



# Catalog

## 2004-2005

## WHO TO CONTACT

---

Concerning:	Write:	Call: (602)
Academic Matters, Faculty, Curriculum	Vice President for Academic Affairs	589-2425
Academic Records, Registration, or Transcript Requests	Student Services Center	589-2850
Administration, Legal Matters	Legal Advisor	249-3300
Admission, Application Procedures	Office of Admission	589-2855
Athletics	Athletic Director	589-2806
Alumni Services	Director of Alumni	589-2490
College of Business (Ken Blanchard)	Dean	589-2867
College of Education	Dean	589-2474
College of Liberal Arts and Sciences	Dean	589-2468
College of Nursing	Dean	589-2730
Campus Housing	Director of Residence Life	589-2860
International Student Matters	Director, Center for International Education	589-2808
Publicity Materials	Marketing & Public Relations	445-5029
Scholarships, Loans, Grants, Veterans Affairs	Student Services Center	589-2885
Student Accounts, Tuition, Fees, Expenses	Accounting Center	589-2880
Student Activities	Office of Student Life	589-2830
Student Employment	Director of Student Employment	589-2405

### University Main Switchboard Numbers:

(602) 249-3300  
(800) 800-9776

### *University Mailing Address:*

Grand Canyon University  
P.O. Box 11097  
Phoenix, AZ 85061-1097

### *University Street Address:*

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

### 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  
(312) 263-0456  
(800) 621-7440

This catalog contains current information regarding the calendar, admission, degree requirements, fees, regulations, and course offerings. This catalog is for information purposes and does not constitute a contract. The University reserves the right to make changes of any nature to the calendar, programs, fees, or academic schedules whenever they are deemed necessary or desirable, including changes in course content, class scheduling, and the canceling of scheduled classes or other academic activities.

In accordance with federal laws and regulations, Grand Canyon University admits students of any race, color, and national or ethnic origin in its educational programs or activities.

The Grand Canyon University catalog does not establish a contractual relationship; rather, the catalog sets forth the academic and other requirements that a student 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 the student with respect to the requirements, it is the ultimate responsibility of the student to follow them. The University may change the requirements, programs, courses, and policies/procedures at its sole discretion. In addition, the University retains the right to modify class schedules or offering patterns and allows course instructors the freedom within the University's mission to cover course topics as they wish.

The name of Grand Canyon University shall not be used by any student or any employee of the University in connection with any commercial venture without written approval of the President of the University.

## TABLE OF CONTENTS

---

Academic Calendar.....	iv
General University Information.....	1
Admission Policy and Procedure.....	3
Financial Information.....	15
Student Life.....	26
General Academic Regulations.....	28
Graduation Requirements.....	34
University Special Programs.....	41
University-Wide Courses.....	46
University Colleges	
Ken Blanchard College of Business.....	49
College of Education.....	71
College of Liberal Arts and Sciences.....	93
Art.....	96
Biology.....	101
Christian Studies.....	107
Communications/Speech.....	116
Health, Exercise Science, and Physical Education.....	120
Humanities.....	127
Mathematics.....	135
Music.....	139
Physical Sciences.....	150
Social Sciences.....	157
Theatre & Drama.....	165
College of Nursing.....	168
Board of Managers.....	179
Board of Trustees.....	179
Dignitary.....	179
Faculty Emeriti.....	179
Faculty.....	179

# CALENDAR 2004 - 2005

## FALL SEMESTER 2004 (AUGUST 19 - DECEMBER 10)

Faculty & Staff Opening Convocation	8/12
Apartment Move In	8/13
Residence Halls Open	8/14
Registration	8/16-18
Welcome Week	8/14-20
Instruction Begins	8/19
Late Registration	8/19-27
Last Day to Add a Class	8/27
Labor Day (No Classes, Offices Closed)	9/6
Mid-Term Examinations	10/11-15
Mid-Term Grades Distributed to Students	10/18-22
Last Day to Drop a Class/Change to Audit	10/29
Priority Pre-Registration for Spring/Summer 2005 Classes (Open to Currently Enrolled Students Only)	10/25-29
Pre-Registration for Spring/Summer 2005 Classes (Open to Currently Enrolled Students Only)	11/1-12/10
Veterans' Day (No Classes; Offices Closed) (Exception: Classes Beginning After 4:00p.m.)	11/11
Thanksgiving Holiday (No Classes; Offices Closed)	11/25-26
Grades for Incompletes Earned in Spring or Summer 2004 Due	12/1
Final Examinations	12/7-10
Fall Final Grades Due by Noon	12/17
Christmas Holiday	12/13-1/4

## STUDENT TEACHING FALL 2004

Fall Student Teaching Begins	8/19
Fall Student Teaching Ends	12/1

## SPRING SEMESTER 2005 (JANUARY 5 - MAY 3)

Residence Halls Open	1/3
Registration	1/3-4
Instruction Begins	1/5
Late Registration	1/5-14
Last Day to Add a Class	1/14
Martin Luther King, Jr./Civil Rights Day (No Classes, Offices Closed)	1/17
Mid-Term Examinations	2/14-18
President's Day (No Classes, Offices Closed, Exception: Classes Beginning After 4:00 p.m.)	2/21
Mid-Term Grades Distributed to Students	2/22-25
Spring Break (No Classes)	3/7-11
Last Day to Drop a Class/Change to Audit	3/18
Good Friday (No Classes, Offices Closed)	3/25
Priority Pre-Registration for Summer/Fall 2005 Classes (Open to Currently Enrolled Students Only)	3/28-4/1
Pre-Registration for Summer/Fall 2005 Classes (Open to Currently Enrolled Students Only)	4/4-5/3
Grades for Incompletes Earned in Fall 2004 Due	4/15
Final Examinations	4/28-29; 5/2-3
Senior Grades Due by Noon	5/4
Graduation	5/7
Spring Final Grades Due by Noon	5/9

## STUDENT TEACHING SPRING 2005

Spring Student Teaching Begins	1/5
Spring Student Teaching Ends	5/3

## SUMMER 2005 (May 16 - August 5)

For specific Summer term dates, see Student Services Center

# Grand Canyon University

## MISSION STATEMENT

---

Grand Canyon University is a student-focused institution that provides an academically challenging education in a Christian community for students from diverse backgrounds who live in a constantly changing world.

## PURPOSE STATEMENT

---

As a private Christian Liberal Arts institution of higher education, Grand Canyon University is student focused. The University environment promotes student development intellectually, spiritually, socially, and physically. Further, it encourages exploration of leadership, vocational, and interpersonal skills. Grand Canyon University is committed to developing lifelong learners and helps all of its students reach their full potential.

Grand Canyon University offers an academically challenging curriculum at both the undergraduate and graduate levels. With its undergraduate curriculum founded on a strong core of liberal arts and sciences, Grand Canyon University provides both traditional and innovative programs that will lead today's students to think critically, solve problems, communicate effectively, and acquire an understanding and appreciation of their own and other cultures and times. Grand Canyon University also provides graduate, professional, and degree completion programs designed to meet the needs of students who have identified career or personal objectives requiring an advanced or specialized course of study ranging from one class to an entire degree.

Grand Canyon University is a Christian community, which values the integration of faith into learning and contemporary living. The institution helps students to develop values basic for spiritual fulfillment, wholesome personal growth, and service to the larger community. The institution also serves the larger community by reaching out to meet the needs of those who wish to complete a degree or pursue graduate or professional coursework through its off-campus and distance-learning programs.

In valuing the uniqueness of each individual, Grand Canyon University welcomes students of diverse backgrounds from across the United States and around the world, regardless of sex, religion, age, race, physical handicap, or national origin.

## FOUNDATIONAL STATEMENT

---

Grand Canyon University prepares students to live, to learn, and remain relevant to options in a changing world. Its programs are based upon the following assumptions:

1. Students enter higher education with individual worldviews. The essence of a strong educational program encourages inquiry and an exploration of conflicting views with fairness and integrity.
2. Students have individual goals and abilities. Some students anticipate acquiring broad, generalized competencies, while others wish to prepare for specialized professional careers or advanced study. Part of the educational process is to assist students in selecting goals that best suit their abilities.
3. Education is an active process; students are expected to participate in all phases. Active participation increases the likelihood that students will develop the joy of learning and appreciate

the intrinsic value of lifelong learning habits, which are essential in today's rapidly changing society. This process of developing lifelong learning habits allows changes in vocational direction as interests and commitments change or as situations demand.

4. Higher education includes both exposure to the wide range of human knowledge and endeavors as well as exploration of at least one field of study. The foundation provided by the breadth of a Christian liberal arts education encourages the integration of diverse life experiences. The selection of a particular major allows students the opportunity to learn how to acquire new knowledge through in-depth study and research.
5. The University's full-time faculty and staff have a professed personal relationship with Jesus Christ. They have a faith orientation congruent with the mission of the University and live out their faith in service to the student, University, and global community.
6. Faculty who teach at Grand Canyon University continue their own professional growth through scholarly activity, frequently involving students in their endeavors.
7. The educational experience promotes consistent and personal evaluation that leads to maturity. Some of the most significant personal growth occurs through student interaction with faculty and staff who serve as mentors and role models for students.

## ACCREDITATION

---

The University is accredited by the Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, (312) 263-0456, (800) 621-7440.

The Association of Collegiate Business Schools and Programs, 7007 College Boulevard, Suite 420, Overland Park, Kansas 66211, (913) 339-9336, accredits the University for the Bachelor of Business Administration and Master of Business Administration degrees.

The Arizona State Department of Education has given formal approval of the work done at the University for the certification of elementary and secondary teachers and for the renewal of certificates.

Grand Canyon University is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until August 3, 2005 and authorizes Grand Canyon to advertise and recruit students in Washington State for the following degree: Master of Arts in Teaching. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the board office at P.O. Box 43430, Olympia, WA 98504-3430.

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

By authorization from the Immigration and Naturalization Service of the Department of Justice, non-immigrant alien students may apply for admission to the University.

## 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 school, 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 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, Illinois 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 University 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 the planning for the change in institutional organization and status from "Grand Canyon College" to "Grand Canyon University," the institution identified several landmark events, which 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 40<sup>th</sup> 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.

## GOVERNING BODY

---

The University is governed by a board of managers.

## **FACULTY**

---

Grand Canyon University, as a private Christian university, selects its instructional staff to fulfill its mission, with an emphasis being placed upon character, academic competence, teaching ability, and willingness to support the institution's mission and programs. The University makes decisions regarding retention and promotion of its faculty based on the areas described above and the faculty member's evident congruence with the philosophy and direction of the institution. Evidences of character include dynamic Christian living, active participation in and financial support of church affairs, maintenance of high standards of accomplishment for themselves and their students, and punctuality and dependability in meeting their responsibilities. Evidences of academic competence include acquiring advanced degrees, contributing to their fields of specialization, and displaying professional habits of study and research. The ability to teach is determined by a process that includes student, peer, and administrative evaluations.

## **ALUMNI ASSOCIATION**

---

The Alumni Association of Grand Canyon University was organized in the spring of 1953, when the first four-year class graduated. The constitution, adopted in 1955, provides for membership of graduates and those former students who have completed a minimum of 32 semester hours in residence.

## **UNIVERSITY CAMPUS**

---

### **GENERAL INFORMATION**

---

Set in the heart of Phoenix, the capital city of Arizona, GCU is next door to all the urban virtues including cultural and artistic centers, 5 major professional sports organizations, and expansive shopping malls. GCU is within driving distance of the Grand Canyon, the Petrified Forrest, Montezuma's Castle, Oak Creek Canyon, Walnut Canyon and the Superstitions mountains. Phoenix is also one of the notable winter resorts of America.

The University is thankful to the following donors for their significant contributions:

- 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
- Samaritan 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 PUBLICATIONS**

---

The Grand Canyon University Catalog is published by the University.

Class Bulletins are published for the Fall and Spring semesters and the Summer sessions.

Student Handbook/University Calendar is published annually by the Office of Student Life and provides information, rules, policies, procedures, and a monthly calendar of campus events.

Faculty Handbook is published by the Office of Academic Affairs and provides policy for University committees and faculty employment.

Every attempt is made to provide accurate and complete information at the time of each publication's printing. However, the University may change the requirements, programs, courses, and policies/procedures at its sole discretion. (The University has no right to change policies/procedures of another organization for which it is merely acting as an agent.)

## **UNIVERSITY SEAL**

---

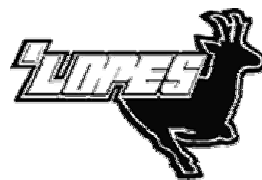


When the Grand Canyon College seal was adopted in 1950, two of its major components were the cross and the cactus. The saguaro cactus rises from its desert setting to signify the intellectual opportunity for Grand Canyon University students,

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 President of the University.

## **UNIVERSITY MASCOT**

---



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.

## **ADMISSION POLICY AND PROCEDURE**

---

### **GENERAL STATEMENT**

---

Grand Canyon University welcomes applications from qualified students at least 16 years of age with the potential to benefit from our educational programs and to contribute to the University community. 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 and personal qualifications. Grand Canyon University does not discriminate on the basis of age, race, color, national origin, sex, or handicap in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Legal Advisor, 3300 West Camelback Road, Phoenix, Arizona 85017, (602) 249-3300. Any qualified student willing to uphold the University's community standards and open to the

possibility of spiritual as well as intellectual development is encouraged to apply.

For information and application forms, contact:

OFFICE OF ADMISSION  
Grand Canyon University

MAILING ADDRESS:  
P.O. Box 11097  
Phoenix, AZ 85061-1097

STREET ADDRESS:  
3300 West Camelback Road  
Phoenix, AZ 85017-3030

TELEPHONE:  
(602) 589-2855 or  
1 (800) 800-9776, ext. 2855

OFFICE HOURS:  
Monday Thursday, 9:00 a.m. to 6:00 p.m. (MST)  
Friday, 9:00 a.m. to 4:00 p.m. (MST)  
Summer hours may vary.  
Please call the Office of Admission for times.

## CAMPUS VISITS

---

Students interested in attending Grand Canyon University are strongly encouraged to visit campus. Campus visits are arranged through the Office of Admission, and can be tailored to suit students' individual needs. Visits may include a campus tour, admission counseling, appointments with faculty members, and opportunities to sit in on classes or attend chapel services. If possible, students should contact the Office of Admission at least two weeks in advance of the date they plan to be on campus, particularly if they wish to arrange an evening or weekend visit. Campus tours are conducted daily, Monday - Friday at 10:30 a.m. and 2:30 p.m. (MST).

## PRIORITY REGISTRATION

---

All new incoming students have the opportunity to participate in a program to orient them to campus life, provide consultation on financial aid and money management, and facilitate their academic advisement. As a part of Priority Registration, students are able to pre-register for Spring, Summer, and Fall courses and reserve their class schedules prior to traditional walk-through registration for those terms. Students accepted on Admission with Specification are required to participate in Priority Registration.

For reservation deadlines, costs, and additional information, please contact the Office of Admission. Students who choose not to take advantage of Priority Registration may register during traditional walk-through registration for the appropriate term.

## GENERAL INFORMATION

---

Grand Canyon University operates on a rolling admission system. This means that applicants generally receive an admission decision within one week after all required documents are on file in the Office of Admission.

If prospective students are in high school, they may apply for admission the summer preceding their senior year, after they have successfully completed six semesters of high school work. If they wish to transfer from another college or university, they should apply at the beginning of their final semester of attendance there. In any case, it is to their advantage to apply as early as possible. Applications for financial aid and housing

cannot be completely processed, and transcripts will not be evaluated, until prospective students have applied for admission.

