science: Lab** **1 credit**

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A lab course designed to complement the physical principles covered in the PHY 101 lecture. Co-requisites: PHY 101

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**PHY 107: Astronomy** **3 credits**

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A study of the principles and history of astronomy, the cosmos, the solar system, and celestial phenomena. Appropriate as an elective

for non-science majors; designed to develop an appreciation and understanding of the natural laws of the universe. Co-requisite: PHY 107L

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**PHY 107L: Astronomy: Lab** **1 credit**

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A lab course designed to complement the topics covered in the PHY 107 lecture. Co-requisites: PHY 107

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**PHY 111: General Physics I** **3 credits**

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Survey of physical principles and concepts using mathematical descriptions based on algebra and trigonometry. Topics covered include force and motion, physical properties of materials, and thermodynamics. Prerequisites: MAT 121, or instructor's approval. Co-requisites: PHY 111L.

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**PHY 111L: General Physics I: Lab** **1 credit**

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Lab experiments demonstrating the physical principles in the PHY 111 lecture. Co-requisite: PHY 111

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**PHY 112: General Physics II** **3 credits**

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Continuation of PHY 111. Topics covered include wave motion, electrostatics, optics, and magnetism. Prerequisite: PHY 111. Co-requisite: PHY 112L

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**PHY 112L: General Physics II: Lab** **1 credit**

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Lab experiments demonstrating the physical principles in the PHY 112 lecture. Co-requisite: PHY 112

## Political Science (POS)

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**POS 100: Introduction to Political Science  
(Politics, Power and the Individual)** **3 credits**

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Reflection and analysis of basic questions: What is politics? How do institutions of our body politic affect the individual? How does the individual impact the "Goliath" that is government? More theoretical than Federal Government, and more practical than Political Thought.

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**POS 252: Federal Government** **2 credits**

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A survey of American government. Meets the teacher certification requirement for American Government.

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**POS 262: Arizona Government** **1 credit**

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A survey of Arizona History and Government. Meets the teacher certification requirement for Arizona Government.

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**POS 296: Social Research** **3 credits**

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Also JUS 296 and SOC 296. An exploration of the various methods used by social scientists to find answers to the questions posed by their subject matter. Includes basic terminology, concepts and practice using methods such as surveys, experiments, field research, and evaluation, as well as some unobtrusive methods. Prerequisite: SOC 101.

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**POS 300: Arizona/Federal Government** **3 credits**

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A survey of Arizona History and Government, as well as American government. Meets the teacher certification requirement for Arizona Government and American government.

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**POS 323: International Relations** **3 credits**

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A study of the history of international politics, contemporary world

power structure, and international law and organization. Prerequisite: POS 100 or six (6) credits of history.

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**POS 344A: Political Thought** **3 credits**

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Consideration of major political thinkers and thoughts from classical to modern times, gleaned from primary and secondary sources. The student will explore and critique belief systems such as socialism and libertarianism, and specific concepts such as freedom, rights, democracy, and communitarianism. Prerequisite: POS 100.

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**POS 363: Introduction to Probability and Statistics** **3 credits**

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Also JUS 363, PSY 363, and SOC 363. A study of elementary theories of probability, distribution, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods. Prerequisite: MAT 120 or equivalent.

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**POS 370 <sup>A</sup>: Politics, Religion, and Ethics** **3 credits**

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Integration of political premises within an ethical framework, generally, and with Christian principles, specifically. The student will also study the outcome of approaching the workings of government with other religious beliefs or their absence. Among the topics: Must a Christian obey the government? Should we support the welfare state or moral-based laws? Can a Christian be a politician? A Writing-Intensive course. Prerequisite: POS 100 or instructor's approval.

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**POS 380: Comparative Governments** **3 credits**

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Analysis of selected foreign governments, chosen for their differences in representative form, geographic and cultural distinctions, and maturity. The student will identify strengths and weaknesses, and discuss the relative moral worth of the paradigm between the state and the individual within each system. Prerequisite: POS 100.

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**POS 416: American Diplomatic History** **3 credits**

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Also HIS 416. The diplomatic history of the United States from independence to the present. A major emphasis is given to United States diplomacy and foreign policy since World War I. Prerequisite: Six (6) credits of history and/or political science, or instructor's approval.

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**POS 417: Constitutional History  
of the United States** **3 credits**

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A study of the origin, development, interpretations, and amendments to the United States Constitution. Special emphasis is given to the interpretation of the Constitution by the courts. Prerequisites: Six (6) credits of history or political science, or instructor's approval.

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**POS 497: Internship** **4 credits**

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Placement of student in a public policy, party, campaign, or other related agency or organization to further the student's integration of theory with practice. Prerequisites: Junior or senior status, and 15 credits of Political Science courses.

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**POS 498A: Advanced Topics:  
Political Science** **3 credits**

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An in-depth study of chosen topics such as Political Parties and Ideologies, Campaigns and Elections, Public Policy and Propaganda, and Issues of Death in Politics and Justice. A Writing-

Intensive course. Prerequisite: Instructor's approval.

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**POS 499: Independent Study** **1–4 credits**

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This involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

## Public Safety Administration (PSA)

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**PSA 329<sup>A</sup>: Public Safety Seminar** **3 credits**

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An initial required, interdisciplinary course in the Public Safety Administration program is structured to offer tools to maximize academic learning performance throughout the program. The content of this course offers on-campus and online strategies, effectively organizes the academic degree plan, assesses prior learning, and presents research methodologies by linking professional and academic experiences.

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**PSA 330: Group Dynamics** **3 credits**

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This course examines how group behavior affects organizational effectiveness, decision-making, conflict resolution, and strategies for efficient group and task management within the public safety sector.

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**PSA 332: Political and Legal Systems** **3 credits**

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Students will analyze and apply the legal system's model for understanding governmental, legal, and operational problems via the application of systems theory.

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**PSA 337: Psychology of Professional Development** **3 credits**

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This course provides an introduction to concepts related to human personality development, a review of theoretical positions underlying personality, and an examination of factors contributing to both normal and abnormal personality characteristics. It also establishes a basis of perspective for analyzing and understanding human behavior.

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**PSA 350: Managerial Communications** **3 credits**

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This course examines personal and professional relationships through the use of effective verbal and non-verbal skills.

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**PSA 351: Public Safety and the Community** **3 credits**

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This course examines the human and community services, in particular, law enforcement, fire protection, and emergency medical services, from theoretical and practical positions. A major focus will be the underlying philosophies, values, mission, planning, and development of programs and systems, as well as evaluating and altering them. The process of anticipating current and future challenges and the impacts of public policy, public opinion, and customer dynamics will also be explored.

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**PSA 360: Information Technology and Systems** **3 credits**

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This course focuses on the organizational, management, and technology dimensions of information systems. Although many technologies are covered, it is not intended to be a technology class.

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**PSA 433<sup>A</sup>: Research Methodology** **3 credits**

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This course helps students identify problems, review related literature, collect data, and measure objectives in the public safety environment. Students will apply analytical skills to public safety related research projects. A Writing-Intensive course.

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**PSA 435: Strategic Planning** **3 credits**

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This course deals with the fundamentals and application of strategic analysis and planning in public safety.

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**PSA 438: Human Resource Management** **3 credits**

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This course explores values and perceptions of groups that affect recruiting, training, retention, evaluation, and current legal issues in human resources.

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**PSA 439: Leadership in Public Safety** **3 credits**

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This course focuses on motivation theory relating to individual and group functioning in public safety organizations. Leadership styles and their impact on performance are examined.

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**PSA 440: Ethics in Public Safety** **3 credits**

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This course explores case issues and philosophies as they relate to accountability in the public safety environment.

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**PSA 460: Project Management** **3 credits**

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This course addresses basic concepts in project management, emphasizing a balance between the technical aspects of project work. Topics include the emerging importance of project management, tools, and techniques to plan and schedule projects, the manager's role in coordinating projects, and how managers need to be aware of cultural influences.