Undergraduate students may seek admission to the University under the following categories:

- New Freshmen or Transfer — students who wish to enter Grand Canyon University after completing high school or who plan to transfer from another college or university;
- Homeschooler — Students who have been homeschooled and possess the equivalent of a high school diploma;
- Early Admission Program — exceptional students who wish to begin college while still in high school;
- Unclassified — non-degree-bound students planning to enroll in courses for personal enrichment or to meet other specific needs;
- Re-Admit — students previously enrolled at Grand Canyon University who have not maintained continuous attendance.
- Graduate — students possessing a bachelor's degree;

Admission requirements and application procedures for students in each category are outlined below.

International students should refer to the section entitled "International Student Admission" for specific policies and procedures.

**Important:** Prospective students should be aware that acceptance for admission to Grand Canyon University does not guarantee admission to particular programs within the University. They should refer to the catalog sections describing programs in which they are interested to determine if there are specific entrance requirements for those programs in addition to the general University admission requirements.

## STANDARDS FOR ADMISSION

---

### 1. FRESHMAN STUDENT

Under this classification, a high school student may be accepted for admission by meeting one of the four criteria stated below:

1. Rank in the top quarter (25%) of his or her graduating class, or
2. Have an unweighted GPA for all academic subjects of at least a 3.00 on a 4.00 scale, or
3. Score a composite of 22 on the ACT, or
4. Score a composite of 1050 on the SAT.

IN ADDITION, it is usually necessary that the student satisfactorily complete basic competency requirements; however, admission may be granted to new freshmen with one deficiency in no more than two competency areas. The competency requirements may be met by a combination of high school courses, college courses, and test scores:

English	4 years
Mathematics	3 years
Lab science	2 years
Social science	2 years

A minimum unweighted GPA of 3.00 on a 4.00 scale must be earned each year in the four competency areas.

*English:*



1. Four years of high school English (composition/literature-based), or
2. Minimum test score of 21 on the ACT English or 530 on the SAT Verbal, or
3. One three-semester-hour transferable college English composition course.

*Mathematics:*

1. Three years of high school mathematics courses: two years of algebra and one year of a math course that requires algebra as a prerequisite, or
2. Minimum test score of 20 on the ACT Math or 520 on the SAT Math, or
3. Two transferable three-semester-hour college pre-algebra courses, or one transferable three-semester-hour college algebra course.

*Laboratory Science:*

1. Two years high school laboratory science; one year each from two of the following: biology, chemistry, earth science, or physics, or
2. One year high school laboratory science (biology, chemistry, earth science, or physics) plus minimum test score on one of the following: SAT II Chemistry Test - 630, SAT II Biology Test - 580, SAT II Physics Test - 650, ACT Science - 20, or
3. One transferable four-semester-hour college laboratory science course.

*Social Science:*

The student must meet one requirement from Section A and one requirement from Section B.

**Section A:**

1. One year high school American history, or
2. Minimum test score of 610 on the SAT II American History Test, or
3. One transferable three-semester-hour college American history course.

**Section B:**

1. One year of high school social science (European history, world history, sociology, geography, government, psychology, or anthropology), or
2. Minimum score of 630 on the SAT II World History Test, or
3. One transferable three-semester-hour college social science course.

**Early Admission**

A high school student with an outstanding academic record may apply for early admission to Grand Canyon University with the permission of his or her high school principal or counselor. Such a student may begin taking courses at the University during the summer preceding his or her senior year. Credit earned in this way may later be applied toward a degree program at Grand Canyon University, provided the student graduates from high school, applies and is accepted for regular admission to the University.

Applications for Early Admission will be evaluated on an individual basis.

**2. HOMESCHOOLED STUDENT**

Under this classification, a student may be accepted for admission by meeting one of the criteria stated below:

1. Have an unweighted GPA for all academic subjects of at least a 3.00 on a 4.00 scale, or
2. Score a composite of 22 on the ACT, or
3. Score a composite of 1050 on the SAT.

In some cases, homeschooled students may need to satisfy an admission interview to determine evidence of maturity and readiness for college level work.

IN ADDITION, it is usually necessary that the student satisfactorily complete basic competency requirements; however, admission may be granted to new freshmen with one deficiency in no more than two competency areas. The competency requirements may be met by a combination of high school courses, college courses, and test scores:

English	4 years
Mathematics	3 years
Lab science	2 years
Social science	2 years

A minimum unweighted GPA of 3.00 on a 4.00 scale must be earned each year in the four competency areas.

*English:*

1. Four years of high school English (composition/literature-based), or
2. Minimum test score of 21 on the ACT English or 530 on the SAT Verbal, or
3. One three-semester-hour transferable college English composition course.

*Mathematics:*

1. Three years of high school mathematics courses: two years of algebra and one year of a math course that requires algebra as a prerequisite, or
2. Minimum test score of 20 on the ACT Math or 520 on the SAT Math, or
3. Two transferable three-semester-hour college pre-algebra courses, or one transferable three-semester-hour college algebra course.

*Laboratory Science:*

1. Two years high school laboratory science; one year each from two of the following: biology, chemistry, earth science, or physics, or
2. One year high school laboratory science (biology, chemistry, earth science, or physics) plus minimum test score on one of the following: SAT II Chemistry Test - 630, SAT II Biology Test - 580, SAT II Physics Test - 650, ACT Science - 20, or
3. One transferable four-semester-hour college laboratory science course.

*Social Science:*

The Student must meet one requirement from Section A and one requirement for section B.

**Section A:**

1. One year high school American history, or
2. Minimum test score of 610 on the SAT II American History Test, or
3. One transferable three-semester-hour college American history course.

Section B:

1. One year of high school social science (European history, world history, sociology, geography, government, psychology, or anthropology), or
2. Minimum score of 630 on the SAT II World History Test, or
3. One transferable three-semester-hour college social science course.

**3. TRANSFER OR RE-ADMIT STUDENT**

Students with at least 24 semester hours of completed transferable credit in academic subjects must have a cumulative GPA of at least 2.00 on a 4.00 scale to be accepted to the University. Students with less than 24 hours are subject to the same requirements as listed for freshman applicants, and must submit an official high school transcript and either ACT or SAT scores in addition to official transcripts from all colleges and/or universities attended.

If students have completed at least 24 hours of acceptable credit from a regionally accredited college or university, they do not need to submit their high school transcripts or GED scores (see the section entitled "Evaluation of Transfer Credit" for the definition of acceptable credit). Transfer students who have not graduated from high school or do not possess a GED will not be admissible to Grand Canyon University until they have completed a program of at least two years in length (48 transferable credit hours) from a regionally accredited college or university that is acceptable for full credit towards a bachelor's degree.

However, if they plan to participate in varsity athletics, they must submit either their high school transcripts or GED certificate and scores regardless of the number of hours of credit they have completed at the collegiate level.

The Colleges of Business and Professional Studies, Education, and Nursing require a higher GPA for admission to their particular programs. A student desiring to be admitted into these colleges should review the appropriate college section of the catalog for further details.

Students who have been asked to withdraw from another college due to poor scholarship or any other reason are considered for acceptance only if the period of suspension set by the former school has elapsed or the college from which the student was asked to withdraw reinstates him or her.

**4. GRADUATE STUDENT**

In addition to baccalaureate degrees, Grand Canyon University also offers master's degrees in the following areas: Master of Business Administration, Master of Executive Fire Science Leadership, Master of Leadership (MSL), Master of Science in Nursing – Leadership or Family Practitioner, Master of Arts in Teaching, Master of Arts in Education, and Master of Education. For admission requirements for the Master of Business Administration, Master of Executive Fire Science Leadership or the Master of Science in Leadership see The College of Business and Professional Studies. For the Master of Arts in Teaching, Master of Arts in Education, and Master of Education see The College of Education. For the Master of Science in Nursing, Leadership or Family Practitioner see The College of Nursing.

**STANDARDS FOR ADMISSION WITH SPECIFICATION**

If a student does not meet the qualifications for admission, he or she may be accepted to the University under Admission with Specification. A student being considered for Admission

with Specification may be asked to submit additional information such as personal references and a letter explaining academic history. They may also need to schedule an interview with an Admission Counselor to help clarify academic goals and help the University make an informed decision.

Acceptance under this plan will be accompanied by an individualized program of study to increase the student's potential for success at Grand Canyon University. Admission with Specification will require a student to limit the first semester's course work to 13 credit hours, meet regularly with an advisor, take courses designed to develop competency in areas where improvement is needed, and participate in a cohort program.

After the student has completed one semester full-time at Grand Canyon University, his or her academic records will be reviewed. If the student has earned at least 12 hours and achieved a GPA of 2.00 or better, the specification will be removed. If not, the student will have one more semester with specification to demonstrate his or her ability to be successful in the academic program. At the end of the latter semester, the student may be refused continued enrollment if the above criteria remain unmet.

**LEVELS OF SPECIFICATION**

Each student being considered for admission with specification will be assessed to determine additional documentation required. Note: Students in levels one through three of specification are not guaranteed admission to the University. Submitting the requested documentation simply allows the University to make an informed decision.

**Level One:**

- 2.99 – 2.50 Cumulative GPA or  
1040 – 980 Composite SAT score or  
21 – 20 Composite ACT score
- Personal Statement of any length explaining his or her academic history

**Level Two:**

- 2.49 – 2.30 Cumulative GPA or  
980 – 950 Composite SAT score or  
19 – 18 Composite ACT score
- Personal Statement of any length explaining his or her academic history
- Academic Reference Letter

**Level Three:**

- 2.29 – 2.00 Cumulative GPA or  
< 950 Composite SAT score or  
< 18 Composite ACT score
- Personal Statement of any length explaining his or her academic history
- Academic Reference Letter
- Personal Reference Letter

**Level Four: Deferral**

Any student with a cumulative GPA of less than 2.00 will be automatically deferred to a community college for one full year. After the completion of one year at a community college, the student may re-apply for admission to the university.

**STANDARDS FOR UNCLASSIFIED STUDENTS**

Applications for Admission as unclassified students are evaluated on an individual basis. At such time as a student decides to apply for regular admission, the standards for the appropriate classification will apply.

# APPLICATION PROCEDURES

---

## NEW FRESHMEN

---

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

1. A completed and signed Application for Admission.

Prospective students must complete and sign the Application for Admission. It is important that they provide all the information requested. Incomplete applications may be returned.

2. A 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) and/or GED scores.

Prospective students will need to request official transcripts from their high school and from any colleges or universities they have attended; applicants are not permitted to disregard their records of enrollment at other institutions. These records must be mailed directly from the issuing school to the Office of Admission.

Transcripts mailed or hand-carried by applicants are unacceptable unless they are delivered in a sealed envelope from the issuing institution.

If prospective students have not graduated from high school but have passed the Test of General Educational Development (GED), they will need to submit their GED scores and an official transcript of all high school work they have completed. GED applicants must be at least 18 years of age and show evidence of maturity and readiness for college level work.

If prospective students 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").

Although applicants may be preliminarily accepted for admission on the basis of 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 and numerical rank in class.

Transfer students with less than 24 hours of transferable college credit earned after high school graduation who are currently enrolled at another institution must provide a final transcript upon completion of all courses in progress as well as a final high school transcript.

4. ACT or SAT scores.

Test scores may be submitted to the Office of Admission from either the ACT or SAT testing organizations or with official high school transcripts. These examinations are offered on a regular basis throughout the country and in several locations overseas, and should be taken as early as possible during or after the junior year in high school. Information, test dates, and additional score report request forms are available from high school counselors. Grand Canyon University's ACT code is 0092; our SAT code is 4331.

In addition, to complete your admission file after you have been accepted for admission, you must provide:

5. A Health History form, accompanied by verification of current Measles, Mumps, and Rubella (MMR) immunization.

If born on or after January 1, 1957, prospective students must present documented evidence of immunization against or immunity to measles and rubella before they will be allowed to register for classes. University policy requires either a doctor's statement, a blood titre showing immunity, or a copy of a health department card as proof of immunization. Measles information must include two measles (MMR) records — one at 15 months of age and one after age five. If no proof of immunization is available, then two MMRs not less than 30 days apart will be required. Health History forms are available from both the Office of Admission and the University Health Center. Completed forms should be returned to the Office of Admission at least two weeks before registration.

A student's Health History and immunization records are official admission documents, and must be received before a student is allowed to register. Please submit all Health History forms to the Office of Admission. Permanent Health History forms will be placed on file at the Grand Canyon University Health Center.

6. Enrollment Deposit.

A \$100 enrollment deposit is required of all new students upon written notice of their acceptance and is credited toward the first semester's tuition. This deposit is non-refundable after July 1 for the Fall semester, November 1 for the Spring semester, and May 1 for Summer sessions. Upon receipt of the enrollment deposit, students will be eligible for pre-registration opportunities and their enrollment status will be reported to the relevant University departments to facilitate planning for housing, orientation, and class scheduling.

## EARLY ADMISSION PLAN

---

In order to be considered for Early Admission, the following must be provided:

1. A completed and signed Application for Admission.

Prospective students must complete and sign the Application for Admission. It is important that they provide all the information requested. Incomplete applications may be returned.

2. A 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) and/or GED scores.

Prospective students will need to request official transcripts from their high school and from any colleges or universities they have attended; applicants are not permitted to disregard their records of enrollment at other institutions. These records must be mailed directly from the issuing school to the Office of Admission.

Transcripts mailed or hand-carried by applicants are unacceptable unless they are delivered in a sealed envelope from the issuing institution.

Students have not graduated from high school but have passed the Test of General Educational Development (GED), will need to submit their GED scores and an official transcript of all high school work completed. GED applicants must be at least 18 years of age and show evidence of maturity and readiness for college level work.

If prospective students 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").

Although applicants may be preliminarily accepted for admission on the basis of incomplete records, final records are required in order to complete the admission file. If accepted as high school students, prospective students will need to submit a final transcript showing their graduation date and numerical rank in class.

Transfer students with less than 24 hours of transferable college credit earned after high school graduation who are currently enrolled at another institution must provide a final transcript upon completion of all courses in progress as well as a final high school transcript.

## **HOMESCHOOLED STUDENTS**

---

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

1. A completed and signed Application for Admission.

Prospective students must complete and sign the Application for Admission. It is important that they provide all the information requested. Incomplete applications may be returned.

2. A 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) and/or GED scores\*

Prospective students will need to submit transcripts that document all coursework completed and grades earned in such courses. Course listings should be accompanied by course descriptions. Additionally, homeschool transcripts must be signed and dated by the homeschooler.

Homeschooled students may choose to submit General Educational Development (GED) scores but are not required to do so. Students should also submit official transcripts from any colleges or universities attended. Homeschooled students who wish to compete in collegiate sports must submit a GED score to be eligible to compete.

If prospective students 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").

Although applicants may be preliminarily accepted for admission on the basis of 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 date of graduation.

4. ACT or SAT scores.

Test scores may be submitted to the Office of Admission from either the ACT or SAT testing organizations or with official high school transcripts. These examinations are offered on a regular basis throughout the country and in several locations overseas, and should be taken as early as possible during or after the junior year in high school. Information, test dates, and additional score report request forms are available from high school counselors. Grand Canyon University's ACT code is 0092; our SAT code is 4331.

In addition, to complete your admission file after you have been accepted for admission, you must provide:

5. A Health History form, accompanied by verification of current Measles, Mumps, and Rubella (MMR) immunization.

If born on or after January 1, 1957, prospective students must present documented evidence of immunization against or immunity to measles and rubella before they will be allowed to

register for classes. University policy requires either a doctor's statement, a blood titre showing immunity, or a copy of a health department card as proof of immunization. Measles information must include two measles (MMR) records — one at 15 months of age and one after age five. If no proof of immunization is available, then two MMRs not less than 30 days apart will be required. Health History forms are available from both the Office of Admission and the University Health Center. Completed forms should be returned to the Office of Admission at least two weeks before registration.