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**PSA 490: Organizational Development and Change** **3 credits**

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The course provides an overview of approaches to organizational development with emphasis on the practical aspects of changing public safety organizations to improve effectiveness.

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**PSA 495: Public Safety Capstone** **3 credits**

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This course provides a structured way to organize facts, information, and ideas from the academic major. Theoretical concepts from the major will be discussed by critically analyzing and evaluating ideas relating to a practical application process. Students will examine concepts of faith, belief systems, and sets of values and examine moral and ethical issues, including responsibility to individuals and communities.

## Psychology (PSY)

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**PSY 101: General Psychology** **3 credits**

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This course is the foundation course in the science of behavior. It includes a study of the history of psychology, the brain, motivation, emotion, sensory functions, perception, intelligence gender and sexuality, human development, learning psychopathology and therapy. Simple experiments constitute a basic part of the course.

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**PSY 253: Personality Development** **3 credits**

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This course is an analysis of personal behavior and its development in the life of an individual. Topics include motivation, coping with stress, interpersonal relationships, and personal growth and change. Prerequisite: PSY 101.

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**PSY 315: Personality Psychology** **3 credits**

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A study of the nature and causal determinants of human behavior, this course focuses upon the definition, development and assessment of personality. Theories studied include psychodynamic, neo-Freudian, trait and factor, cognitive, and behavioral theories. The Christian perspective on the nature of human personality will also be explored. Prerequisite: PSY 101.

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**PSY 324: Learning and Cognition** **3 credits**

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This course encompasses theoretical and empirical problems of human learning and cognitive behavior. The nature of learning processes, memory, auditory and visual perception, information processing, concept attainment, problem solving and other issues related to cognitive science will be explored. Prerequisite: PSY 101.

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**PSY 327: Physiological Psychology** **3 credits**

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This course emphasizes the relationship between the brain and behavior. The role of genetic, neural, hormonal, physiological processes, sensation, perception, motivation, and learning will be discussed within the context of recent research. Prerequisite: PSY 101, BIO 101 or BIO 181.

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**PSY 333: Psychology of Religion** **3 credits**

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Designed to help the student understand and relate to the mental processes involved in individual religious experience, this course gives special attention to the conversion experience, religious motivation, religious development, and the impact of group dynamics. Prerequisite: PSY 101.

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**PSY 341: Lifespan Development** **3 credits**

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This course in developmental psychology emphasizes the physical, social, cognitive, personality, and moral developments of an individual. The course is designed to provide an understanding of the transitions of life from conception to death. May not be taken with prior credit in Child Psychology (PSY 353) Prerequisite: PSY 101.

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**PSY 350A: Social Psychology** **3 credits**

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Also SOC 350. This course is a study of social and group factors affecting individual behavior. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, altruism, attraction, effects of competition and cooperation, analysis and evaluation of propaganda techniques, and the influence of mass communication on social awareness and control. A Writing-Intensive course. Prerequisite: PSY 101 or SOC 101.

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**PSY 353: Child Psychology** **3 credits**

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An analysis of prenatal, infant, and child development, this course reviews the physical, social, language and emotional development of children. The synthesis and integration of personality, motivation, attachment and play styles will also be discussed. May not be taken with prior credit in Lifespan Development (PSY 341). Prerequisite: PSY 101.

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**PSY 363: Introduction to Probability and Statistics** **3 credits**

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Also JUS 363, POS 363, and SOC 363. This course focuses upon elementary theories of probability, distribution, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods. Prerequisite: MAT 120 or equivalent.

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**PSY 373: Adolescent Psychology** **3 credits**

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This course is an examination of the meaning and significance of adolescence; physical, cognitive, moral, and religious development; and the influence of culture, gender expectations, family, peers, and schools on adolescent behavior. Prerequisite: PSY 101.

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**PSY 385: Human Sexuality** **3 credits**

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Also SOC 385. Taught from a Christian perspective, this course focuses on the areas of human sexual development across the life span, physical unity in marriage, pregnancy and childbirth, sexual orientation, common problems in sexual behavior, and sexual values and ethics.

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**PSY 401: Psychology of Death and Dying** **3 credits**

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This course is a study of the process of grief and dying. The psychological adjustments of the individual, family, and professional are examined. The student examines his or her own attitudes, values, and beliefs pertaining to death and dying.

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**PSY 414A: History and Systems of Psychology** **3 credits**

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This course is a study of the origins, developments, influences, changes, and current systems of thought and experimentation in psychology. A Writing-Intensive course. Prerequisites: PSY 101 and senior status.

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**PSY 430: Industrial Psychology** **3 credits**

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The application of social and organizational psychological methods and principles to business and industry. Topics to be covered include human behavior at work, personnel selection and evaluation, motivation and job satisfaction, management philosophies, leadership, group dynamics, employee-management relationships, job evaluation, work and equipment design, working conditions, accident and human errors, and consumer psychology. Prerequisite: PSY 101.

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**PSY 443: Fundamentals of Counseling and Guidance** **3 credits**

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This course is designed for future teachers, ministers, business persons, counselors or social workers. . . Emphasis is placed on the proper use of counseling models as a tool for guidance by persons in various occupations. Prerequisite: PSY 101.

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**PSY 450: Experimental Psychology** **4 credits**

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This course is a lab course emphasizing both the theoretical and applied aspects of experimental design and research methodology. A variety of experiments are performed in areas such as learning, motivation, and perception. Prerequisites: Foundation courses and PSY 363.

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**PSY 466: Abnormal Psychology** **3 credits**

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This course is designed to help students understand assessment of mental illness and prevent mental illness by developing a better awareness of the emotional, functional, and physiological factors influencing mental health. Prerequisite: PSY 101.

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**PSY 490: Senior Seminar:  
Psychology through the Eyes of Faith** **3 credits**

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This course focuses upon the integration of psychological learning and faith issues, relevant to graduate schools and related careers in psychology. Particular focus is given to how a Christian perspective impacts the type of questions posed in the discipline.

Prerequisites: Senior status and Psychology major.

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**PSY 497: Internship in Psychology** 1–4 credits

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The student is placed with an agency or organization in the community to gain practical insights and experience to complement their classroom learning. Every effort is made to place students in a setting corresponding to their interests or career goals. This course may be repeated for credit. Prerequisites: Instructor's approval and 12 credits of Psychology.

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**PSY 498: Advanced Topics in Psychology** 3 credits

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Topics of interest to psychologists but not covered in depth in other courses will be considered. Examples of topics include Motivation and Emotion, Psychology of Humor, Psychological Testing, Gender, Sensation and Perception, Health Psychology, and Developmental Psychopathology. Prerequisite: PSY 101 or instructor's approval.

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**PSY 499: Independent Study** 1–4 credits

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This course involves research, seminars, or readings on a special topic to be selected by the student and the faculty advisor. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

## Reading Education (RDG)

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**RDG 509: Reading: Foundation and Framework** 3 credits

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This course will examine the past trends in reading instruction in America and will address the effects of historical studies that impacted the evolution of reading instruction over the past half century. Attention will be focused on determining the core findings of important research studies and applying that knowledge to the reading profession. The national standards for the International Reading Association will be discussed as well, with the student ultimately creating an electronic portfolio based on those standards. This course meets the following professional standards for educators: IRA (1.1, 1.2, 1.3, 1.4, 5.2) and NBPTS (2, 4, 5).

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**RDG 510: Curriculum and Instruction** 3 credits

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The role of the teacher is to create meaningful learning experiences for the student. This course provides in-depth study of brain-compatible learning experiences. Course participants will learn about designing curriculum units and differentiating instruction for all students. Participants will use the skills associated with backward design, brain theory, and other learning theory principles. Additionally, participants will put into practice the skills of curriculum mapping and practical methods for differentiating learning in order to design a curriculum unit for a subject and grade level. The use of technology will be integrated. This course meets the national standards for the professional teacher competencies set by the International Reading Association (IRA). The IRA Standards addressed in this course are 1.1, 2.1, 2.2, and 2.3.

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**RDG 515: Children, Adolescents, and Learning** 3 credits

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This course combines a study of learning (including both cognitive and behavioral perspectives), human development (childhood through adolescence), and assessment (traditional and performance; teacher-made and standardized). Course participants will apply course information practically to reading instruction. This course meets the following International Reading Association (IRA)

Standards: 2, 3, and 5.

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**RDG 521: Developmental and Corrective Reading Process** 3 credits

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The purpose of this course is to introduce participants to the barriers that prohibit students from learning to read. The course will provide participants with a working knowledge of common reading difficulties. Participants will be provided with informal diagnostic tools to diagnose common reading problems. Research-based intervention programs and guidelines for accessing appropriate resources to provide instructional support for students with reading difficulties will also be discussed. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, and 3.2.

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**RDG 525: Literacy in a Multicultural Society** 3 credits

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Educators must be more effective in relating to persons of various cultures, promoting multicultural understanding, and facilitating maximal learning and personal development for all. This course is designed to develop understanding and appreciation of cultural differences (including values, attitudes, behaviors, abilities, and learning styles) present in both the general public and schools. Both theoretical constructs and practical applications of literacy in a multicultural society are emphasized. This course meets the following International Reading Association (IRA) Standards: 1.1, 5.1, and 5.4.

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**RDG 535: Descriptive Linguistics and Phonics** 3 credits

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Classroom demographics in American schools are rapidly changing. Teachers are experiencing a growing need to familiarize themselves with the structure and use of the English language in order to respond to the increasing linguistic diversity in schools. As more schools focus on reading and writing across the curriculum, teachers of all disciplines need to become proficient at analyzing students' linguistic abilities and developing content-specific strategies to ensure success in the classroom. This course provides foundational knowledge related to linguistic principles of the English language – the basics of phonetics, phonology, morphology, and syntax – while addressing the issues related to the usage of standard and non-standard varieties of English. This course meets the following International Reading Association (IRA) Standards: 1.1, 1.3, 2.2, 2.3, 3.1, 3.2, and 3.4.

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**RDG 540: Research Techniques and Procedures** 3 credits

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This course is designed to facilitate the development of research knowledge and skills in the education profession. The course will provide participants with a foundation for data-driven decision-making, change, and improvement. Course participants will conduct action research related to their job roles and evaluate and interpret research literature. Students will evaluate theory, techniques, and design of scientific research. This course meets the International Reading Association Standards 1.2, 3.1, and 3.3, and the National Board of Professional Teaching Standards, proposition #4.

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**RDG 545: Foundations, Cognition, and Literature** 3 credits

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The course focuses on using literature within a complete developmental literacy program from the emergent stage to the adult proficiency level. Particular emphasis will be dedicated to the various genres that exist within the literature spectrum and how to utilize the different genres in order to meet specific instructional needs and literacy goals. Knowledge and skills will be developed



to assist the student with applying the components of balanced literature-based literacy programs within their classroom or school setting. This course meets the following professional standards for educators: IRA (1.1, 1.2, 1.3, 2.2, 2.3, 4.1, 4.2, 5.3) and NBPTS (1, 2, 3, 4).

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**RDG 580: Practicum in Reading** **3 credits**

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This course provides an in-depth study of the International Reading Association Standards by examining research-based approaches linking assessment and instruction. Teachers will learn to use a wide range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, instruction, and assessment. Students will develop individual case studies. This course meets the following International Reading Association (IRA) Standards: 1.3, 1.4, 2.2, 3.1, 3.2, and 3.4.

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**RDG 583: Teaching Reading in the Content Areas** **3 credits**

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This course links reading skills across the curriculum through the use of instructional strategies and assessments. The use of textbooks, trade books, and electronic texts are explored with a focus on strategies that are relevant in every content area. This course meets the following International Reading Association (IRA) Standards: 1.1, 2.2, 2.3, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, and 5.4.

## Recreation (REC)

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**REC 203: Introduction to Recreation** **3 credits**

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A course designed to introduce the student to the philosophy and early development of recreation in America. It also examines the role and status of the varied agencies engaged in recreation programs.

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**REC 213: Recreational Leadership** **3 credits**

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Designed to acquaint the student with the current trends and practices in professional recreation leadership development. Students will examine leadership concepts, group dynamics, management, and problem-solving as related to recreation. Special event planning and operation of sports leagues will be explored. Prerequisite: REC 203

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**REC 215: Recreational Programming** **3 credits**

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Games, contests, crafts, music, drama, social recreation for home and school, and community leisure time will be discussed. Students will gain experience in teaching activities and event planning.

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**REC 313: Outdoor Recreation** **3 credits**

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A course designed to acquaint the student with the knowledge and experience of outdoor living and outdoor leadership skills. Camping, backpacking, and desert survival will be explored.

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**REC 423: Recreation Administration and Supervision** **3 credits**

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A study of the supervisory and administrative techniques to be used in the recreation profession. Staff and volunteer supervision, policy development, public and community relations, and management theories will be examined. Prerequisites: REC 213 or instructor's approval.

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**REC 424: Recreation Facility Management** **3 credits**

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A study of financing, marketing, and legal issues concerning the management of recreation and park facilities. Coursework will

include a study of bonds, risk management, and the pricing structures of recreational facilities. Prerequisite: REC 213 or instructor's approval.

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**REC 425<sup>A</sup>: Recreation for Special Populations** **3 credits**

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A course designed to develop methods and techniques of leading therapeutic recreation activities in institutions. A Writing-Intensive course. Prerequisites: REC 213 or REC 215

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**REC 497: Internship in Recreation** **1-10 credits**

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The student is assigned to an approved recreational facility to serve as a leader or assistant leader under the supervision of a recreation employee for a specified number of credits. Periodic conferences and evaluations are scheduled with the supervising teacher. Prerequisite: REC 423.

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**REC 497A: Internship in Recreation A**

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The first portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

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**REC 497B: Internship in Recreation B**

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The second portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

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**REC 497C: Internship in Recreation C**

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The first portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

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**REC 497D: Internship in Recreation D**

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The second portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

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**REC 497E: Internship in Recreation E**

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The first portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

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**REC 497F: Internship in Recreation F**

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The second portion of a full semester internship. The internship provides an opportunity for students to practice principles learned in their functional area by working in an outside organization under the supervision of a practitioner. Prerequisite: Senior Status or Instructor's approval.

## Research (RES)

### **RES 615: Applied Research Development in Information Security** 3 credits

This course introduces students to the process of applied research proposal development. Students write and present a research proposal to evaluate the effectiveness of an information security best practice selected from one of the ten domains of the CBK.

### **RES 616: Qualitative and Quantitative Analysis** 3 credits

In this course, students evaluate qualitative and quantitative methods of data analysis for solving information assurance problems and conducting information security-related field research.

## Secondary Education (SED)

### **SED 442: Secondary Methods** 3 credits

This course is designed to help teachers and prospective teachers of young adults find their own teaching styles and recognize the different learning styles of their students in order to make appropriate decisions about all aspects of the teaching act. Emphasis is given to teaching methodology that encourages problem-solving, active participation, and assessment. Prerequisites: EDU 303, and EDU 313 (may be taken concurrently); EDU 363 is recommended.

### **SED 443: Secondary Curriculum Development and Assessment** 3 credits

In this study of secondary school curriculum development, major emphasis is given to planning instructional objectives and lessons, assessing objectives, and developing a model curriculum. Prerequisites: Admittance to the Teacher Education Program, PSY 373, EDU 303, EDU 313, SED 442; SED 443 and SED 462 may be taken concurrently.

### **SED 452: Learning Strategies Secondary School** 3 credits

Taken concurrently with SED 462, this course is designed to assist pre-service and in-service teachers in developing a broad range of reading (to include decoding), teaching, and learning strategies to effectively enhance the learning of middle and secondary school students. A major emphasis is given to utilization of these strategies in the midst of today's socially and culturally diverse classrooms. Prerequisites: EDU 303. Co-requisite: Must be taken concurrently with SED 462.