A student's Health History and immunization records are official admission documents, and must be received before a student is allowed to register. Please submit all Health History forms to the Office of Admission. Permanent Health History forms will be placed on file at the Grand Canyon University Health Center.

6. Enrollment Deposit.

A \$100 enrollment deposit is required of all new students upon written notice of their acceptance and is credited toward the first semester's tuition. This deposit is non-refundable after July 1 for the Fall semester, November 1 for the Spring semester, and May 1 for Summer sessions. Upon receipt of the enrollment deposit, students will be eligible for pre-registration opportunities and their enrollment status will be reported to the relevant University departments to facilitate planning for housing, orientation, and class scheduling.

## **TRANSFER STUDENTS**

---

In order to be considered for admission as a transfer student (with 24 or more hours of college credit; students with less than 24 hours of college credit should see "Application Procedures for New Freshmen"), prospective students will need to complete the following:

1. A completed and signed Application for Admission.

All prospective students must complete and sign the Application for Admission. It is important that they provide all the information requested. Incomplete applications may be returned.

2. A 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).

Prospective students will need to request official transcripts from all colleges or universities they have attended; applicants are not permitted to disregard their records of enrollment at other institutions. These records must be mailed directly from the issuing school to our Office of Admission. Transcripts mailed or hand-carried by applicants are unacceptable unless they are delivered in a sealed envelope from the issuing institution.

If prospective students 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").

Although applicants may be preliminarily accepted for admission on the basis of incomplete records, final records are required in order to complete the admission file. Transfer students currently enrolled at another institution must submit a final transcript upon completion of all courses in progress.

In addition, to complete admission files after students have been accepted for admission, students must provide:

4. A Health History form, accompanied by verification of current Measles, Mumps, and Rubella (MMR) immunization.

If born on or after January 1, 1957, students must present documented evidence of immunization against or immunity to measles and rubella before they will be allowed to register for classes. University policy requires either a doctor's statement, a blood titre showing immunity, or a copy of a health department card as proof of immunization. Measles information must include two measles (MMRs) records — one at 15 months of age and one after age five. If no proof of immunization is available, then two MMRs not less than 30 days apart will be required. Health History forms are available from both the Office of Admission and the University Health Center. Completed forms should be returned to the Office of Admission at least two weeks before registration.

A student's Health History and immunization records are official admission documents, and must be received before a student is allowed to register. Please submit all Health History forms to the Office of Admission. Permanent Health History forms will be placed on file at the Grand Canyon University Health Center.

5. Enrollment Deposit.

A \$100 enrollment deposit is required of all new students upon written notice of their acceptance and is credited toward the first semester's tuition. This deposit is non-refundable after July 1 for the Fall semester, November 1 for the Spring semester, and May 1 for Summer sessions. Upon receipt of the enrollment deposit, students will be eligible for pre-registration opportunities and their enrollment status will be reported to the relevant University departments to facilitate planning for housing, orientation, and class scheduling.

## DEGREE COMPLETION STUDENTS

In order to be considered for admission for a degree completion program students must meet the following qualifications: student must have completed 60 or more hours of college credit and be at least 25 years old. Prospective students will need to complete the following:

1. A completed and signed Application for Admission.

All prospective students must complete and sign the Application for Admission. It is important that they provide all the information requested. Incomplete applications may be returned.

2. A 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).

Prospective students will need to request official transcripts from all colleges or universities attended; applicants are not permitted to disregard their records of enrollment at other institutions. These records must be mailed directly from the issuing school to our Office of Admission. Transcripts mailed or hand-carried by applicants are unacceptable unless they are delivered in a sealed envelope from the issuing institution. Students who are applying to a Degree Completion Program will also need to submit unofficial transcripts as a part of the Application to the particular program. The unofficial transcripts can be sent with the official transcripts to the Office of Admission. Once received, the unofficial transcripts will be

forwarded to the Program Director for consideration of admission to the Program.

If prospective students 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").

Although applicants may be preliminarily accepted for admission on the basis of incomplete records, final records are required in order to complete the admission file. Transfer students currently enrolled at another institution must submit a final transcript upon completion of all courses in progress.

In addition, to complete admission files after students have been accepted for admission, students must provide:

4. A Health History form, accompanied by verification of current Measles, Mumps, and Rubella (MMR) immunization.

If born on or after January 1, 1957, students must present documented evidence of immunization against or immunity to measles and rubella before they will be allowed to register for classes. University policy requires either a doctor's statement, a blood titre showing immunity, or a copy of a health department card as proof of immunization. Measles information must include two measles (MMRs) records — one at 15 months of age and one after age five. If no proof of immunization is available, then two MMRs not less than 30 days apart will be required. Health History forms are available from both the Office of Admission and the University Health Center. Completed forms should be returned to the Office of Admission at least two weeks before registration.

A student's Health History and immunization records are official admission documents, and must be received before a student is allowed to register. Please submit all Health History forms to the Office of Admission. Permanent Health History forms will be placed on file at the Grand Canyon University Health Center.

5. Enrollment Deposit.

A \$100 enrollment deposit is required of all new students upon written notice of their acceptance and is credited toward the first semester's tuition. This deposit is non-refundable after July 1 for the Fall semester, November 1 for the Spring semester, and May 1 for Summer sessions. Upon receipt of the enrollment deposit, students will be eligible for pre-registration opportunities and their enrollment status will be reported to the relevant University departments to facilitate planning for housing, orientation, and class scheduling.

6. Program Application

Students applying to programs in the College of Business and Professional Studies and the College of Nursing must also submit an application to the Program Director. For information on this process see The College of Business and Professional Studies or the College of Nursing.

## DIRECT TRANSFER PLAN

Students who complete a transfer-oriented Associate of Arts degree at a regionally accredited community college are considered to have fulfilled the University's Liberal Arts Foundation requirements, with the exception of the six hours of Christian Studies. The Associate of Arts degree must include at least six hours of college-level composition.

The same is true of the Arizona General Education Curriculum (AGEC) from Arizona's public community colleges when it is certified as a block on the student's official transcript.

Exceptions to the Direct Transfer Plan are as follows:

**Education** — students planning to seek teacher certification must fulfill the liberal arts requirements listed under the College of Education section of this catalog;

**Business** — students planning to complete a degree program in the College of Business and Professional Studies must complete the specified liberal arts requirements listed in the College of Business and Professional Studies section of this catalog;

**Nursing** — the Associate of Arts (Applied Science) in Nursing will be accepted under the Direct Transfer Plan if the student pursues a degree in nursing.

**Degree Completion** — the Associate of Arts (Applied Science) will be accepted under the Direct Transfer Plan if the student pursues a degree completion program.

## UNCLASSIFIED STUDENTS

Unclassified or non-degree bound students who plan to enroll part-time at Grand Canyon University may accumulate a total of 11 hours of credit; at that point, all records required for regular admission to the University must be submitted.

To be considered for admission as an Unclassified Student, the following must be provided:

1. A completed and signed Application for Admission.

All prospective students must complete and sign the Application for Admission. It is important that they provide all the required information requested. Incomplete applications may be returned.

2. A 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.

In addition, to complete the admission file after students have been accepted for admission, they must provide:

3. Official transcript.

Prospective students will need to request official transcripts from the college or university where the initial Bachelors degree was earned. Applicants are encouraged to submit transcripts from all colleges and universities attended as coursework from these institutions may apply toward the second degree being pursued. These records must be mailed directly from the issuing school to our Office of Admission. Transcripts mailed or hand-carried by applicants are unacceptable unless they are delivered in a sealed envelope from the issuing institution. If prospective students have completed academic courses 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"). Although applicants may be preliminarily accepted for admission on the basis of incomplete records, final records are required in order to complete the admission file. Second degree students currently enrolled at another institution must submit a final transcript upon completion of all courses in progress.

In addition, to complete your admission file after you have been accepted for admission, you must provide:

4. A Health History form, accompanied by verification of current Measles, Mumps, and Rubella (MMR) immunization.

If born on or after January 1, 1957, students must present documented evidence of immunization against or immunity to measles and rubella before they will be allowed to register for classes. University policy requires either a doctor's statement, a blood titre showing immunity, or a copy of a health department card as proof of immunization. Measles information must include two measles (MMRs) records — one at 15 months of age and one after age five. If no proof of immunization is available, then two MMRs not less than 30 days apart will be required. Health History forms are available from both the Office of Admission and the University Health Center. Completed forms should be returned to the Office of Admission at least two weeks before registration.

A student's Health History and immunization records are official admission documents, and must be received before a student is allowed to register. Please submit all Health History forms to the Office of Admission. Permanent Health History forms will be placed on file at the Grand Canyon University Health Center.

5. Enrollment Deposit.

A \$100 enrollment deposit is required of all new students upon written notice of their acceptance and is credited toward the first semester's tuition. This deposit is non-refundable after July 1 for the Fall semester, November 1 for the Spring semester, and May 1 for Summer sessions. Upon receipt of the enrollment deposit, students will be eligible for pre-registration opportunities and their enrollment status will be reported to the relevant University departments to facilitate planning for housing, orientation, and class scheduling.

## READMIT

A student who has not maintained continuous attendance (consecutive semesters excluding Summer sessions) at Grand Canyon University can be considered for re-admission by providing the following:

1. A completed and signed Application for Admission.

An application form may be obtained from the Office of Admission. It is important that prospective students provide all the information requested. Incomplete applications may be returned.

2. Official transcript(s).

Official transcript(s) of all work completed at other institutions since leaving the University must be on file in the Office of Admission before readmission can be approved.

A student who has not been enrolled in the University for a period of one year or longer must provide the following:

3. An updated Health History form.

An updated Health History form is required and is available from both the Office of Admission and the University Health Center. Completed forms should be returned to the Office of Admission at least two weeks before registration.

Additionally, students who withdrew for medical reasons must obtain a doctor's written approval before re-entering the University.

See the "Graduation Requirements" section of the catalog for information pertaining to choice of catalog.

## POST-BACCALAUREATE ADMISSION

---

### SECOND DEGREE STUDENTS

---

Students wishing to obtain a second bachelor's degree from Grand Canyon University can be considered for admission by providing the following:

1. A completed and signed Application for Admission.

All prospective students must complete and sign the Application for Admission. It is important that they provide all the information requested. Incomplete applications may be returned.

2. A 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).

Prospective students will need to request official transcripts from the college or university where the initial Bachelors degree was earned. Applicants are encouraged to submit transcripts from all colleges and universities attended as coursework from these institutions may apply toward the second degree being pursued. These records must be mailed directly from the issuing school to our Office of Admission. Transcripts mailed or hand-carried by applicants are unacceptable unless they are delivered in a sealed envelope from the issuing institution.

If prospective students have completed academic courses 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").

Although applicants may be preliminarily accepted for admission on the basis of incomplete records, final records are required in order to complete the admission file. Second degree students currently enrolled at another institution must submit a final transcript upon completion of all courses in progress.

In addition, to complete your admission file after you have been accepted for admission, you must provide:

4. A Health History form, accompanied by verification of current Measles, Mumps, and Rubella (MMR) immunization.

If born on or after January 1, 1957, students must present documented evidence of immunization against or immunity to measles and rubella before they will be allowed to register for classes. University policy requires either a doctor's statement, a blood titre showing immunity, or a copy of a health department card as proof of immunization. Measles information must include two measles (MMRs) records — one at 15 months of age and one after age five. If no proof of immunization is available, then two MMRs not less than 30 days apart will be required. Health History forms are available from both the Office of Admission and the University Health Center. Completed forms should be returned to the Office of Admission at least two weeks before registration.

A student's Health History and immunization records are official admission documents, and must be received before a student is allowed to register. Please submit all Health History forms to the Office of Admission. Permanent Health History

forms will be placed on file at the Grand Canyon University Health Center.

Please refer to the catalog section entitled "Graduation Requirements" for more information regarding second degree 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. The Center for International Education houses the International Advisor. Requests for information or application forms should be addressed to:

Grand Canyon University  
Office of Admission  
3300 West Camelback Road  
Phoenix, AZ 85017-3030  
USA

International students attending the University on student visas are required to be enrolled in at least 12 hours per semester in undergraduate programs or the University's American Language program. International students pursuing master's degrees must be enrolled in at least nine hours each semester. All international students must carry health insurance; a moderately-priced student policy is available through the University's Center for International Education. International students will be required to purchase the University policy when they register for classes, unless they have proof of valid insurance coverage in the United States.

Application for campus housing is a separate procedure from admission. If prospective students plan to live on campus, they should contact:

Director of Residence Life  
Grand Canyon University  
P.O. Box 11097  
Phoenix, AZ 85061-3030  
USA

International students may seek admission to the University under the following categories:

1. Pursuit of Degree

This category is for students who desire to pursue a bachelor's or master's degree and meet the minimum qualifications for admission to the University, including a minimum TOEFL score of 500 written or 173 computer version, for undergraduate and 550 written or 213 computer version for graduates.

2. American Language Program

This category is for students desiring to study in the United States who have not attained the required TOEFL score of 500 written or 173 computer version.

After satisfactory completion of the American Language Program (ALP), students may receive a recommendation from the ALP faculty to have their TOEFL score requirement waived for Grand Canyon University admission.

Application procedures and admission requirements for students in each category are outlined below.

## INTERNATIONAL STUDENT APPLICATION PROCEDURES

### **Pursuit of Degree**

In order to be considered for admission, international students must submit the following to the Office of Admission:

1. A completed and signed Application for Admission.

It is important that international students provide all the information requested. Incomplete applications may be returned. Application deadlines are:

- Fall semester (August) entry - July 1, or
- Spring semester (January) entry - November 15

It is to prospective students' advantage to complete the admission process well in advance of the deadline.

2. Official transcript(s)

a. **Secondary School** - All international students must have completed a secondary school program that is equivalent to the 12th grade (high school) in the United States. An official transcript of students' secondary school work, written in English, must be sent directly from the school to the Office of Admission. In some cases, students may be asked to send their secondary school transcript to an approved evaluation service; they will be notified if this is necessary. Hand-carried copies of transcripts are not acceptable. If students have finished at least 24 semester hours of college-level work at a United States school and have a GPA of at least 2.00 on a 4.00 scale, they do not need to submit their secondary school transcripts.

b. **College and/or University** - Official transcripts of students' college or university work, written in English, must be sent directly from the college or university to the Office of Admission. Hand-carried copies of transcripts are not acceptable.

In order to accurately and consistently evaluate foreign credentials, Grand Canyon University requires all international college or university transcripts to be evaluated by an approved evaluation service selected by the University. The following is a listing of approved evaluation services.

- AACRO
- 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.

Obtaining an evaluation is an additional step to awarding college or university credit from foreign transcripts. The fee for evaluation is the student's responsibility. The evaluation report is advisory in nature and in no way limits Grand Canyon University from making its own decisions. Grand Canyon University will not award any transfer credit from foreign credentials without an evaluation from an approved evaluation service. Grand Canyon

University requires that all international college or university transcripts be evaluated by one of the approved services listed above.