### **SED 462: Secondary Practicum** 3 credits

Taken concurrently with SED 452, this is a school-centered experience designed to provide prospective teachers with intensive involvement in a middle or secondary school with students and classroom teachers. May be taken concurrently with SED 442/542c. Prerequisites: EDU 303. Co-requisite: Must be taken concurrently with SED 452.

### **SED 480: Student Teaching: Secondary School** 12 credits

The semester includes seminars in classroom management, assessment and professional preparation, and curriculum development. The student is assigned to an approved school to serve as a student teacher for a semester under the supervision of an experienced teacher. Prerequisites: Admittance to the College of Education, completion of all secondary education coursework, senior status.

### **SED 480a: Student Teaching: Secondary School** 6 credits

The semester includes seminars in classroom management, assessment and professional preparation, and curriculum development. The student is assigned to an approved school to serve as a student teacher for a semester under the supervision of an experienced teacher. Prerequisites: Admittance to the College of Education, completion of all secondary education coursework, senior status.

### **SED 480b: Student Teaching: Secondary School** 6 credits

The semester includes seminars in classroom management, assessment and professional preparation, and curriculum development. The student is assigned to an approved school to serve as a student teacher for a semester under the supervision of an experienced teacher. Prerequisites: Admittance to the College of Education, completion of all secondary education coursework, senior status.

### **SED 542: Secondary Theory and Methods** 3 credits

This course is designed to foster application of proven teaching and learning methodologies for both instructor and student in order to make appropriate decisions about all aspects of teaching. Major emphasis is given to planning instructional objectives and lessons, assessing objectives, and developing teaching methodology that encourages problem-solving, active participation, and assessment.

### **SED 552: Reading Strategies for Middle and Secondary Schools** 3 credits

This course is designed to develop a broad range of research-based reading methodologies to enhance the learning strategies of middle and secondary school students. A major emphasis is given to the use of reading strategies for culturally and socially diverse classrooms including the use of literature in all content areas. The development and use of integrated and thematic approaches of instruction are addressed. Students are expected to observe and assist in a 7-12 classroom while taking this course.

### **SED 580a: Student Teaching Internship: Secondary I** 6 credits

Students are required to fulfill an eight-week internship experience in a classroom with a certified teacher. This course must be taken immediately preceding SED 580b Secondary II Student Teaching.

### **SED 580b: Student Teaching Internship: Secondary II** 6 credits

Students are required to fulfill an eight-week internship experience in a classroom with a certified teacher. This course must be taken immediately following SED 580a Secondary I Student Teaching.

## Sociology (SOC)

### **SOC 101: Introduction to Sociology** 3 credits

A general overview of the concepts, theories, and methods used by sociologists to describe and explain the effects of social structure on human behavior. Course stresses development of the sociological perspective in everyday life.

### **SOC 270: Contemporary American Families** 3 credits

A survey of the important trends and issues facing families today. Emphasis is placed on establishing the existence and dimensions of the trends and analysis of the impact of these trends on individuals,

couples, children and larger society. Legislative and political efforts to impact these trends will also be considered.

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**SOC 296: Social Research** **3 credits**

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Also JUS 296 and POS 296. An exploration of the various methods used by social scientists to find answers to the questions posed by their subject matter. Includes basic terminology, concepts and practice using methods such as surveys, experiments, field research, and evaluation research, as well as some unobtrusive methods. Prerequisite: SOC 101.

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**SOC 313: Cultural Anthropology** **3 credits**

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A study of the variety of cultures that have developed in human society. Attention is given to preliterate peoples in comparison with our own and other cultures. The origin and development of the cultures, their technologies, economies, social organizations, and beliefs are surveyed. Prerequisite: SOC101.

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**SOC 333: Marriage and the Family** **3 credits**

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Designed as a practical look at the subject with emphasis on understanding and applying the sociological research on marriage and family life to the student's present and future life. Cross-cultural and historical information is also presented. Prerequisite: SOC 101 or instructor's approval.

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**SOC 341: Social Problems** **3 credits**

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A survey of the various issues and problems faced by contemporary American society including crime, drug abuse, sexual variance, poverty, overpopulation, and family relations. Emphasis is placed upon how these problems arise from and are perpetuated by our modern social structure. Prerequisite: SOC 101.

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**SOC 350A: Social Psychology** **3 credits**

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Also PSY 350. A study of social and group factors affecting individual behavior. Attention is given to the development of attitudes, leadership roles, group thinking, sources of conflict, effects of competition and cooperation, analysis and evaluation of propaganda techniques, and the influence of mass communication on social awareness and control. A Writing-Intensive course. Prerequisite: PSY 101 or SOC 101.

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**SOC 353: Urban Sociology** **3 credits**

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An analysis of the evolution of the city, emphasizing the similarities and differences between cities of the past and cities today. An overview of major urban theorists is used to examine the experience of living in cities today, especially our definition and response to urban problems. Prerequisite: SOC 101.

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**SOC 363: Introduction to Probability and Statistics** **3 credits**

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Also JUS 363, POS 363, and PSY 363. A study of elementary theories of probability, distribution, and testing of statistical hypotheses. Practical experience is provided in the application of statistical methods. Prerequisite: MAT 120 or equivalent.

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**SOC 383: Drug Abuse and Behavior** **3 credits**

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Also BIO 383 and HLT 383. An exploration of the problems of drug abuse and approaches toward solutions of those problems. Topics include pharmacology and epidemiology of drug use; psychological, legal, social, and cultural implications and principles of program planning. Prerequisite: SOC 341 or instructor's

approval.

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**SOC 385: Human Sexuality** **3 credits**

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Also PSY 385. Taught from a Christian perspective, this course focuses on the areas of human sexual development across the life span, physical unity in marriage, pregnancy and childbirth, common problems in sexual behavior, and sexual values and ethics.

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**SOC 423: American Minority Peoples** **3 credits**

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A study of the various minority groups in the United States and their sociological significance in the history of our nation and in our current culture. The history and present status of American immigration policy are also considered. Prerequisite: SOC 101 or instructor's approval.

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**SOC 431: Social Work** **3 credits**

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An overview of the training, tasks, and opportunities in the profession of social work. The student will be introduced to the skills, knowledge base, and functional role of the social worker. Exposure to various settings of social work practice will be provided. Prerequisites: SOC 101 and SOC 341.

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**SOC 483A: History of Social Thought** **3 credits**

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A study of social thought from ancient to modern times with emphasis on 19th-and 20th-century thought. Emphasis is placed upon how current social theories have been influenced by, but are different from, earlier social thought. A Writing-Intensive course. Prerequisite: SOC 101 or instructor's approval.

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**SOC 490A: Senior Seminar:  
Sociology through the Eyes of Faith** **3 credits**

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An opportunity for students who are majoring in sociology to integrate and synthesize the knowledge gained from the study of sociology, explore options such as graduate school or employment which build upon the major, and grapple with the issues raised by a Christian perspective on sociology. Required of all Sociology majors. A Writing-Intensive course. Prerequisites: Senior status, Sociology major, SOC 296, SOC 363, and SOC 483.

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**SOC 497: Internship in Sociology** **1-4 credits**

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The student is placed with an agency or organization in the community to gain practical insights and experience to complement their classroom learning. Every effort is made to place students in a setting corresponding to their interests or career goals. May be repeated for credit. Prerequisite: Instructor's approval and 12 credits of Sociology.

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**SOC 498: Advanced Topics in Sociology** **3 credits**

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Topics of interest to sociologists but not covered in-depth in other courses will be considered. The content (topic) will change each time the course is offered, so it may be repeated for credit. Examples of topics might include: Women in America, Suicide, Third World Issues, Social Movements, Collective Behavior, Social Inequality and Stratification, Sociology of Religion, Sociology of Health and Illness, Sociology of Mental Illness, Juvenile Delinquency, or Aging. Prerequisite: SOC 101 or instructor's approval.