3. TOEFL score report

If a prospective student's native language is not English, his/her official score reports for the Test of English as a Foreign Language (TOEFL) must be sent directly to the Office of Admission from the testing center. A student must present a score of at least 500 written or 173 computer version to be considered for admission as an undergraduate. In order to be considered for admission into the Ken Blanchard College of Business, College of Nursing, College of Education undergraduate teaching degree, or College of Education graduate teaching degree, a student must present a TOEFL score of at least 550 written or 213 computer version. To be considered for admission into the Teaching English as a Second Language (TSEL), or Ken Blanchard College of Business graduate programs, the student must present a TOEFL score of at least 575 written or 233 computer version. This requirement may be satisfied by a recommendation from the American Language Program faculty at Grand Canyon University, upon successful completion of the American Language Program. This requirement cannot be satisfied through experience in English programs at other schools. For information on TOEFL testing dates and locations in any country, write to:

TOEFL  
PO Box 899  
Princeton, New Jersey 08540  
USA

4. ACT and SAT scores

Grand Canyon University does not require scores from these tests for international students; however, international athletics may be required to submit scores for international students who plan to participate in athletic programs.

5. Personal References

At least two personal references are required before prospective students can be considered for admission. A prospective student should select two people unrelated to him or her who are qualified to evaluate the student's academic potential and character. At least one should be a teacher or official of the student's school. These letters of reference should be mailed directly to the Office of Admission.

After all the above documents are received, applications 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 to the Office of Admission before their Certificate of Eligibility (I-20) can be issued.

6. Financial Guarantee

Most international students at Grand Canyon University receive no financial assistance from the University. Therefore, international applicants must furnish evidence of full financial support while in the United States. Students must provide documented evidence that they have sufficient funds to meet one year of expenses. A Financial Guarantee form or a letter on letterhead completed and signed by an officer of a known bank must be submitted to the Office of Admission.

7. A Health History form, accompanied by verification of two (2) Measles, Mumps, and Rubella (MMR) immunizations.



Students must provide a completed Health History form and documented evidence of immunization against or immunity to measles, mumps, and rubella before they will be allowed to register for classes. University policy requires either a doctor's statement, a blood titre showing immunity, or a copy of a health department card as proof of immunization. MMR records must include proof of two immunizations - one at 15 months of age and one after age five. If no proof of immunization is available, then two MMRs not less than 30 days apart will be required. Health History forms are available from both the Center for International Education and the University Health Center. Completed forms should be returned to the Center for International Education at least two weeks before registration.

A student's Health History and immunization records are official admission documents, and must be received before a student is allowed to register. Please submit all Health History forms to the Center for International Education. Permanent Health History forms will be placed on file at the Grand Canyon University Health Center.

#### 8. Confirmation Deposit

As a final confirmation of intent to attend Grand Canyon University, students are required to make a \$5,000 (US dollars) deposit, which will be applied to their first semester's expenses. The deposit may be paid by check or money order, or students may tele transfer the funds; the following is the information necessary to wire a deposit:

National Bank of Arizona  
6001 N. 24<sup>th</sup> Street  
Phoenix, AZ 85016  
Account Name: GCU International Account  
Account Number: 0700004758  
Routing Number: 122105320  
Reference Student's Name

If a student is unable to attend Grand Canyon University, his or her deposit may be refunded upon request and upon the return of his or her I-20, if one was issued.

When all of the above items (1-8) have been received, the Center for International Education will issue an I-20 to the student.

### AMERICAN LANGUAGE PROGRAM

Grand Canyon University offers an innovative program designated for students desiring to study in the United States who have not attained a TOEFL score of at least 500 written or 173 computerized version. This program, called the American Language Program (ALP), is designed to assist students with learning English, cultural adjustment, and skills that are necessary for success in the university environment. Students who do not plan to complete a full academic program may enroll in the ALP.

At the end of each semester, students will be evaluated in English proficiency and a determination will be made on their readiness to enroll in courses for academic credit. Grand Canyon University may choose to waive the TOEFL requirement for students who receive a recommendation from the ALP faculty after successful completion of the ALP. This recommendation will satisfy Grand Canyon University's TOEFL requirement only and cannot be used as an English skill endorsement for another school. At the discretion of the Center for International Education, some students are allowed to simultaneously enroll in the ALP and academic courses.

To apply, students should complete steps 1-8 under "Pursuit of Degree." They should additionally indicate that they wish to enroll in the ALP.

For more information about the University's ALP, contact:

Center for International Education  
Grand Canyon University  
3300 West Camelback Road.  
Phoenix, AZ 85017-3030, USA  
Phone: (602) 589-2808  
Fax: (602) 841-8771

NOTE: Acceptance into the ALP does not guarantee acceptance into a degree program.

### EVALUATION OF TRANSFER CREDIT

All 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.

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 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. The evaluation may be adjusted upon receipt of written instructions signed by the department chairperson (and dean, if applicable).

The following guidelines are used in determining acceptability of courses:

- The University generally accepts courses from regionally accredited colleges and universities 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 Registrars and Admissions Officers, is used as a general guide in determining acceptability. Courses in which "D" grades are earned may be used in some cases to meet general studies requirements, or as prerequisites for other courses with the approval of the instructor. No course with a grade below "C" will count toward the required number of hours for graduation.
- In order to accurately and consistently evaluate foreign credentials, Grand Canyon University requires all international college or university transcripts to be evaluated by an approved evaluation service selected by the University. Obtaining an evaluation is an additional step to awarding college or university credit from foreign transcripts. The fee for evaluation is the student's responsibility. Brochures describing in detail the approved evaluation services and the fees incurred are available in the Center for International Education, the Office of Academic Records, and the Office of Admission.
- The evaluation report is advisory in nature and in no way limits Grand Canyon University from making its

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

- The University will recognize a maximum of 64 hours credit from regionally accredited community or junior colleges. Credit will be granted only for courses with grades of “C” or better, and all credit will be considered lower division. See the section entitled “Direct Transfer Plan” for additional information regarding the acceptability of associate degrees earned at community colleges.
- Credit earned at colleges and universities that are not regionally accredited will not be accepted.
- 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 64 or more college credits prior to completion of the military training program.
- A maximum of 16 hours technical credit earned at a regionally accredited college or university will be accepted as general elective credit toward graduation.
- With the exception of the Degree Completion programs, the University does not recognize credit awarded by other institutions of higher education for “life experiences.” In addition, the University will not grant credit for independent studies, orientation programs, cooperative workstudy, or similar courses taken at other schools.
- The University reserves the right to require students to validate certain credits by testing, if necessary.
- The University will accept a combined total of no more than 64 hours of community college credit, technical credit, military service credit, and/or credit by examination.

To request an exception to any of the above policies, students must appeal to the Academic Appeals Committee. Petitions are available from the Office of Academic Records.

The University’s Degree Completion programs offer policies that vary from those listed above. Please contact the appropriate college for details.

#### **ADVANCED PLACEMENT (AP) AND COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)**

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 Advanced Placement (AP) and College Level Examination Program (CLEP) of the College Entrance Examination Board. Upon receipt of official score reports for these examinations, up to 30 semester hours of college credit may be awarded as indicated by the following tables.

Certain restrictions apply to these programs. Students are limited to a combined total of 30 semester hours for credit by examination, extension, and correspondence, including not more than 12 hours by correspondence. CLEP and AP 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. The University does not recognize credit earned by testing after a student has completed 64 or more hours of college-level work.

Transfer students who received credit by examination at a previous college must submit an official score report to Grand Canyon University’s Office of Admission for evaluation. AP and CLEP credit does not automatically transfer from one school to another.

Additional AP and CLEP examinations are currently being evaluated. If you wish to pursue AP or CLEP credit in an area not listed below, please contact the Office of Academic Records for score requirements and credit evaluations.

#### **Advanced Placement (AP)**

<b>Exam</b>	<b>Score</b>	<b>Hours</b>	<b>Equivalency</b>
Art History	5/4	6	ARH 233/234
	3	3	ARH 233 or 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
	4	4	CHM 113
	3	4	CHM 101
Computer Science A	5/4	3	CSC 100
	5/4	6	CSC Electives
Computer Science AB	5/4	6	CSC Elective
	3	3	CSC Elective
Economics – Intro Macro	5/4	3	ECN 201
Economics – Intro Micro	5/4	3	ECN 202
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
French – Language	5/4	12-16	FRE 101/102/201/202
		+ dept conference	
French – Literature	5/4	12-16	FRE 101/102/201/202
		+ dept conference	
German – Language	5/4	12-16	GER 101/102/201/202
		+ dept conference	
History – Amer. or European	5/4	6	HIS 105/106 or HIS 103/104
	3	3	HIS elective
Mathematics – Calculus AB	5/4	8	MAT 270/271
Mathematics – Calculus BC	5/4	12	MAT 270/271/272
	3 + dept	4-8	possible lower division
	conference		MAT credit
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 – AmGovt & Pol.	5/4	3	POS 252
Political Science – CoGovt & Pol	5/4	3	POS 380 LD credit
	5/4	3	PSY 101
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

## College Examination Program (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—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)			
<i>(Replaces College     Algebra (1979))</i>	50+	3	MAT 121
College Algebra and Trigonometry	50+	3	MAT 121
College French	42-51	8	FRE 101/102
College French	52-80	16	FRE 101/102/201/202
College German	42-51	8	GER 101/102
College German	52-80	16	GER 101/102/201/202
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 <i>(Replaces College Composition     and Freshman English)</i>	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 211/212
Introductory Business Law	50+	3	Bus Elective
Introductory Psychology	50+	3	PSY 101
Introductory Sociology	50+	3	SOC 101
Principles of Macroeconomics <i>(Replaces Introductory     Macroeconomics)</i>	60+	3	ECN 201
Principles of Management	—	0	No Credit
Principles of Marketing	—	0	No Credit
Principles of Microeconomics <i>(Replaces Introductory     Microeconomics)</i>	60+	3	ECN 202
Trigonometry	50+	3	MAT elective
Western Civilization- Ancient Near East to 1648	50+	3	HIS 105
Western Civilization- 1648—Present	50+	3	HIS 106

## International Baccalaureate (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
Art/Design	4	3	DGN 112
	5,6,7	3	DGN 112 <b>AND</b>
		3	ART 111

Biology	4	4	BIO 181/181L
	5,6,7	4	BIO 181/181L <b>AND</b>
		4	BIO 182/182L
Chemistry	4	4	CHM 113/113L
	5,6,7	4	CHM 113/113L <b>AND</b>
		4	CHM 115/115L
Economics	4	3	ECN 201
	5,6,7	3	ECN 201 <b>AND</b>
		3	ECN 202
English A	4	3	ENG 101
	5,6,7	3	ENG 101 <b>AND</b>
		3	ENG 102
English B			No Credit
Geography	5,6,7	3	GEO 121
German A <b>OR</b>	4	4	GER 101
German B	5,6,7	4	GER 101 <b>AND</b>
		4	GER 102
History - American	4	3	HIS 103
	5,6,7	3	HIS 103 <b>AND</b>
		3	HIS 104
History - European	4	3	HIS 105
	5,6,7	3	HIS 105 <b>AND</b>
		3	HIS 106
Math	4,5,6,7	3	MAT 270
Methods or Mathematics Advanced Math	4	3	MAT 270
	5,6,7	3	MAT 270 <b>AND</b>
		3	MAT 271
Music	4	3	MUS 252
	5,6,7	3	MUS 252 <b>AND</b>
		2	MUS 191A <b>AND</b>
		2	MUS 191B
Philosophy	4,5,6,7	3	PHI 101
Psychology	5,6,7	3	PSY 101
Russian	4	4	RUS 101
	5,6,7	4	RUS 101 <b>AND</b>
		4	RUS 102
Spanish A <b>Or</b> Spanish B	4	4	SPA 101
	5,6,7	4	SPA 101 <b>AND</b>
		3	SPA 102
Theater Arts	4	3	TRE 120
	5,6,7	3	TRE 120 <b>AND</b>
		3	TRE 150

## FINANCIAL INFORMATION

### 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 them after this catalog is printed. We regret any confusion this may cause and 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.

### Student Expenses

The regular school year is composed of a Fall semester and a Spring semester. Summer is composed of several sessions typically between three and six weeks in length.

The expenses of the student are due and payable at the beginning of each semester or session and must be paid at the University's Business Office. The University allows for payment of expenses on a deferred payment plan through an outside billing agency. Terms and additional information are available in the University's Business Office. Failure to comply with the stated policies of the University's Business Office may result in an administrative withdrawal from classes. If the student is intending to rely on financial aid for payment on their account,

then application for financial aid must be made at least two months in advance of need. The University also honors most major credit cards.

Failure to pay charges does not cancel registration or responsibility for tuition and fee charges. Non-attendance does not cancel registration or responsibility for tuition and fee charges. Students may not receive transcripts until all accounts are satisfied in the University's Business Office, at the discretion of the University.

The University reserves the right to change all fees and charges without notice.

### **Lopes One Card**

The University uses a debit card system known as the Lopes One Card. This system enables students to purchase meals, textbooks, and other items. The card serves as the student identification card and contains the student's photo to deter unauthorized use. The University's Business Office encodes a dollar amount on each student's card based on what the student requests or is required to have. Residence suite and hall students, for instance, are required to purchase one of three meal plan options, which allows the University to fulfill its obligation to provide adequate and balanced nutrition to residents lacking cooking facilities. Other students may request that their Lopes One Card be credited with a certain amount, enabling them to be conveniently used at the Bookstore, Snack Bar, A.V. Lab, Health Center and Copy Center.

Whether required or requested, the amount is charged to the student's account at the University's Business Office and must be paid for under the same guidelines as tuition, fees, or housing (i.e., financial aid, cash, check, credit card, or through an outside billing agency). That amount is then reflected as a credit on the Lopes One Card. When the student purchases a meal or a textbook, etc., the cost of the item is deducted from the balance available on the card.

### **Lopes One Card Policies**

Board Plans are required for dorm residents and are optional for students living in the apartments, residential suites and commuter students. There are three meal plans available: 10, 14 and 21 meals per week. There are no refunds for unused meals. Board plans are valid only during the semester in which they are purchased.

Students may purchase additional credit in the University's Business Office to apply on the students Lopes One Card for use in the Bookstore, Snack Bar, A.V. Lab, Health Center, and Copy Center. The additional credit will be charged to the students account. Charges are subject to approval and the semester deadline for new charges. Additional funds can be applied to card after deadline with payment. Any unused amount will remain on the card and can be used in a future semester or credited to the student's account.

### **Room and Board**

A student living in the residence suites or halls is charged room and board at the time of registration. The residence suites, halls and dining hall are closed during Thanksgiving and Christmas holidays, Spring Break, and between the close of the Spring semester and the opening of the Fall semester.

Current GCU students, faculty, staff, and guests may purchase individual meals for cash at the cafeteria or snack bar.

### **Tuition, Fees, and Housing**

Tuition and fee information may be found in the current semester/session Bulletin. Current housing fee information may be obtained from the Director of Housing.

### **Special Class Fees**

Certain University classes require payment of fees or deposits for materials, breakage, and/or rental. Refer to the current semester/session Bulletin for class fees.

### **Mandatory Student Health Insurance**

All undergraduate students taking 12 hours or more are required to carry health and accident insurance. Students will be charged for the University-sponsored student health insurance at registration. The 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 Business Office and Health Center.

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 plan. (An insurance policy with "emergency only" care in Phoenix is not considered comparable insurance.). When submitting a waiver, students must attach front and back copies of their insurance cards and return them to the Health Center by the posted term deadline. 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 cancel student health insurance or international insurance later than the waiver deadline.

Information concerning coverage for additional family members may be obtained from the Campus Health Services.

Those students taking less than 12 credit hours, Professional Studies students, off-site students, and graduate students are exempt from this University requirement, but may choose to enroll in the student health insurance. The enrollment deadline is the same as the waiver deadline.

International Student Insurance: Students with F-1 status will be enrolled in the University-sponsored international health insurance. See the Center for International Education for coverage information.

## **REFUND POLICIES**

### **Add/Drop**

If a student is dropping and adding courses of equivalent semester hours simultaneously, there will be no tuition penalty. A drop fee will be charged to the student.

Tuition refund for dropping a course is subject to the Refund Schedule listed in the class Bulletin for the semester or session involved and is calculated on the date the completed Drop form is received in the Office of Academic Records. A drop fee will be charged to the student.

### **Complete Withdrawal**

Students who completely withdraw from the University must submit a Complete Withdrawal Form to the Office of Academic Records. This form is available in the Office of Academic Records. Tuition refund is subject to the Refund Schedule and is calculated on the date the Complete Withdrawal Form is received in the Office of Academic Records. A complete withdrawal fee will be charged to the student. The University does not automatically withdraw students for non-attendance. Students are responsible for non-refundable charges based on the tuition refund schedule listed in the class Bulletin for the semester or session involved.

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 properly check out will result in forfeiture

of the refundable portion of the campus housing deposit. Both residence halls and apartment accounts will be prorated from the date the proper check out is filed.

### **Appeals**

In the event that a student must withdraw from the University because of sickness or unavoidable cause, he or she may appeal the refund amount to the University's Business Office. Appeal forms may be obtained from the University's Business Office. The student is required to provide additional documentation to support the appeal (e.g., doctor's verification of illness). Appeals cannot be considered until a Completed Withdrawal Form is submitted to the Office of Academic Records. Students may also appeal for a dropped course according to the same criteria.

### **Refunds and Fees**

#### **Federal Policy for the Return of Title IV Financial Aid**

Any 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, and FSEOG.

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 the student submits their Complete Withdrawal Form to the Office of Academic Records. In the case that a student that does not officially withdraw, there are two categories. First, if the school determines that a student did not begin the withdrawal process or otherwise notify the school of the intent to withdraw due to illness, accident, grievous personal loss, or other circumstances beyond the student's control, the withdrawal date is determined by the school from its consideration of circumstances beyond the student's control. The second category of unofficial withdrawals encompasses all other withdrawals where official notification is not provided to the school. For these withdrawals, commonly known as "drop-outs," the withdrawal date is the midpoint of the payment period or period of enrollment, as applicable.

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 the student's 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. For example: If the semester is 100 days long and the student attends class for 45 days, they have completed 45% of the semester and, therefore, have "earned" 45% of any Title IV aid that was awarded them. In this instance, 55% of the student's aid would be returned to the Federal Government or to the student's 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.

Students in their first year at Grand Canyon University may be subject to a different refund schedule and should contact the Office of Financial Aid for information.

#### **Fees for Withdrawals and Dropped Courses**

Complete Withdrawal Fee.....	\$25.00
Drop fee.....	\$15.00

#### **Fall and/or Spring Semester Tuition Refund Schedule**

During first week of classes .....	100% of tuition and fees
During second week of classes.....	75% of total tuition
During third week of classes .....	50% of total tuition
After three weeks .....	No refund

#### **Summer Tuition Refund Schedule**

See the current Summer Session Class Bulletin for refund schedule.

#### **Room and Board Refunds**

Room and Board refunds are not given for improper residence hall checkouts. If a student follows correct checkout procedure, the room and board will be refunded according to weeks lived in the residence hall.

#### **Fee Refunds**

Fees are not refundable after the first week of classes.

#### **Refund Check Request Policy**

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

## **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. The University attempts to assist only when the family is unable to meet the full cost of attendance.

Additionally, 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.

### **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; 2) be in default or be delinquent on any federal student loans borrowed from Federal, State, or University programs, and etc.

## **APPLICATION PROCESS**

---

The University uses the Free Application for Federal Student Aid (FAFSA). Students are encouraged to complete the FAFSA on the Internet at [www.fafsa.ed.gov](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. Mid-year transfer students may also be required to submit a Financial Aid Transcript (FAT) from each college or university attended regardless of whether or not financial aid was received.

## **PREFERENCE/DEADLINE DATES**

---

Rather than operating under strict deadlines, the Office of Financial Aid makes an effort to provide funds to students as long as funds are available. However, there are important dates to keep in mind. Applications for financial aid should be submitted as soon as possible after January 1 prior to the year of enrollment. All loan applications must be processed for the current semester by the Monday following mid-term examination week.

Applications for financial aid will be processed on a “first come, first serve” basis. Students whose financial aid file is delayed run an increased risk of receiving a reduced award.

Only students who have applied for admission to Grand Canyon University and have been accepted will be issued a financial aid award.

All financial aid (excluding Pell grants and Stafford loans) has limited funding. Students, new and returning, are strongly encouraged to turn in initial renewal applications as soon as possible after January 1 of each year.

## **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/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).

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

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 your Financial Aid Advisor if you have 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 ability to pay for educational costs, by distributing limited resources in an equitable manner and by providing a balance of gift aid and self-help aid. Financial Aid staff are available to discuss the student and/or parent’s 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.

## **AWARD PROCEDURES**

---

There are two categories of Financial Aid: 1) Gift-Aid and 2) Self-Help Aid. Gift-Aid includes grants and scholarships (awards that do not have to be paid back by the recipient). Self-Help Aid includes employment and loans (awards that do have to be repaid or earned by the recipient).

The Federal Pell Grant is the first award considered when packaging financial aid awards and is followed by the Federal Supplemental Education Opportunity Grant (SEOG). These Federal Grants are awarded according to the calculated financial need of the student. Once the student’s record has been evaluated for Federal Grant eligibility, loans are added to the award package for the student according to financial need and other requirements.

Students are also notified of their eligibility to participate in the Federal Work Study (FWS) Program on the award letter addressed to the financial aid applicant. With the award letter, the student receives the Student Worker Guide that outlines the application procedure for jobs available on and off-campus. As long as funds are still available, the FWS award amount is entered as part of the student’s financial aid package after the student has been selected for a FWS position.

Overall, all available funds are awarded on a “first come, first serve” basis and are distributed to students until funds are no longer available. We highly recommend that all new and current students apply for Financial Aid with the FAFSA application as soon as possible after January 1st of each year.

## **FINANCIAL AID AND ENROLLMENT**

---

Undergraduate students must be enrolled in at least 12 credit hours per semester to be considered full-time students and receive full financial aid benefits. Graduate students must be enrolled in at least nine credit hours per semester to be considered full-time students and 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 hours per semester and all graduate programs require at least five hours 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 and are mailed to you. 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 are receiving financial assistance through the Office of Financial Aid and 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.

## **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, and then multiply 128 by 150% and that 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 Financial Aid. Failed grades ('F') will be counted as attempted credits but will not be counted as earned credits.

At the end of each year, students must complete and earn at least 67% of the credit hours attempted during each academic year. 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 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 suspension period. Students on suspension status who had extenuating circumstances that prevented them from maintaining Satisfactory Academic Progress eligibility may submit an appeal to the Office of Financial Aid for review. Appeal forms are available from the Office of Financial Aid. All students suspended from financial aid who rectify the deficiencies outlined in their notice of suspension must inform the Office of Financial Aid so that relevant information may be reviewed to determine the student's eligibility status.

#### **STUDENT RESPONSIBILITIES:**

---

Each Student should:

1. accurately complete and return all applications, additional documentation, verification forms, corrections and/or new information that is requested by the Office of Financial Aid or any other agency providing financial assistance. Errors or omissions may delay the disbursement of eligible funds.
2. read and understand all documentation and/or agreements that he/she signs and submit to any department and/or agency.

3. 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.
4. 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.
5. notify the lender(s) of any changes to his/her name, address, and enrollment status if the student is a loan borrower.
6. 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.
7. review and comply with all rules and regulations pertaining to academic, financial aid, and University conduct policies.
8. 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.
9. be aware of the appeal process and procedures.

## **SCHOLARSHIPS**

---

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 128 hours to complete. If a student declares a major which requires more than 128 credit hours to complete, then the academic scholarship may apply for the necessary additional hours required to earn the degree. A Financial Aid Appeal must be completed to request this. However, scholarships would not be applicable if a student chooses to change majors necessitating additional courses above the 128 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 must be completed to request this proration. 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 Business Office for information regarding the effect of the scholarship adjustment to 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 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. For example, if students lose their eligibility for Top 5% due to GPA, they may be able to qualify for the Top 10%. In this case, a Financial Aid Committee Appeal form will need to be completed each year.

## REQUIREMENTS

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

1. **Enrollment:** Register and complete a minimum of 12 credit hours each Fall and Spring semester at Grand Canyon University. Audited classes do not count towards credit hour requirements. The taking of audit classes may adversely affect your financial aid. It is strongly recommended that you contact the Office of Financial Aid before choosing to audit a class.
2. **GPA:** Maintain a minimum Grand Canyon University cumulative grade point average (GPA) of at least 2.0.
3. **Undergraduate Credit Hours:** Scholarships may be renewed for up to 128 undergraduate credit hours at Grand Canyon University. If you declare a major that requires more than 128 credit hours, please contact the Office of Financial Aid.

\*\* You may receive only one GCU Academic Scholarship during a given academic year.

## Academic Scholarships Continuing Students GCU Honors

Students who have completed a minimum of two consecutive full-time semesters at Grand Canyon University with a 3.50 cumulative Grand Canyon University GPA are eligible to apply for a Grand Canyon University Honors Scholarship. The amount of this scholarship is 20% of the cost of tuition for 24 credit hours.

This scholarship is renewable for the remaining number of credit hours required to complete a 128 credit hour bachelor's degree provided:

1. A cumulative 3.25 Grand Canyon University GPA is maintained. If the academic scholarship is revoked because the student's cumulative grade point average falls below the stipulated GPA requirement, the academic scholarship may not be reinstated for any subsequent semesters.
2. The student remains continuously enrolled full-time (minimum of 12 credit hours) at Grand Canyon University. Audited classes do not count towards minimum credit hour count.
3. If enrollment is changed to less than full-time status, the entire academic scholarship can only be re-awarded if the minimum scholarship requirements are met for two consecutive semesters immediately following the semester the recipient lost the scholarship.
4. The Financial Aid file is completed before all funds are committed.
5. Only those students who will be taking Traditional Undergraduate courses that are assessed a full tuition charge will be eligible to receive this scholarship (Professional Studies and Graduate courses are not considered to be traditional).

## Freshmen Students Scholars 100

High school graduates who are Valedictorian or Salutatorians of their class, or who graduate with a 4.00 GPA on a 4.00 scale, or who are National Merit Finalists, may apply for a Scholars 100 scholarship the University makes available to incoming freshmen the Fall semester after their high school graduation. This scholarship pays 100% of tuition for Fall and Spring terms only. An official seventh-semester transcript determines grade point averages for Scholars 100. Applications for the Scholars 100 Scholarship are available from the Office of Admission and must be completed and returned to the Office of Admission by February 15.

A student who has earned any college credits may not qualify for this academic scholarship unless the hours were taken while the student was concurrently enrolled in high school. These allowable credit hours would reduce the hours of the scholarship award proportionately.

Students who are chosen to receive this scholarship are encouraged to participate in the University's Honors Program. See the complete description of this unique interdisciplinary curriculum in the GCU catalog or on the GCU website. This scholarship is renewable for up to 128 credit hours to complete a first bachelor's degree provided:

1. A cumulative 3.75 Grand Canyon University GPA is maintained.
2. The student remains continuously enrolled full-time at Grand Canyon University.
3. The Financial Aid file is completed before all funds are committed.
4. Only those students who will be taking Traditional Undergraduate courses that are assessed a full tuition charge will be eligible to receive this scholarship (Professional Studies and Graduate courses are not considered to be traditional).

## Top Five Academic

High school students who graduate in the top 5% of their high school class and do not qualify for other institutional academic scholarships may qualify for 50% of tuition for 24 credit hours per year. Students may also qualify with an ACT composite score of 30 or higher or SAT composite score of 1300 or higher.

A student who has earned any college credits may not qualify for this academic scholarship unless the hours were taken while the student was concurrently enrolled in high school and had the equivalent of a 3.50 GPA in college courses completed. These allowable credit hours would reduce the hours of the scholarship award proportionately. This scholarship is renewable for up to 128 credit hours to complete a bachelor's degree provided:

- A cumulative 3.50 Grand Canyon University GPA is maintained.
- The student remains continuously enrolled full-time at Grand Canyon University.
- The Financial Aid file is completed before all funds are committed.
- Only those students who will be taking Traditional Undergraduate courses that are assessed a full tuition charge will be eligible to receive this scholarship (Professional Studies and Graduate courses are not considered to be traditional).



## **Top Ten Academic**

---

High school students who graduate in the top 10% of their high school class and do not qualify for any other institutional academic scholarship may qualify for 25% of tuition for 24 credit hours per year. Students may also qualify with an ACT composite score of 28 or higher or an SAT composite score of 1240 or higher.

A student who has earned any college credits may not qualify for the academic scholarship unless the hours were taken while the student was concurrently enrolled in high school and had the equivalent of a 3.25 GPA in college courses completed. These allowable credit hours would reduce the hours of the scholarship award. This scholarship is renewable for up to 128 credit hours to complete a bachelor's degree provided:

1. A cumulative 3.25 Grand Canyon University GPA is maintained.
2. The student remains continuously enrolled full-time at Grand Canyon University.
3. The Financial Aid file is completed before all funds are committed.
4. Only those students who will be taking Traditional Undergraduate courses that are assessed a full tuition charge will be eligible to receive this scholarship (Professional Studies and Graduate courses are not considered to be traditional).

## **Antelope Leadership Scholarship**

---

Requirements:

1. Enrollment: Register for and complete a minimum of 12 credit hours (full time status) each Fall and Spring semester at Grand Canyon University. Audited classes do not count towards minimum credit hour requirements.
2. GPA: Maintain a minimum Grand Canyon University cumulative grade point average of 2.0.
3. Undergraduate Credit Hours: Scholarships may be renewed for up to 128 undergraduate credit hours at Grand Canyon University. If you declare a major that requires more than 128 credit hours to complete, please contact the GCU Office of Financial Aid.
4. Leadership Requirements: Scholarship recipients are required to participate in the 'Lopes Leadership Program their first semester as a student until the last semester of their junior year. The Director of Student Activities serves as the advisor for participants completing their scholarship requirements.
5. Only those students who will be taking Traditional Undergraduate courses that are assessed a full tuition charge will be eligible to receive this scholarship (Professional Studies and Graduate courses are not considered to be traditional).

This scholarship may not be adjusted to include credit hours that exceed the 128 undergraduate credit hour limit, including change of majors and / or second majors.

## **Transfer Students**

### **Transfer Honors Scholarships**

---

First-time Grand Canyon University students who transfer in at least 24 credit hours of coursework to Grand Canyon University with a cumulative 3.50 GPA are eligible to apply for a Transfer Honors Scholarship. The amount of this scholarship is 20% of the tuition for 24 credit hours per year. Students must

meet all eligibility requirements their first semester at Grand Canyon University to receive the award.

This scholarship is renewable for the remaining number of credit hours required to complete a first 128 credit hour bachelor's degree provided:

- A cumulative 3.25 Grand Canyon University GPA is maintained.
- The student remains continuously enrolled full-time at Grand Canyon University.
- The Financial Aid File is completed before all funds are committed.
- Only those students who will be taking Traditional Undergraduate courses that are assessed a full tuition charge will be eligible to receive this scholarship (Professional Studies and Graduate courses are not considered to be traditional).