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**SOC 499: Independent Study** **1-4 credits**

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This involves research, seminars, or readings on a special topic to

be selected by the student and the faculty advisor are appropriate. This course may be taken for one, two, three or four credits, depending on the amount of time and work involved and may be repeated for up to four credits total credit per subject area unless specified otherwise in requirements for a major.

## Spanish (SPA)

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### **SPA 101: Elementary Spanish I** **3 credits**

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This course builds a foundation in the skills of listening, speaking, reading, and writing through the use of a text-workbook, classroom conversational practice, and outside cultural activities. Co-requisite: SPA 101L.

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### **SPA 101L: Elementary Spanish I Lab** **1 credit**

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A lab course designed to complement and support the principles learned in SPA 101. Co-requisite: SPA 101.

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### **SPA 102: Elementary Spanish II** **3 credits**

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Continuation of SPA 101. Prerequisite: SPA 101 or equivalent. Co-requisite: SPA 102L.

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### **SPA 102L: Elementary Spanish II Lab** **1 credit**

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A lab course designed to complement and support the principles learned in SPA 102. Co-requisite: SPA 102.

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### **SPA 201: Intermediate Spanish I** **3 credits**

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This course further builds Spanish vocabulary and language structure. Oral practice, short compositions, textbook readings, and cultural activities are stressed. Prerequisite: SPA 102. Co-requisite: SPA 201L.

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### **SPA 201L: Intermediate Spanish I Lab** **1 credit**

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A lab course designed to complement and support the principles learned in SPA 201. Prerequisite: SPA 102. Co-requisite: SPA 201.

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### **SPA 202: Intermediate Spanish II** **3 credits**

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Continuation of SPA 201. Prerequisite: SPA 201 or instructor's approval.

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### **SPA 202L: Intermediate Spanish I Lab** **1 credit**

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A lab course designed to complement and support the principles learned in SPA 201. Prerequisite: SPA 201. Co-requisite: SPA 202.

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### **SPA 311: Spanish Conversation** **3 credits**

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This course helps the student to speak with fluency and standard pronunciation, to develop facility in the language, and to become conversant with culture, common expression, and everyday usage. Prerequisite: SPA 202 or instructor's approval.

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### **SPA 312<sup>A</sup>: Composition and Grammar** **3 credits**

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This course helps the student express a wide range of style in writing: description, narration, persuasion, comparison/contrast, and dialogue through careful drafting and editing of content, grammar, and orthography. A Writing-Intensive course. Prerequisite: SPA 311 or instructor's approval.

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### **SPA 319: Business and Professional Spanish** **3 credits**

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For the students already conversant in Spanish, this course is designed to give specific vocabulary and terminology distinctive in particular careers and professions (Business, Education, Law,

Medicine, Ministry, Public and/or Social Services). Prerequisite: SPA 311 or instructor's approval.

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### **SPA 342: Introduction to Literature in Spanish** **3 credits**

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Introduction to literary concepts, terminology, and theory with application to poetic, dramatics, and prose texts. Will include some study of Hispanic culture. Prerequisite: SPA 312 or instructor's approval.

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### **SPA 362<sup>A</sup>: Advanced Grammar and Composition** **3 credits**

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A course designed to provide an extensive review of Spanish language. The development of self-correction skills will be encouraged through the study of model texts by Spanish authors. A Writing-Intensive course. Prerequisite: SPA 312 or instructor's approval.

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### **SPA 363: Spanish Civilization** **3 credits**

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In this course, students study the history, geography, and people of Spain through a chronological view of the colonization and civilization of the peninsula until the present. Prerequisite: SPA 312 or instructor's approval.

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### **SPA 373: Hispanic Civilization** **3 credits**

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A study of the colonizing practices of Spain in the New World and their relevance to modern problems. Prerequisite: SPA 312 or instructor's approval.

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### **SPA 383: Civilization of the Spanish Southwest** **3 credits**

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This course provides a study of the development of Hispanic civilization in the Southwest United States from the 16th Century. Prerequisite: SPA 312 or instructor's approval.

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### **SPA 413: Spanish Literature** **3 credits**

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This course is designed to expand the student's knowledge of the literature and civilization of Spain. Prerequisite: SPA 342 or instructor's approval.

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### **SPA 423: Hispanic Literature** **3 credits**

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This course provides a survey of Hispanic literature from the Colonial period to the present, emphasizing literary periods, style, and text analysis. Prerequisite: SPA 342 or instructor's approval.

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### **SPA 493: Contemporary Issues** **3 credits**

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This course is designed to discuss and analyze contemporary events and issues in the Spanish-speaking world. Specific topics to be announced each offering. Prerequisite: SPA 311 or instructor's approval.

## Special Education (SPE)

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### **SPE 325<sup>A</sup>: Educating Learners with Diverse Needs** **3 credits**

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This course is a survey of the unique learning needs of exceptional students. A Writing-Intensive course. Prerequisite: PSY 101. Prerequisite/Co-requisite: EDU 303.

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### **SPE 345: Characteristics of Students with Mental Retardation** **3 credits**

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This course is an advanced study to provide the prospective special education teacher with an understanding of persons with mental retardation (MR), including related theories, research,

characteristics, and etiology of mental retardation. Prerequisites: SPE 325/525, EDU 303.

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**SPE 355: Characteristics of Students with Learning Disabilities** **3 credits**

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This course is designed to provide the prospective special education teacher with advanced knowledge of the etiology of learning disabilities by discussing diagnostic techniques and related remedial practices. Prerequisites: SPE 325, EDU 303.

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**SPE 365: Characteristics of Students with Emotional and Behavioral Disorders** **3 credits**

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This course is an advanced study of the characteristics of individuals with emotional and behavioral disorders and the school-based educational programs designed to meet their needs. Prerequisites: SPE 325, EDU 303.

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**SPE 371: Education of Students with Physical and Health Impairments** **3 credits**

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This course provides students with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Students investigate means to enhance individuals' quality of life through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs. Students will participate in classroom experiences with students who have physical and health impairments.

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**SPE 376: Strategies for Teaching Students with Learning Disabilities** **3 credits**

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Students will learn methods and techniques of planning, implementing, and evaluating instructional strategies for educating elementary and secondary students with learning disabilities in special and regular education classes. A 45-credit K-12 school-centered practicum will be included in the coursework. Prerequisites: Admittance to the Teacher Education program, SPE 325, and SPE 355 or SPE 365 (may be taken concurrently), EDU 303.

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**SPE 386: Strategies for Teaching Students with Emotional and Behavioral Disorders** **3 credits**

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Students will learn methods and techniques of planning, implementing, and evaluating instructional strategies for educating elementary and secondary students with emotional and behavioral problems in special and regular education classrooms. A 45-credit K-12 school-centered practicum will be included in the coursework. Prerequisites: Admittance to the Teacher Education program, SPE 325, and SPE 355 or SPE 365 (may be taken concurrently), EDU 303.

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**SPE 435: Diagnosis and Assessment in Special Education** **3 credits**

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This course teaches characteristics and uses of diagnostic instruments that can be used to identify, evaluate, and assess learning needs of exceptional students. Prerequisites: Admittance to the Teacher Education program, SPE 325, SPE 355, SED 345 or SPE 365, SPE 376 or SPE 386, and EDU 303.

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**SPE 448: Student Teaching in Special Education: Cross Categorical** **8-12 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in special education classrooms. The experience includes assessing, planning, and teaching lessons; managing behavior; and collaborating professionally. Prerequisites: Required special education courses for certificate, 2.50 GPA, and senior status.

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**SPE 448a: Student Teaching in Special Education: Cross Categorical** **6 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in special education classrooms. The experience includes assessing, planning, and teaching lessons; managing behavior; and collaborating professionally. Prerequisites: Required special education courses for certificate, 2.50 GPA, and senior status.

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**SPE 448b: Student Teaching in Special Education: Cross Categorical** **6 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in special education classrooms. The experience includes assessing, planning, and teaching lessons; managing behavior; and collaborating professionally. Prerequisites: Required special education courses for certificate, 2.50 GPA, and senior status.

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**SPE 525: Educating Learners with Diverse Needs** **3 credits**

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Emphasis will be placed on definitions, etiology, characteristics, and prevalence of various exceptionalities; laws and litigation protecting the rights of students with special needs and their families; current issues affecting persons with special needs; social perceptions, assessment, inclusion, and transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom.

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**SPE 529: Special Education: Foundations and Framework** **3 credits**

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This course orients students to the program, the field, and the National Board for Professional Teaching Standards and Council for Exceptional Children Standards guiding them. It includes an introduction to creating a professional portfolio.

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**SPE 535: Assessment and Diagnosis in Special Education** **3 credits**

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This capstone course in special education is designed to incorporate issues in collaboration and communication and to synthesize the special education process from assessment to delivery of instruction (i.e., evaluation, eligibility, placement, and instructional practice). Specific skill development includes assessing students with disabilities, completing special education forms, and conducting meetings and conferences with parents and school professionals. A school-based practicum provides participants with experiences in standardized testing and case studies, problem-solving meetings, cooperative team planning, and inclusion processes. Prerequisites: SPE 529, SPE 525, Characteristics and Strategies courses for MR, LD, or ED.

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**SPE 540: Special Education Litigation and Law** **3 credits**

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Participants examine legal issues, recent court decisions, and current law relating to special education. Special attention is given

to compliance, student and parent rights, local state and district policies and procedures, and advocacy through community organizations.

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**SPE 545: Characteristics of Students with Mental Retardation** **3 credits**

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The focus of this course is to provide the prospective special education teacher with advanced knowledge of MR, including the history with attention to law and litigation, definition, causes, and characteristics of MR in children and adults. The impact of MR on the lives of individuals and necessary support systems for quality of life are investigated and assessment techniques and effective teaching strategies addressed. Participants will actively participate in a class for students with MR.

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**SPE 548a: Student Teaching: Cross-Categorical I** **6 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for students with disabilities, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. This is an eight-week experience that must be taken immediately preceding SPE 548b Student Teaching II.

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**SPE 548b: Student Teaching: Cross-Categorical II** **6 credits**

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Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for students with disabilities, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. This is an eight-week experience that must be taken immediately following SPE 548a Student Teaching I.

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**SPE 550: Special Education Finance** **3 credits**

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Participants investigate the policies, practices, and issues relating to special education finance at the local, state, and federal levels, including sources, legal mandates, and budgeting. Prerequisites: Required courses for Certification in Special Education.

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**SPE 555: Characteristics of Students with Learning Disabilities** **3 credits**

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The focus of this course is to provide the prospective special education teacher with advanced knowledge of LD, including the history with attention to law and litigation, definition, causes, and characteristics of learning disabilities in children and adults. The cognitive processes of students with and without learning disabilities are compared, unsubstantiated explanations and false claims relating to LD investigated, and assessment techniques and effective teaching strategies addressed. Participants will actively participate in a class for students with LD.

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**SPE 560: Special Education Program Development** **3 credits**

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Participants will demonstrate understanding of principles and processes of special education program development by designing, implementing, and evaluating programs for students with special needs.

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**SPE 563: Physical Education for the Exceptional Child** **3 credits**

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Participants will develop skills in methods and techniques of teaching exceptional students motor activities individually and in

groups. Emphasis will be placed on creating individualized lesson plans with specific goals and objectives.

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**SPE 565: Characteristics of Students with Emotional Disabilities** **3 credits**

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The focus of this course is to provide the prospective special education teacher with advanced knowledge of ED, including the history with attention to law and litigation, definition, etiology, types, and characteristics of students with emotional and behavioral disorders. Students will investigate theories and models of emotional and behavioral disorders and related treatments. Assessment techniques and the factors involved in a diagnosis of behavior and emotional disorders are also addressed. Students will actively participate in a class for students with emotional and behavioral disabilities.

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**SPE 570: Action Research in Special Education** **3 credits**

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Participants collaboratively engage in identifying personally significant and relevant problems in special education, reviewing the literature, designing and implementing research methodology, and evaluating results. Plans for further research are identified.

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**SPE 571: Educational Implications for Students with Physical and Health Impairments** **3 credits**

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This course provides students with knowledge of physical and other health impairments and the impact of these disabilities on the lives of individuals. Students investigate means to enhance individuals' quality of life through participation in home, school, and community activities. Special attention is given to accessibility to appropriate curricula, modifications and adaptations, and effective instructional strategies to meet individual needs.

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**SPE 572: Philosophical and Social Issues in Education** **3 credits**

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Participants will investigate historical, philosophical, and sociological influences that have shaped American education and current issues and future challenges facing educators. Activities include interviews and observations in the school and community. Each participant will create a personal philosophy of education.

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**SPE 576: Strategies for Teaching Students with Learning Disabilities** **3 credits**

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This course is designed to advance the special educator's understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with LD. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with LD in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with LD. Participants will teach lessons in a class for students with LD.

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**SPE 586: Strategies for Teaching Students with Emotional Disabilities** **3 credits**

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This course is designed to advance the special educator's understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with ED. Effective and specific individual and group behavior management models, programs, strategies, and interventions for elementary and

secondary students with ED in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the behavior management plan necessary to meet the individual needs of students with ED. Participants will teach behavior in a class for students with ED.

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**SPE 590: Assistive Technology in Special Education** **3 credits**

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Participants become skilled at applying modifications and adaptations available through current low-tech and high-tech assistive devices designed to address individual needs for an appropriate education.

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**SPE 595: Global Issues in Special Education** **3 credits**

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Participants explore special education programs and issues and in countries throughout the world and establish direct communication with special educators worldwide.

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**SPE 596: Strategies for Teaching Students with Mental Retardation (MR)** **3 credits**

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This course is designed to advance the special educator's understanding and mastery of methods appropriate for meeting the educational needs of elementary and secondary students with MR. Effective teaching strategies for planning, implementing, and evaluating instruction based on appropriate assessment for elementary and secondary students with MR in special and regular education classes are investigated, planned, implemented, and evaluated based on appropriate assessment. Particular attention will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with MR.

## Systems Management (SYM)

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**SYM 180: Computer Application Modules** **1 credit**

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Basic studies of applications of electronic data processing. Modules include

- A Word Processing
- B Beginning Spreadsheets
- J Accounting Applications (Prerequisite: ACC 211)
- L Presentation Graphics

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**SYM 301: Principles of Information Systems** **3 credits**

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This introductory course covers the fundamental principles of information systems; integrates topics of management, organization, information, technology, and the systems approach; and emphasizes the planning, design, and implementation of information systems to aid decision-making.

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**SYM 302: Database and Decision Support Systems** **3 credits**

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This in-depth examination of database systems and the various computer-based support systems that are used to aid decision-making examines database systems, decision support systems, expert systems, and group decision support systems. Emphasis is on appropriate application and implementation. Quantitative and qualitative decision-making models and tools will be covered. Prerequisite: SYM 301.

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**SYM 303: Systems Analysis and Design** **3 credits**

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This course discusses systems thinking and behavior as they apply to business environments. An overview of modeling and simulation will be discussed in terms of gaining insights into business issues, emphasizing the benefits of using these tools in areas where effective decision-making is critical. Students will be expected to complete several individual modeling and simulation projects using a higher level, object-oriented (drag and drop) simulation application. No programming experience is required. Prerequisite: SYM 301.

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**SYM 304: Designing Business Web Pages** **3 credits**

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Student will learn to design and evaluate web pages for business applications. Considerations regarding internal organization and external user needs are discussed, along with evaluations of existing Internet Web sites. Types of available software applications are also considered. This is a hands-on course where students will be required to design simple sites on an individual basis and interconnected sites on a teaming basis. Prerequisite: SYM 301.

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**SYM 305: Business Programming** **3 credits**

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This course focuses on the analysis of business problems to design and implement the software component of an information system. Emphasis is placed on structured design and programming. Includes an introduction to visual programming languages. Prerequisite: SYM 301.