## **Church Matching Scholarships**

---

The University will match dollar-for-dollar, up to a maximum amount of \$2,500 each academic year, for each dollar awarded to a GCU student by the student's Christian-affiliated church. The Church Matching Scholarship is awarded during the fall and spring semesters only. Recipients enrolled for less than 12 credit hours are only eligible to receive this scholarship up to an amount that will not exceed the cost of their tuition. Only those students who will be taking Traditional Undergraduate courses that are assessed a full tuition charge will be eligible to receive this scholarship (Professional Studies and Graduate courses are not considered to be traditional).

**\*\* Important note:** The Office of Financial Aid must receive the scholarship check before the last day of the academic year for the specified award period. The academic year for GCU ends on the last day of the Spring Semester.

**Undergraduate Credit Hours:** For each year that the student receives a scholarship from their Christian-affiliated church, the Church Matching Scholarships may be renewed for up to 128 undergraduate hours at Grand Canyon University. If your major requires more than 128 credit hours to complete, you should contact the Office of Financial Aid.

**128 Credit Hours:** If you change your major and / or declare a second major during your enrollment at GCU and you need more than 128 undergraduate credit hours to earn your bachelor's degree, the academic scholarship may not be adjusted to include credit hours that exceed the 128 undergraduate credit hour limit.

## **Pastor/Missionary Dependent Scholarships**

---

Dependent children and spouses of currently serving Christian pastors and missionaries may receive this award provided:

1. A cumulative 2.00 Grand Canyon University GPA is maintained.
2. The student remains continuously enrolled full-time at Grand Canyon University.
3. The Financial Aid File (including denominational workers documentation) is completed before all funds are committed.
4. Only those students who will be taking Traditional Undergraduate courses that are assessed a full tuition charge will be eligible to receive this scholarship. (Professional Studies and Graduate courses are **not** considered to be traditional).

- The student submits documentation from the Christian Church/Mission, on church/missionary letterhead, stating that the parent(s) or spouse is a current Senior Pastor or Full-time Missionary. Associate pastors do not meet the qualification for the Pastor/Missionary Dependent Scholarship.

### **Convention Scholarships**

---

Southern Baptist students from states that do not have a Southern Baptist College may receive this scholarship provided:

- A cumulative 2.00 Grand Canyon University GPA is maintained.
- The student remains continuously enrolled full-time at Grand Canyon University.
- The Financial Aid File (including church denomination) is completed before all funds are committed.
- Only those students who will be taking Traditional Undergraduate courses that are assessed a full tuition charge will be eligible to receive this scholarship. (Professional Studies and Graduate courses are not considered to be traditional).
- Student submits documentation from a Southern Baptist Church, on church letterhead, verifying student's church membership.

### **Eagle Boy Scout Scholarship**

---

Students may receive a scholarship if they have achieved the Eagle Scout Award provided:

- A cumulative 3.00 Grand Canyon University GPA is maintained.
- The student remains continuously enrolled full-time at Grand Canyon University.
- Only those students who will be taking Traditional Undergraduate courses that are assessed a full tuition charge will be eligible to receive this scholarship. (Professional Studies and Graduate courses are not considered to be traditional).
- Student submits documentation verifying their receipt of the Eagle Boy Scout Award

### **Girl Scout Gold Award Scholarship**

---

Students may receive a scholarship if they have received the Gold Award provided:

- A cumulative 3.00 Grand Canyon University GPA is maintained.
- The student remains continuously enrolled full-time at Grand Canyon University.
- Only those students who will be taking Traditional Undergraduate courses that are assessed a full tuition charge will be eligible to receive this scholarship. (Professional Studies and Graduate courses are not considered to be traditional).
- Student submits documentation verifying their receipt of the Girl Scout Gold Award

### **Acteen Scholarships**

---

Eligible recipients must submit written documentation regarding their MissionQuest achievements from their Acteen Advisor/Mentor to the Office of Financial Aid.

- The student must remain continuously enrolled full-time at Grand Canyon University.

- A cumulative 2.00 Grand Canyon University GPA must be maintained.
- Only those students who will be taking Traditional Undergraduate courses that are assessed a full tuition charge will be eligible to receive this scholarship. (Professional Studies and Graduate courses are not considered to be traditional).

### **AWANA**

---

Students who have earned the AWANA Citation or Meritorious Awards are eligible for the AWANA scholarship. The student must provide proof of the Citation or Meritorious Award for consideration.

### **Work Grants**

---

Students may qualify for work grants in publications, intramural sports, and as residence hall assistants. Information can be obtained from the Office of Student Life on specific requirements and stipends available.

### **Departmental/Institutional Scholarships**

---

Special ability scholarships are available in the areas of Business, Nursing, Gerontology, Art, Drama, Speech, Music, etc. Application must be made through the college dean/department chairperson or faculty member in charge of scholarships in the student's area of interest. Recipients of such scholarships will be expected to maintain at least a cumulative 2.00 Grand Canyon University GPA and be continually enrolled full-time. If the enrollment status changes (add, drop, audit, etc), the award may be adjusted to coincide with the new enrollment status. Additional requirements may be placed on the student by the college/department awarding the scholarship.

Students are required to submit a completed Application for Admission and register for classes before funds will be released into the student's account.

### **Endowed Scholarships**

---

Students enrolled full-time at Grand Canyon University may apply for endowed scholarships. These scholarship funds are the result of donations made to the University by alumni and friends of the institution. The interest on the accounts is calculated on a yearly basis and awarded to students based on criteria set by the donor. Students who complete the FAFSA and Application for Admission have automatically applied for the scholarships that include demonstrated need as one of the criteria for award. Unless otherwise stipulated, the basic academic requirement for any of these scholarships is a cumulative 2.00 Grand Canyon University GPA. Students may apply for these scholarships by completing their Financial Aid file before all funds are committed. Scholarship recipients will be expected to write a thank you letter to the donor before the funds will be released. These scholarship awards may not exceed the 50% cap on scholarships a student may receive through institutional funding.

Alumni Scholarship Endowment  
 Charles E. Arant, Jr. Business Memorial Scholarship  
 Arvizu Hispanic Scholarship  
 Asian Scholarship  
 Whit and May Baker Scholarship  
 N.E. and Lora Barker Scholarship Fund  
 Fred R. and Dorothy G. Barnes Scholarship  
 Ernest I. and Eurice Bass Scholarship Fund  
 Dr. George C. Beakley, Jr. Scholarship  
 Beck Memorial Scholarship  
 Woodrow and Letress Berryhill Scholarship  
 David and Mildred Brazell Scholarship

Henry and Dollie Brice Memorial Scholarship  
 James Carroll Scholarship  
 Clara Burghout Memorial Scholarship  
 Wayne P. Cerow Scholarship Fund  
 Mary Cheatham Christian Studies Scholarship  
 Mary Cheatham Education Scholarship  
 Mary Cheatham/Susan Thomas Nursing Scholarship  
 Chimiarra Award  
 Cook/Bishop Memorial Presidential Grant  
 Craig-McElwaine Education Scholarship  
 G.D. Crow Memorial Scholarship  
 Hilton Jones Crow Scholarship  
 Davis Scholarship  
 Keith and Mary Sue Davis Scholarship  
 Jewel Peters Patterson and Pearlina Thomas-Dees Scholarship  
 Walter and Pearl Thomas-Dees Education Scholarship  
 Harold Dye Family Scholarship  
 Glenn Eason Educational Scholarship  
 David H. Eaton Scholarship  
 William K. Foster Memorial Scholarship  
 Evans-Griffin Scholarship  
 Martha Frances Memorial Scholarship  
 Frank and Elsie Frazier Indian Scholarship  
 Wesley and Lola Freeburg Scholarship Fund  
 Pam Gardner Memorial Scholarship  
 Margaret Goatcher Scholarship  
 Jim and Claire Goins Living Memorial  
 Grand Canyon University Guild Scholarship  
 Louis Willard and Katheryn Opal Hardcastle Scholarship  
 Ernest E. and Linnie Ann Hatcher Memorial Scholarship  
 S.F. and Jewel Hawkins Memorial Scholarship  
 William R. Hintze Alumni Scholarship Endowment  
 William R. Hintze Memorial Presidential Grant  
 Howerton-Maben Scholarship  
 J.W. Kieckhefer Endowed Scholarship  
 Richard A. Jackson Scholarship  
 Rob Jones MBA Scholarship  
 Tom S. Kent Family Scholarship Fund  
 Max Link Music Scholarship  
 Sarah Smithey Link Business Scholarship  
 D.C. Martin Scholarship Endowment Fund  
 Mildred Mitchell Martin Scholarship  
 Dan Maxon Scholarship  
 Paul and Esther McCarty Memorial Scholarship  
 Mary McDowell Ministerial Scholarship  
 Fannie Mae Meredith Music Scholarship  
 Ken and Diane Miller Scholarship Endowment Fund  
 Erdie L. Morris Scholarship  
 Carl Paetz Memorial Scholarship  
 Crystle Paetz Nursing Scholarship  
 Joyce Daily Parker Scholarship  
 Lowell B. Parker Ministerial Scholarship Fund  
 Mark A. Pevey Scholarship  
 John B. Will and Fred and Norma Pfeiffer Scholarship  
 Dr. and Mrs. Robert Pickering Scholarship  
 Edward W. Pollock Family Scholarship  
 Sarah Hunt Potter Endowment  
 Martha Rummel Rahe Memorial Scholarship  
 Willis J. and Ida M. Ray Memorial Scholarship  
 Mack D. and Bonnie Jean Reagan Business Scholarship  
 Riddle Endowed Scholarship Fund  
 Reverend William D. and Cora Rummel Ministerial Scholarship  
 Marci Salmon Education Scholarship  
 Tim Salmon Business Scholarship  
 Eugene "Chick" Scott – Arizona Flycasters Club Environmental  
 Biology Scholarship

Select Information Services, Inc. Scholarship Endowment Fund  
 Dave Siebenman Scholarship  
 Don Sheriff International Scholarship  
 Ed and Betty Shugart Endowment Fund  
 C.J. and Thelma B. Smith Ministerial Scholarship  
 Jerry D. Smithey Business Scholarship  
 Dinah Stafford Education Scholarship  
 A.L. Stoker Memorial Scholarship  
 Margaret N. Stokes, RN, Endowed Scholarship  
 Roy F. and Helena H. Sutton Scholarship Fund  
 Winston A. Wahlstrom Scholarship  
 Weeks Scholarship  
 Grace Weller Piano Scholarship  
 I.B. and Opal Williams Hispanic Scholarship  
 Cecil Wood Trust  
 Helen Youngs Memorial Scholarship

### **Aid From Private Businesses, Foundations, and Organizations**

The scholarships listed below may require separate applications. Please see the Office of Financial Aid for application information and deadlines.

Datatel Scholarship  
 Dougherty Foundation Loan/Grant  
 Farmers Insurance Group of Companies Scholarship  
 Hegel Future Teachers Scholarship Fund  
 Howard Relfe Memorial Scholarship  
 International Phoenix Women's Scholarship  
 Dorothea Van Deusan Opdyke Scholarship  
 Eurice M. Bass Foundation  
 Solid Rock Foundation  
 USA Funds  
 Otto and Edna Neeley Scholarship

### **ROTC Scholarships**

Air Force and Army ROTC scholarships are available to Grand Canyon University students. Scholarships vary in amount with a maximum award providing full tuition as well as an allowance for fees and curriculum-required textbooks. For information contact the Air Force and Army ROTC representative at Arizona State University or the ROTC office on campus: Army ROTC at Grand Canyon University (602) 589-2486, USAF at Arizona State University (480) 965-3181, or Army ROTC at Arizona State University (480) 965-3318.

Additional Requirements:

1. If you have chosen to live in the GCU dorms you may be eligible to receive a GCU ROTC Housing Scholarship for Room and Board. You must have a roommate.
2. If you have chosen to live in the GCU apartments you may be eligible to receive a GCU ROTC Housing Scholarship for Room only. You must have a roommate.

If you make changes to your housing your scholarship will be adjusted accordingly. You will then be responsible for contacting the Business Office to determine any charges to your student account.

\*\* ROTC scholarship recipients are NOT eligible for ANY other GCU Scholarships.

### **Tribal Scholarships**

These scholarships require the student to turn in a Needs Analysis form to the Office of Financial Aid to be processed and sent to the Native American agency of the respective student. The agency also requires the student to submit an application for Federal Aid to the Office of Financial Aid (FAFSA). Each

agency has deadlines, and Needs Analysis forms must be sent each semester. It is the student's responsibility to make sure that the forms are submitted to the Office of Financial Aid in a timely manner for the process to be completed by the deadline.

### **Indian Health Service (IHS)**

---

This Native American Scholarship is for applicants in the health care field. An invoice must be sent to the IHS agent each semester with documentation of educational costs.

### **Off Campus Scholarships (Which require no Grand Canyon University Assistance)**

---

The Office of Financial Aid has information on outside scholarships available to students through associations, corporations, hospitals, etc. These scholarships require applications to be sent to the appropriate address by the specified deadline.

### **Grants-In-Aid**

---

The University offers athletic and performance grants-in-aid that are not subject to the 50% cap for scholarships. Students should contact the Athletic Director, the Dean of the College of Liberal Arts and Sciences, or their designees for additional information.

## **GRANTS**

---

Grants are categorized as Gift-Aid and do not have to be repaid by the recipient. The Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant (SEOG) and the Leveraging Educational Assistance Partnership Program (LEAP) are awarded to students based on financial need.

### **Federal Pell Grants**

---

Pell Grants are made available to undergraduate students who do not have a bachelor's degree already. The student's eligibility is determined by a schedule developed by the Department of Education, Washington, DC. Students who are eligible for a Pell Grant must make satisfactory progress to receive this award. Students may apply for the Federal Pell Grant by completing a FAFSA. Refer to an earlier Financial Aid section titled the "Application Process." Applications must be submitted annually.

Grand Canyon University is in compliance with the standards of the US Department of Education regarding a drug free workplace.

Any student who receives a Pell Grant will be asked to certify that he or she will not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance during the period covered by the Pell Grant.

### **Federal Supplemental Educational Opportunity Grant (SEOG)**

---

The SEOG provides gift aid to undergraduate students who do not have a bachelor's degree. Grants may range from \$100 to \$1,250 and may not exceed \$4,000 per year. Students may apply for the Federal Supplemental Educational Opportunity Grant (SEOG) by completing a FAFSA. Refer to an earlier Financial Aid section titled the "Application Process."

**Leveraging Educational Assistance Partnership (LEAP)**  
These are grant funds for Arizona residents available from federal, state, and institutional sources to assist deserving students who have financial need. Grants may range from \$100 to \$2,500 per year. Students may apply for the Leveraging Educational Assistance Partnership (LEAP) by completing a

FAFSA. Refer to an earlier Financial Aid section titled the "Application Process."

### **Matthew 6:33 Grant**

---

Requirements:

Enrollment: Register for and complete a minimum of 12 credit hours (full time status) each Fall and Spring semester at Grand Canyon University. Audited classes do not count towards minimum credit hour requirements.

GPA: Maintain a minimum Grand Canyon University cumulative grade point average of 3.0.

Undergraduate Credit Hours: Scholarships may be renewed for up to 128 undergraduate credit hours at Grand Canyon University. Students who declare a major that requires more than 128 credit hours to complete, should contact the Student Services Center.

Campus Community Requirements: Grant recipients will choose between several on-campus ministries to be involved in during their time at GCU. The level of time commitment participation in the respective ministry will be determined by the Director of the ministry, in conjunction with the Director of Student Activities.