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**SYM 306: Data Communications and Networking** **3 credits**

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This course focuses on the concepts, architectures, components, protocols, and standards for message movement within information networks. Involves extensive use of the network design process to develop detailed understanding regarding the integration of business and information technology perspectives. Prerequisite: SYM 301.

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**SYM 501: Applied Business Probability and Statistics** **3 credits**

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This course is designed for students who have not had statistics in their undergraduate work or for those who desire a refresher in mathematics. Topics covered include the theory and application of basic mathematic rules, algebraic formulae and manipulations, graphing, probability principles, and descriptive and inferential statistics.

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**SYM 603: Information Systems** **3 credits**

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Students examine managerial issues associated with the application of information systems in business settings. Beginning with an analysis of the broad meaning and nature of information and systems, the focus narrows specifically to computer technologies, configurations, and applications as tools to benefit business environments and then expands to the Internet and World Wide Web as they apply to strategic global enterprise systems.

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**SYM 633: Fundamentals of Six Sigma** **3 credits**

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This course provides students with an overview of the history of quality programs, the six sigma methodology (commonly known as DMAIC), and introductory process measurement and improvement tools including process mapping, data collection, Pareto analysis, and identifying root cause. Successful completion of the course results in initial progress towards Six Sigma Green



Belt certification.

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**SYM 634: Advanced Six Sigma 3 credits**

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This course focuses on Six Sigma process improvement. Students are instructed in the most common techniques of analyzing and improving business processes within the Six Sigma framework. Key topics include defining capability, determining sigma level, verifying root cause, conducting regression analysis, calculating COPQ, and developing control plans. Successful completion of the course is designed to result in fulfilling the requirements for Six Sigma Green Belt certification. Prerequisite: SYM 633.

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**SYM 635: Applied Six Sigma 3 credits**

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This course covers advanced problem solving using the Six Sigma methodologies. The course provides instruction on the first three phases of the DMAIC methodology using an applied project, including advanced statistical analysis methods, design of experiments, and presentation of project findings. Successful completion of the course is designed to result in fulfilling the requirements for Six Sigma Black Belt certification. Prerequisite: SYM 634.

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**SYM 653: Business Programming Management 3 credits**

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This course will focus on the analysis of business problems and information management issues to design and implement the software component of an organizational information system. Emphasis is placed on structured design and programming that includes an introduction and examination of visual programming languages.

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**SYM 654: Database Management System 3 credits**

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This course is an examination of managerial issues associated with managing and securing data and information within an organization. Topics emphasized include database system types, decision support systems and framing, database administration, and database applications.

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**SYM 655: Data Communications and Network Management 3 credits**

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This course is an examination of managerial issues associated with the movement of information within an organizational network. Topics emphasized include architectures, protocols, policies, security management, and network management organization.

## Technical Credits (TEC)

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**TEC 509: Instructional Technology: Foundation and Framework 3 credits**

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This course orients students to the program, the technology challenges in today's classroom, and the national standards guiding them. It includes an introduction to creating a professional portfolio. All of the listed objectives meet the International Society for Technology in Education Standards for Teachers.

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**TEC 510: Curriculum and Instruction 3 credits**

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This course provides in-depth study of brain-compatible learning experiences, designing curriculum units, and differentiating instruction for all students. Participants will use the skills of backward design, brain theory, other learning theory principles, curriculum mapping, and practical methods of differentiating learning to design a curriculum unit for a subject and grade level. The use of technology will be integrated in the course curriculum

from the beginning. This course meets the International Society for Technology in Education (ISTE) Standard 2.

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**TEC 525: Schools in a Multicultural Society 3 credits**

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This course takes an objective look at dual language instruction, examining its different parts in a social environment. It also includes basic definitions and theoretical frameworks for thinking about bilingual education. This is packaged into an extensive, up-to-date coverage of timely issues such as using technology for communicative language teaching; using technology to teach oral communication skills, reading, and writing; teaching thinking and inquiry-based learning with English language learners; the relationships among culture, community, and diverse learners; and using computers for assessment in second language teaching. This course meets the International Society for Technology in Education (ISTE) Standards called NETS for Teachers. The objectives below meet all of Section 6 of the National Education Teaching Standards (NETS).

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**TEC 535: Educational Applications of Technology 3 credits**

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Participants will investigate various learning theories and how these theories are contributing to technology enhanced educational practices. The most current issues facing educational technology will be addressed in a threaded discussion format as well as through classroom discussion and journal or online article research. As the one-computer classroom is a prevalent condition in many school districts, teachers will learn strategies for fully utilizing this source with the entire class. This course meets the International Society for Technology in Education (ISTE) Standard 5.

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**TEC 540: Research Techniques and Procedures 3 credits**

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This course facilitates the development of research knowledge and skill in practicing education professionals who must be knowledgeable, skilled, and adept in evaluating and interpreting research literature related to their job roles. Course content provides a basis for decision-making, change, and improvement and includes theory, techniques, design, and evaluation of research. This course meets the International Society for Technology in Education (ISTE) Standard 2.

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**TEC 545: Multimedia Instructional Strategies 3 credits**

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This course focuses on the effective use of multimedia in classroom instruction. Participants will learn to evaluate multimedia, select appropriate multimedia, and match instruction to multimedia resources.

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**TEC 555: Design of Print-Based Media 3 credits**

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This course provides the educator with the necessary knowledge and tools to create print media that can be used in their educational setting. Participants will develop and apply an understanding of the design principles of proximity, alignment, repetition, and contrast. These principles will be interwoven into discussions, class activities, group activities, and independent work. Participants will produce four projects – a layered graphic, a flyer, a newsletter, and a brochure – that have an educational theme or communicate an educational concept, program, or event. This course meets the International Society for Technology in Education (ISTE) Standard 3.

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**TEC 560: Interactive Design for the Classroom** 3 credits

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The purpose of this course is to introduce students to the design of interactive classroom lessons and activities by integrating multiple intelligences and constructivist learning theories in multimedia and web design. This course meets the International Society for Technology in Education (ISTE) Standard #2.

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**TEC 565: Distance Learning** 3 credits

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The purpose of this course is to introduce students to the design of interactive lessons and activities for distance education. The course defines distance education, including history, theories, and practical applications. This course meets International Society for Technology in Education (ISTE) Standards 1 and 3.

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**TEC 580: Practicum in Technology** 3 credits

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This mentored practicum experience will encourage a cooperative arrangement among the key stakeholders. Upon completion, the candidate will possess an understanding of the complexity of being a leader in school and classroom technology use and training, ranging from development of a vision for technology support to demonstrating practical skills ensuring smooth day-to-day technology integration in teaching. The internship meets the following International Society of Technology Education (ISTE) Standards.

## Theater and Drama (TRE)

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**TRE 361: Valley Theatre Tour** 3 credits

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A study of Valley theatres and their productions. Students will study dramatic criticism as well as attend productions and evaluate the performances.

## Teaching English to Speakers of Other Languages (TSL)

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**TSL 529: Foundation of Instruction for English Language Learners** 3 credits

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This course provides the historical, sociological, political, and legal foundations of instructional programs for English Language Learners in the United States. This framework will serve as a basis for understanding, comparing, and evaluating current language models and prototypes. This course will also introduce students to primary theories of language learning and current methodologies and practices.

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**TSL 530: Methods of Teaching English to Speakers of Other Languages** 3 credits

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In this course, students will be instructed in immersion strategies, English language development strategies, and numerous research-based methodologies in current practice. Students will examine ways of organizing the classroom for optimal language learning, including especially cooperative learning. In the course setting, they will also develop, practice, and assess language lessons that align with state and national standards for teaching English Language Learners.

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**TSL 533: English Linguistics** 3 credits

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This course will familiarize students with the fundamentals of linguistic theory, including the morphological, phonological, and syntactic structure of the English language. Other topics introduced are pragmatics, semantics, sociolinguistics, historical linguistics,

and first and second language acquisition. Although emphasis is placed on descriptive analysis of the English language, examples and illustrations from several language systems will be used.