Residential Requirements: It is HIGHLY recommended that students receiving this scholarship live on campus since living on campus allows for easier access to ministry opportunities and student activities that take place throughout the academic year. Students choosing to live on campus should notify the Student Services Center so that their grant may be adjusted to include a 50% reduction in room and board.

Additional Requirements: This scholarship may not be combined with any other Grand Canyon University scholarships/grants. Only those students who will be taking Traditional Undergraduate courses that are assessed a full tuition charge will be eligible to receive this scholarship (Professional Studies and Graduate courses are not considered traditional). This scholarship may not be adjusted to include credit hours that exceed the 128 undergraduate credit hour limit, including change of majors and / or second majors.

## **STUDENT LOANS**

---

Loans are often part of a financial award package. They provide Grand Canyon University students with an opportunity to defer part of their educational costs by borrowing now and paying later. Although there is much discussion on the viability of debt burden, the Office of Financial Aid is of the opinion that the loan debt is contracted so the student can invest in him or herself.

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

### **Loan Programs**

#### **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 half time. 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 Grand Canyon University Business Office. They may be reached at 1-800-800-9776 ext 2880 or locally at 602-589-2880. For questions on award amounts only, please contact the Grand Canyon University Office of Financial Aid at 1-800-800-9766 ext 2885 or locally at 602-589-2885. The Financial Aid office may also be reached via email at [finaid@grand-canyon.edu](mailto:finaid@grand-canyon.edu).

#### Federal Perkins Loan Requirements

- Recipients of the Federal Perkins Loan must sign a Promissory Note available from the GCU Business Office.
- The Federal Perkins Promissory Note must be signed before the Perkins Loan will credit your student account. Loans for any summer semester cannot credit your student account 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. (Audited classes do not count towards the 6 credit hours)
- Graduate students must be enrolled for at least 5 credit hours a semester at Grand Canyon University to qualify for this loan. (Audited classes do not count towards the 6 credit hours)

#### 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.

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.*

A student must be enrolled at least halftime in order to be eligible for a Stafford loan.

#### Annual and Aggregate Loan Limits

	DEPENDENT STATUS Maximum Federal (Subsidized & Unsubsidized)	INDEPENDENT STATUS Maximum Federal (Sub)	ACADEMIC YEAR Maximum Federal (Subsidized & Unsubsidized)
<b>Annual Limits</b>			
Year 1	\$2,625	\$2,625	\$6,625
Year 2	\$3,500	\$3,500	\$7,500
Year 3, 4, & 5	\$5,500	\$5,500	\$10,500
Graduate/Professional	n/a	\$8,500	\$18,500
<b>Aggregate Limits</b>			
Dependent			
Undergraduate	\$23,000	n/a	n/a
Independent			
Undergraduate	n/a	\$23,000	\$46,000
Graduate/Professional	n/a	\$65,600	\$138,500

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

1. See the Office of Financial Aid for the most current interest rate that applies to Federal Student Loans.
2. Borrowers must meet the general eligibility requirements and be enrolled at least halftime each semester in an eligible program.
3. Repayment on the principle loan balance and the interest begins six (6) months after the borrower drops below half-time enrollment status or graduates.
4. 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.

Applications for Federal Student Loans are available from the Office of Financial Aid for Grand Canyon University.

#### 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.

#### 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 equal amounts; the first half to be disbursed at the beginning of the semester and the second half to be disbursed after the mid-point of the semester. The loan disbursement dates are dependent upon the receipt date of the loan application and the Federal Regulations. According to Federal Regulations, first-time, first year undergraduate borrowers may not receive their first loan disbursement for the academic year until after 30 days have passed from the first day of classes. Contact the Office of Financial Aid for more information regarding disbursement of Federal Student Loans.

#### Students Receiving Over-awards

Federal Regulations require all schools to return the amount of federal assistance disbursed to a student that is greater than the amount earned by the student according to the number of days the recipient is enrolled as a student. (Refer to the Refund Policies listed earlier in this catalog for more details.)

Therefore, 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.

#### 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 Student Employment Coordinator.

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, which 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.

**How much:** 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 Aid 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

**How much:** The employer determines the rate of pay for each position

#### **How to Apply:**

1. A student completes a *Student Employment Application* available from the Student Life office. The front desk assistants will make copies of the application for you to distribute to potential employers and the original must remain on file in Student Life. The Student Life Office has listings of current positions available to assist in your search.
2. The student is responsible for distributing their application and setting up interviews for the desired positions.
3. 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.
4. 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.

**Important Note:** 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*.

### **General Information:**

- Student Life office hours are 8am to 5pm, Monday through Friday. Phone: (602) 589-2847.
- Student Life can also provide internship and recruitment information.
- Federal and Non-Federal Work Study positions are paid bi-monthly. Paychecks are available from the Business Office.

### **Student Responsibilities:** Students are expected to:

- Report to work promptly
- Notify their 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.

**Social Security and Unemployment:** 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.

**Off-Campus Jobs:** 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. Then students are 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.

## **STUDENT LIFE**

---

### **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 toward:

1. Christlikeness
2. Academic success
3. A lifestyle of personal excellence

## **Calendar/Handbook**

---

The Student Handbook/University Calendar is published annually by the Office of Student Life. It provides information, rules, policies, procedures, and a monthly calendar of campus events. It is the student's responsibility to become familiar with, and adhere to, the rules, policies, and procedures contained within the Student Handbook.

## **Health Services**

---

### **Mandatory Student Health Insurance**

To help insure students will not be left with large medical bills that force them to disrupt their educational goals, all undergraduate students enrolled in 12 or more credit hours are automatically charged for student health insurance at registration. Students enrolled in less than 12 credit hours, graduate students, Professional Studies students and off-site students may voluntarily enroll in the plan.

Students who are currently enrolled in insurance programs that provide acute and continuing care in the Phoenix area may apply for an insurance waiver. Waivers must be completed and returned along with front and back copies of the insurance card to the Health Center by each semester's deadline date. Waivers must be turned in the first semester a student is full-time and every Fall semester thereafter. Students will be notified if their application for a waiver has been accepted or denied. No waivers will be accepted after the deadline.

### **Features of the current Student Insurance plan include:**

- Affordable health insurance.
- Easy access to care.
- Inpatient and outpatient coverage at usual and customary charges up to the policy maximum.
- No pre-existing condition clauses if there is not a 30-day lapse between insurance companies.
- Excess Provision.

**For complete details, brochures are available in the Business Office and Health Center.**

## **Residence Life**

---

Any student officially admitted to Grand Canyon University is eligible to apply to live on campus. GCU offers both residence hall and apartment housing. The University highly recommends that all unmarried freshman, sophomores, and transfer students, who are under the age of 21, live in the residence halls on campus. Room and board charges for students who reside in the residence halls include a meal plan of 21, 14, or 10 meals per week. Students who are 21 years of age, married, or with children are encouraged to live on campus in the North Rim Apartment Complex. Apartment residents are not required to purchase a meal plan but may do so if they choose.

A completed application and \$200 deposit is required for placement in campus housing. If we received your completed application and deposit by June 1, we will mail your roommate and suite assignment on June 30. All new students who send in a completed application by June 1, will be placed in the new residence hall suites. Roommate assignment for residence hall students will be based on preferences indicated by you on your application.

Residence halls are closed during Christmas and Spring Break. Summer housing is provided on a limited basis for those students working on campus or attending summer school. Students must maintain full-time 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.

Apartments are available in a furnished or unfurnished format. Priority is given to married students and students with families. Seniors and juniors are encouraged to live on campus. Roommate selection for the apartments are made by the student, not the University. All utilities, including local telephone service, and basic cable, are included in the monthly rent. Additional information about living on campus and an application can be obtained by contacting the Residence Life Office, PO Box 11097, Phoenix, AZ 85061-3030, or by calling 602-589-2860 or 1-800-800-9776, ext 2860.

## **Student Conduct**

---

Grand Canyon University attempts to create an atmosphere conducive to the purposes of a liberal arts education in the Christian tradition. All students who enroll in the University are expected to accept the responsibilities of campus citizenship and to show consideration and respect for the personal freedom and property rights of members of the civic community and the academic community. Students are expected to give primary attention to their college work and to all classes, exercises, and engagements, which require their attendance. While some students may not have personal convictions in accord with the University's standards, rules, policies, and procedures, a person's enrollment at Grand Canyon University acknowledges that he or she accepts the responsibility for honorable adherence to the same, both on and off campus, while a student at the University. When a student does not meet the University's general standards of behavior, or comply with its rules, the University may take disciplinary action. Such action may take the form of a reprimand, restriction of certain privileges, suspension, or final dismissal. As a private institution, Grand Canyon University reserves the right to determine who will enter and who will remain on campus. Students should become familiar with, and adhere to, the standards, rules, policies, and procedures contained within the Student Handbook.

## **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 for the sake of others. A key component in this task of equipping and encouraging is chapel participation. Chapel services are designed to provide a rich diversity of opportunities as well as consistent avenues of worship for the entire University community. At least three distinct chapel services are offered each of the 15 full weeks of classes every fall and spring semester.

## **Intercollegiate Athletics**

---

The Intercollegiate Athletics Department of Grand Canyon University seeks to provide intercollegiate athletic participation for students at the University. Recognizing that intercollegiate competition can be a vital component in the total educational experience of a student, the department attempts to operate with the best interests of the physical, educational, and spiritual welfare of those students at heart.

The University offers competition in ten intercollegiate sports, sponsoring four sports each for men and six for women. Women's teams compete in soccer, volleyball, basketball, tennis, golf and softball. Men's teams compete in soccer, basketball, baseball, and golf.

All teams compete as members of the National Collegiate Athletic Association (NCAA) at the Division II level.

Grants-in-aid are available in all sports. Special academic regulations apply to those interested in competing in intercollegiate athletics. Please contact the Athletic Compliance Office for specific regulations.

Student-athletes, like all students at the University, are expected to abide by the standards, rules, policies, and procedures listed in this catalog and the Student Handbook. Because of their participation on an athletic team, student-athletes may be subject to testing for banned substances as designated by the NCAA. A copy of the athletic department drug testing policy may be obtained by contacting the Intercollegiate Athletic Office.

---

### Food Service

The University dining hall provides meals during the academic year. It is closed during Thanksgiving, Winter Break, Spring Break, and Summer Break.

Students living in the residence halls are required to purchase a University meal plan. Others may buy meals on an individual basis or may purchase a meal plan.

Light lunches, grilled options, and refreshments are available in the snack bar located in the Student Center.

---

### Disability Services

Grand Canyon University values all of its students. In order to provide reasonable accommodations for specific needs of students with disabilities, we invite self-declaration of disabilities upon acceptance of admissions. Records are confidential and the information is shared only with those who need to know for accommodation purposes.

It is the student's responsibility to request the exception/modification in writing prior to the date services are expected. To allow the University sufficient time to make appropriate plans, requests should be submitted no later than August 1 for Fall classes, December 1 for Spring classes, and two weeks prior to a Summer session when accommodation is needed. The University will respond in writing.

Requests should be directed to the Coordinator of Services for Students with Disabilities, Health and Wellness Center, Grand Canyon University. The University reserves the right to ask for any documented verification of need. The University cannot provide accommodations that are not requested.

After consulting with the Coordinator of Services for Students with Disabilities, a student who is dissatisfied with the accommodations provided by the University may make a request for further investigation with the Vice President for Academic Affairs for matters pertaining to the classroom/academic requirements and/or to the Executive Director for Student Life in the area of the physical environment. If the concern is still unresolved, the final appeal should be in written format and addressed to the University Disabilities Coordinator.

Most University activities, services, and programs are accessible to any student with a physical disability. We expect that any student with a physical disability has followed the procedure for disability services outlined in the Student Handbook. In the event that the student did not do so—because the physical accessibility might be reasonably anticipated without a prior request pursuant to that procedure—the student should direct a written request to the Coordinator of Services for Students with Disabilities, Health and Wellness Center, as soon as possible. Grand Canyon University will make every good faith attempt to reasonably accommodate students within its Christian learning environment, but reserves the right to request timely documentation and cooperation.

---

## STUDENT ACTIVITIES

---

### Drama and Speech Activities

Opportunities for dramatic and speech participation are available in plays, operas, and intercollegiate forensics and

debate. These opportunities are available for all students, not just those majoring in these areas.

---

### Publications

Every year, publications are produced by students. These include the campus newspaper (*Canyon Echoes*) and literary journal (*Shadows*).

---

## GENERAL ACADEMIC REGULATIONS

---

### GENERAL ACADEMIC REGULATIONS SPECIFIC TO UNDERGRADUATE STUDENTS

---

#### Preface

This section of the catalog describes many policies related to a student's academic life at Grand Canyon University. The policies are intended to assure the student a high quality education and to reflect that quality to accrediting agencies, state licensing/certifying agencies, individuals and groups who provide scholarships or otherwise support the University, and to potential employers and graduate schools. The University recognizes that there are individual circumstances and situations that may necessitate exceptions to these policies. When the purpose of the policy or regulation is not being defeated, the University will make every reasonable effort to accommodate those exceptional circumstances and provide a process for the student to appeal or request that an exception be granted. Often the appeals process is explained with the policy, but in any case where it is not described, the student should ask the Chief Academic Officer how to proceed. The University has no right to change policies or procedures of another organization for which it is merely acting as an agent.

The student should especially note that incomplete registration, failure to meet payment arrangements, or failure to follow other policies stated in the catalog may result in administrative withdrawal from classes.

Students enrolled in, or considering enrollment in, the University's professional studies programs should be aware that some specific policies are different for those programs. Among the affected policies are those concerning the academic semester hour, course load, reading and conference, correspondence and extension credit, and evaluation of transfer credit. Please see program advisors for clarification and details.

---

#### Academic Advisement

Every student at Grand Canyon University is assigned to an advisor, usually a faculty member in their major field of study, for the purpose of assisting the student with proper academic planning. However, it is the student's responsibility to become familiar with and adhere to the policies and degree requirements stated within the catalog. Students are encouraged to seek academic counseling regularly throughout their academic career.

A degree audit, available upon request in the Office of Academic Records, is a record showing the student's coursework completed to date. Students should refer to the "Graduation Requirements" section of this catalog for specific details regarding graduation.

---

#### Academic Semester Hour

Grand Canyon University operates on the semester plan, offering two regular semesters of approximately 15 weeks each. Credit is expressed in terms of semester hours. One semester



hour normally requires the equivalent of one 50-minute class period per week throughout a semester. Adaptations of this principle are sometimes employed, especially in music, physical education activity, and laboratory courses. Summer session is operated on an accelerated schedule that is in accord with the semester hour principle. Some professional studies programs also operate on an accelerated schedule.

### **Class Attendance**

---

1. Students are expected to be regular and punctual in class attendance. The University believes that students themselves are primarily responsible for attendance. Instructors will provide students with written statements of their policies with respect to absences. If students violate the instructor's attendance requirements, the instructor may recommend to the Chief Academic Officer that the student be administratively withdrawn from the course. If the student is administratively withdrawn, it will result in a grade of "W." No refunds are made for administrative withdrawals. Students may appeal administrative withdrawal to the Office of the Vice President for Academic Affairs.
2. The student must notify the Office of Student Life directly when an absence from class of one week or more is unavoidable. The Office of Student Life will notify instructors upon request. Instructors will permit students to make up tests and other work when the absence was entirely unavoidable (at the instructor's discretion) or authorized by the Chief Academic Officer.
3. To secure permission to make up work missed by an absence, students must account to their instructors in the manner prescribed by their instructors immediately after their return to class.
4. Regular and punctual attendance may be considered in assigning grades.
5. Class attendance records are effective as of the first day of class meetings in each semester. Students who register late are counted absent for each class meeting already missed.