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**TSL 535: Teaching a Second Language in the Content Areas** 3 credits

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The purpose of this course is to equip students with an awareness and sensitivity to the complexity and content-specific nature of language in curricular areas such as science, mathematics, and social studies. Students will examine ways to integrate language, literacy, and content area instruction in elementary, middle school and high school settings. They will create content-based language lessons that address a variety of learner proficiencies and cultural experiences.

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**TSL 539: Curriculum Development and Assessment** 3 credits

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Teachers must be course developers as well as designers of instruction for daily and weekly lessons. In this course, students compare numerous syllabus types such as grammatical, text-based, and content-based. They also fully examine assessment for the purposes of identification, placement and instructional delivery. They subsequently design and fully develop the materials for a language unit that aligns with the state and national standards and current assessment practices.

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**TSL 542: Second Language Acquisition and Education** 3 credits

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This course offers background understanding of how SLA research informs language teaching. It examines the interaction between SLA research findings and the teaching of listening comprehension, reading, vocabulary, writing and grammar, and shows how SLA research can help teachers appreciate individual learner differences and appropriately adapt their teaching styles. The course also examines the different roles that a second language plays in society, noting the political implications inherent in language education everywhere.

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**TSL 544: Teaching in a Pluralistic Society** 3 credits

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To be an effective educator, one needs knowledge of how student diversity affects and influences instruction. This course gives attention to instructional models that have proven successful with students from diverse linguistic, cultural, racial, ethnic, economic, and intellectual backgrounds. It presents the major goals, principles, and concepts of multicultural education, including multiple perspectives in culture and history and understanding cultural and individual differences in teaching and learning.

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**TSL 555: Practicum in TESOL** 3 credits

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Students have direct participation and experience with English Language Learners at their chosen level of instruction, whether children or adults. In a supervised classroom, they will practice teaching and management skills, conduct assessments, and learn to communicate effectively with students, parents, colleagues, administrators, and the larger community.

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**TSL 570: Modern English Grammar** 3 credits

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In this course, students are introduced to the linguistic analysis of English syntax, with attention given both to a descriptive approach that examines how sentences are constructed and how they relate to each other as well as to the traditional prescriptive grammar

taught in most schools. Examples will be used that draw upon the latest linguistic and applied linguistic research and include discussions of problems that English Language Learners regularly encounter.

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**TSL 575: Child Language Acquisition** **3 credits**

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This course introduces the language educator to the current, central issues in the study of child language acquisition, or native language acquisition, including an examination of research on children's acquisition of phonology, pragmatics, morphology, syntax and the lexicon. It reviews the role of input in shaping the child's developing language system, including how language is acquired when the input is visual-gestural, as it is in sign language.

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**TSL 580: Reading Theories and Research** **3 credits**

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The focus of the course is to prepare classroom teachers to critically read published research on the teaching of reading to speakers of other languages, to integrate those findings with personal experience in order to make reflective instructional decisions, and to participate in pedagogical research and theory building. Using knowledge acquired during the course, students will develop a study team to improve instructional practices based on research findings. The study team will implement strategies and provide feedback and data on the application of the research findings.

## University Studies (UNV)

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**UNV 101: University Success** **3 credits**

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This course is designed to address four major areas of a student's development: life management skills, academic skills, campus and community awareness, and personal and spiritual growth. This course is designed to provide opportunities to develop and strengthen skills necessary to enhance the college experience. Topics include the values of higher education, programming the mind for success, building interpersonal relationships, making the grade, decoding the professors, finance and time management, degree and campus planning, effective communication, confidence and leadership, health and fitness, stress management, keeping faith, and others.

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**UNV 105: Writing Experience I** **3 credits**

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A course for students whose SAT or ACT scores indicate their need for a review of writing skills and strategies. UNV 105 reviews fundamentals such as grammar and sentence structure, as well as basics of topic selection, brainstorming activities, reading critically, and outlining. Students will begin with simple writing tasks, but will progressively increase from single paragraph construction to the five-paragraph model.

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**UNV 110: Writing Experience II** **3 credits**

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A course for students whose SAT or ACT scores indicate their need for a review of writing skills and strategies. UNV 110 reviews fundamentals such as grammar and sentence structure, as well as the basics of topic selection, brainstorming activities, reading critically, and outlining. Students will begin with simple writing tasks, but will progressively increase from single paragraph construction to writing college-level papers.

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**UNV 300: Study Abroad** **1-16 credits**

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On demand. This program enables students to be enrolled at Grand Canyon University while undertaking studies in another country or with CCCU. Credits for this program vary depending on the number

of credits involved and the chosen course of study. Prerequisite: Approval of Director of Center for International Education or appropriate college dean.

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**UNV 304: Science and the Christian Faith** **3 credits**

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This course encourages reflection on the relationship between science and the Christian faith. The first unit provides an historical survey of Christian perspectives on science. The second unit focuses on contemporary understandings of science, and practical issues such as genetics, environmental ethics and medical ethics. Prerequisite: BIB 103, BIB 113, or BIB 123.

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**UNV 305: The Christian Mind** **3 credits**

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This course examines the historical development of the Christian worldview and challenges students to consider the problems facing humanity in the 21st Century from a Christian perspective. Prerequisite: BIB 103, BIB 113, or BIB 123.

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**UNV 306: Foundations of the Christian Faith** **3 credits**

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Every Spring. This course examines the historical origin and development of the Christian faith and the ideas necessary to its interpretation. Prerequisite: BIB 103, BIB 113, or BIB 123.

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**UNV 310: Theological Ideas in Christian Art:  
A Historical Survey** **3 credits**

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The study of major theological themes along with aesthetic principles as they apply to Christian artistic expression across the ages.

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**UNV 490: International Studies Senior Seminar** **3 credits**

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On demand. This is the capstone course for the International Studies major. Study is designed to bring the knowledge obtained in interdisciplinary courses into focus for the person who plans to work in an international relations field. Prerequisite: Senior status.

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**UNV 498: Advanced Topics in Faith and Disciplines** **3 credits**

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On demand. A repeatable, interdisciplinary seminar that deals with advanced topics in faith and academic disciplines. It equips students with critical and broad perspectives on important issues in science, society, and the Christian faith. Prerequisite: A UNV or HON 300-level course or instructor's approval.

## Creative Arts in Worship (WOR)

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**WOR 201: Introduction to Worship** **3 credits**

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This course examines the biblical and historical roots of worship, explores the articulators of worship, and helps guide the participants in the development of pastorally sensitive, personally effective, and theologically sound worship services. The course will combine lectured, discussion, worship experience, and student-led worship. Prerequisite: None.

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**WOR 301: Arts and Worship** **3 credits**

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This course explores the use of the creative and performing arts as modes of communicating God's acts in history and life in the context of Christian worship. The course will combine lecture, discussion, worship experience, and student-led worship. Prerequisite: WOR 201.

**WOR 302: Personal Worship Planning** **3 credits**

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This course focuses on the development of private devotional worship and its necessity as a base for leading public corporate worship. Prerequisite: WOR 201.

**WOR 303: Planning Corporate Worship** **3 credits**

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This course examines how worship brings the congregation into God's presence through various elements of expression. This seminar style course combines lecture, discussion, worship experience, student-led worship, and process-oriented peer-review. Prerequisite: WOR 201.

**WOR 401: Worship Leading Seminar** **3 credits**

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This course focuses on developing the leadership skills of those

responsible for guiding corporate worship. Prerequisite: WOR 201.

**WOR 475: Issues in Contemporary Worship Ministry** **3 credits**

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Examining current movements, trends, leaders, and perspectives affecting worship and worship styles in the United States and around the world is imperative to becoming an effective worship leader. Topics will include efforts being made in the local church, regional church, and national ministries to establish unique worship programs. Contemporary worship and classical worship styles will be discussed and defined. Particular attention will be given to understanding worship through the eyes of the audience as well as the leader