### **Classification of Courses**

---

Courses are numbered from 100 to 699. The course numbering system is as follows:

100-299 are lower division courses designed for freshman and sophomore students.

Usually a freshman will not be permitted to take a course which bears a number higher than 299 and a sophomore not higher than 399. Certain classes are closed to freshmen who have not had designated prerequisites (consult course description for pre-requisite requirement).

300-499 are upper division courses designed for juniors and seniors.

500-699 are graduate level courses.

### **Classification of Students**

---

*Freshmen* are those students who have not yet completed 30 semester hours.

*Sophomores* are those students who have completed from 30 to 59 semester hours.

*Juniors* are those students who have completed from 60 to 89 semester hours.

*Seniors* are those students who have completed a minimum of 90 semester hours.

Students are not permitted to graduate at the end of a semester or term in which they began with a GPA of less than 2.00. (See "[General Graduation Requirements](#).")

*Fifth Year Students* are those students who have completed a bachelor's degree from a regionally accredited institution and are accepted for a program of specified upper division courses to secure standard teacher certification.

*Graduate Students* are those students who have completed a bachelor's degree from a regionally accredited institution and have been admitted into the graduate program of study offered by one of the colleges of the University.

*Second Degree Students* are those students who have completed a bachelor's degree from a regionally accredited institution and are completing the requirements for a second bachelor's degree (see page 11).

*Unclassified Students* are those students who are not working toward a degree and/or are not included in the above classifications.

### **Concurrent Enrollment**

---

Undergraduate students may enroll at other institutions while enrolled at Grand Canyon University, provided that University policies are not violated, and:

1. The student completes the necessary paperwork in the Office of Academic Records prior to enrollment to ensure progress toward a degree.
2. Total enrollment at all institutions in a given semester does not exceed 18 hours without prior permission from the Chief Academic Officer.
3. Requests from undergraduate students to the Chief Academic Officer have the endorsement of the student's advisor.
4. Requests from students in master's degree programs are submitted to the dean of the appropriate college.

Transfer credit may not be accepted if the above guidelines are not followed. Undergraduate students enrolled in less than 12 hours at Grand Canyon University are not under these regulations. Concurrent Enrollment forms are available in the Office of Academic Records.

It is strongly recommended that students do not enroll concurrently at a community (junior) college after their sophomore year. Community college courses are designed to be introductory in nature and should be taken during the student's first two years. Postponing them until later usually disrupts the sequence of courses in a major and results in poor grades in the advanced classes. Postponing University Liberal Arts Foundation requirements also leads to poor performance in upper division courses which assume the general background gained from the University Liberal Arts Foundation requirements.

## **COURSES**

---

### **Auditing of Courses**

---

Under certain conditions a student may wish to audit a course rather than take it for credit in a degree program. Students who audit courses will receive grades of "S" (Satisfactory) or "U" (Unsatisfactory) instead of letter grades.

Students wishing to audit courses will typically do so at the time of registration before the beginning of the semester. Students may sometimes be allowed to change their registration from credit to audit during the first half of the course but this should be rare and due to unusual or extenuating circumstances. Certain professional programs (e.g., Nursing or Education)

offered by the University may restrict the ability of students to audit courses. These programs also reserve the right to treat a mid-course change to audit status within the professional program as if the student had failed the course and require the student to be re-admitted to the program.

Students considering a change to audit status should confer with their academic advisor or the dean of the college that offers their major before finalizing the change with the Office of Academic Records. Students desiring to change their registration status from credit to audit must request this change by filling out the appropriate form (including signatures) in the Office of Academic Records. The instructor should also be notified of the change by the student so that he or she can make the appropriate change in his or her grading standards.

It is the responsibility of the student auditing a course to ascertain from the instructor the expectations regarding the behavior of an auditing student in the course. Students not meeting the instructor's expectations for an "S" grade will be given a "U" grade.

Students may take a course for credit that they have previously taken as an audit course. A student may not change from audit to credit after the last day for registration for credit as listed in the academic calendar of the current University catalog.

Professional studies courses are generally not available for audit.

### **Change of Courses**

---

After students have completed registration and before classes begin, no changes in course schedules are permitted without appropriate signatures. After the semester begins, no changes in course schedules are permitted without the signatures of the professor concerned, the Registrar or the Chief Academic Officer, the Business Office and the Office of Financial Aid. Tuition may be refunded when changes in class schedules are made upon the recommendation of the Chief Academic Officer. *Tuition Refunds are determined by the date the student files a completed withdrawal form with the Office of Academic Records.* (See "[Schedule of Refunds](#)".)

A student is not permitted to enroll for credit in a course after the last date to enroll for credit as shown in the Academic Calendar.

### **Course Load**

---

An undergraduate student who is enrolled in a minimum of 12 semester hours of credit is defined to be full-time during the Fall or Spring semester. A total of six semester hours of credit during the Summer sessions is considered full-time.

A graduate student who is enrolled in a minimum of nine semester hours of credit is defined to be full-time during the Fall or Spring semester.

International students must carry a minimum of 12 semester hours each semester in order to maintain student status required for the F-1 visa. All international students are required to register for UNV 101, University Success, their first semester.

Students may not register for more than 18 hours except upon recommendation of their advisor and permission from the Chief Academic Officer.

The maximum course load normally allowed during other Summer sessions is six semester hours. If one course is a four-hour course, or if one hour of Physical Education or Applied Music is taken, the student may be permitted to take seven hours.

Carrying a normal course load in college is considered to be a full-time job. For this reason it is suggested that students who work while attending school not take more than 15 credit hours per semester.

### **Dropping Courses**

---

A student is not permitted to withdraw from (drop) a course after the last day for dropping (see "[Academic Calendar](#)") without receiving a grade of "F", except for very extenuating reasons. Evaluation by the Academic Appeals Committee is required before permission for late withdrawal can be granted.

A student who discontinues a course at any time without withdrawing officially from it will be given a grade of "F" in the course. Tuition refunds are determined by the date the student files a completed drop form with the Office of Academic Records. Students are responsible for non-refundable charges based on the tuition refund schedule listed in the class Bulletin for the semester or session involved.

Instructions and forms for dropping courses may be obtained in the Office of Academic Records.

### **Order of Taking Courses**

---

A student is expected to take required courses at the earliest opportunity. The University Liberal Arts Foundation requirements, in particular, are designed to provide a broad liberal arts background for the rest of the student's university experience and should be completed in the freshman and sophomore year. Exceptions to this should be rare and limited to students who transfer from other schools after their sophomore year. A student classified as a senior is not permitted to take, as an elective, a freshman-level course without permission from the faculty advisor and the Dean of the appropriate College.

### **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. The last grade earned is considered the grade of record as it pertains to credit toward graduation and the student's cumulative GPA. Both grades are reflected on the transcript. The student should note that graduate schools or other institutions may calculate grades in an alternate fashion.

A grade of "C," "D," or "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.

This policy does not apply to special topics and independent study courses that have different content from semester to semester.

Once a student has been awarded a degree by the University, he or she may not repeat a course which is a part of that degree for the purpose of changing the grade on the official transcript.

### **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**

---

Department/College number 499 (undergraduate) or Department/College number 599/699 (graduate) is assigned to these classes. Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This type of course may be taken for one, two, three, or four hours, depending upon the amount of time and work involved and may be repeated for up to four hours total credit per subject area unless specified otherwise in requirements for a major. 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.

## **Practicum**

Numbered 399 in each department/college (except the College of Nursing and the College of Education) for one, two, three, or four hours of credit, 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. Additional internship numbers are offered in the Master of Arts and Master of Education programs.

## **Reading and Conference**

Any course listed in the catalog may be taken by reading and conference with the instructor, with approval of the dean/department chairperson and the Chief Academic Officer. The student must have a legitimate reason for seeking course credit through reading and conference. Students may not be permitted to receive credit for more than two courses by this method. A minimum cumulative GPA of 2.00 is required.

## **Request for Incomplete Grade**

GCU allows students to extend a semester if there are unavoidable causes or health problems. When seriously extenuating circumstances prevent a student from completing course requirements before the semester deadline, the course professor may grant an "I" incomplete. In order for your request to be approved, the semester's fees and tuition must be paid in full and you must have no outstanding incompletes from previous semesters. Students must complete all necessary work within the incomplete grade deadline.

## **Incomplete Grade Deadlines**

- Fall semesters: April 15th
- Spring & Summer semesters: December 1

Failure to complete the required work within the specified time will result in the grade being changed to an "F." The course withdrawal option is only available during the semester of registration. It is not an option during the course extension.

## **Procedures for Special Study Courses**

Students should:

1. Obtain the proper special study form from the Office of Academic Records (the Office of Academic Records keeps the records which indicate whether a student is eligible for a special study).
2. Complete the required special study form in conference with the appropriate instructor or academic advisor.
3. Obtain proper signatures.
4. File completed form with the Office of Academic Records no later than the last day to register for credit for that semester (see "[Academic Calendar](#)"). A student is not officially registered for a special study course until the completed form has been filed with the Office of Academic Records.

## **Withdrawing from Courses**

To withdraw officially from all courses, a student must secure a Complete Withdrawal form from the Office of Academic Records, obtain all signatures indicated on the form,

and participate in an exit interview. A student who officially withdraws from all courses prior to the last day to drop a course, as per the University calendar, receives a grade of "W." An unofficial withdrawal results automatically in a grade of "F." The University does not automatically withdraw students for non-attendance. A student withdrawing from some but not all courses must do so before the date specified in the Academic Calendar (see "[Dropping Courses](#)").

Tuition refunds are determined by the date the student files a completed withdrawal form with the Office of Academic Records. Students are responsible for non-refundable charges based on the tuition refund schedule listed in the class Bulletin for the semester or session involved.

## **Correspondence and Extension Credit**

A maximum of 30 hours of credit by examination, extension, and correspondence work, including not more than 12 hours by correspondence, may be allowed for undergraduate graduation.

Credit for college-level seminary extension courses may be transferred to Grand Canyon University under certain conditions. Students planning eventual transfer of these courses should secure approval from the Dean of the J. Niles Puckett College of Christian Studies before they enroll in seminary extension courses.

Credit for any correspondence work and for any extension work transferred from another institution must be recorded with the Office of Academic Records prior to enrollment in the final semester before graduation. Such work done at any time by a student while enrolled in Grand Canyon University must meet all of the criteria for concurrent enrollment.

## **Eligibility for Activities**

Any student may participate in extracurricular activities provided by the University except as restricted by regulations established for campus organizations and intercollegiate activities.

## **Grade Requirements**

For graduation, undergraduate students must present a minimum of 128 semester hours of credit and a cumulative GPA of 2.00 for all courses attempted at Grand Canyon University. At least 45 hours must be upper division credit.

Graduate students must maintain a minimum cumulative GPA of 3.00 for graduation.

The regulation concerning grades on college work taken elsewhere is given on page 11.

Students must also have a "C" average (2.00 GPA) in their majors. Any course completed with a grade below "C" may not count toward their major.

Candidates for a secondary teaching certificate must have a minimum GPA of 2.50 in their teaching majors.

In calculating a student's GPA in the major, work transferred for the major is evaluated on the same basis as work taken at Grand Canyon University.

## **Undergraduate Grading System\***

The grading system used at Grand Canyon University is as follows:

A	= 4.0 pts	Superior; extraordinary scholarship; outstanding performance
A-	= 3.7 pts	
B+	= 3.3 pts	
B	= 3.0 pts	Above average; good work
B-	= 2.7 pts	
C+	= 2.3 pts	

C = 2.0 pts	Average; standard performance; acceptable college work
D = 1.0 pts	Passing; but below standard
F = 0.0 pts	Failure or unauthorized withdrawal
I = 0.0 pts	Incomplete
W = 0.0 pts	Authorized withdrawal; no credit
Cr = 0.0 pts	Credit given, but no grade or quality points
S = 0.0 pts	Satisfactory completion of audit or non-credit course
U = 0.0 pts	Additional work needed to meet requirements in non-credit or non-grade course
NR = 0.0 pts	Not reported by instructor
IP = 0.0 pts	Course currently in progress

\*Effective Fall/99

### **Undergraduate Grading System\***

The grading system used at Grand Canyon University is as follows:

A = 4.0 pts	
A- = 3.7 pts	
B+ = 3.3 pts	
B = 3.0 pts	
B- = 2.7 pts	
C+ = 2.3 pts	
C = 2.0 pts	
F = 0.0 pts	Failure or unauthorized withdrawal
I = 0.0 pts	Incomplete
W = 0.0 pts	Authorized withdrawal; no credit
Cr = 0.0 pts	Credit given, but no grade or quality points
S = 0.0 pts	Satisfactory completion of audit or non-credit course
U = 0.0 pts	Additional work needed to meet requirements in non-credit or non-grade course
NR = 0.0 pts	Not reported by instructor
IP = 0.0 pts	Course currently in progress

### **Administrative Withdrawal**

University professors are to provide students with a written attendance policy. If a student fails to comply with a stated attendance policy, the professor may administratively withdraw the student from the course. Students are responsible for all tuition and fees.

### **Appeal of Grade**

A student who feels that a grade has been unfairly awarded may appeal the grade through the procedure described in the Student Handbook.

### **Audit Grade**

Courses taken for no credit (audit) earn a grade of "S" or "U." Audit courses do not earn credit toward graduation, nor do they fulfill requirements for course prerequisites.

### **Averaging of Grades**

For the purpose of computing GPAs, grade points are assigned as listed above in the Grading System. To calculate the GPA, semester hours for each course are multiplied by the grade points for that grade. The sum of these products is divided by the number of hours which carry "A," "A-," "B+," "B," "B-," "C+," "C," "D," and "F" grades. The GPA that appears on a Grand Canyon University transcript is based only upon work taken in residence at Grand Canyon University.

### **Change of Grade**

Final grades normally may be changed only by the instructor of the course. The instructor must submit an official grade change form, a copy of which will be mailed to the student. (If the instructor is no longer at the University, the student should consult with the dean of the college in which the course was offered.)

### **Credit Grade**

Certain courses earn credit toward fulfilling requirements but do not count in GPA computations. These courses are given a grade of "Cr" (credit). This grade is not offered as an option to students; rather, the courses earn only grades of "Cr," "S," or "U." A grade of "U" earns no credit.

### **Incomplete Grade**

An incomplete grade will be given at the end of the semester or session only when seriously extenuating circumstances prevent a student from completing course requirements before the close of the grading period. The instructor must file a written explanation for assigning an incomplete grade and a statement of what the student must do to complete the course requirements. When a grade of "I" is given, the student must complete all necessary work within the following semester. Incompletes earned in the Fall semester are to be completed by the date set by the instructor and no later than April 15. Incompletes earned in the Spring semester and Summer sessions are to be completed by the date set by the instructor and no later than December 1. (Exceptions may be granted at the request of the instructor when the student is required to attend all class sessions and take the final examination with the current semester's class.) Failure to complete the required work within the specified time will result in the grade being changed to an "F." Neither the "I" nor the "F" can be changed to a "W" at a later date.

### **Withdrawal Grade**

The grade of "W" will be given only when a student has officially withdrawn from the course prior to the penalty date as stated in the current semester bulletin. To withdraw officially from a course, a student must obtain necessary forms from the Office of Academic Records, secure all required signatures, and pay any withdrawal (drop) fees in the Business Office. Withdrawals (drops) are considered official as of the date the student files a completed withdrawal form with the Office of Academic Records. Failure to follow these procedures will result in a grade of "F."

## **STANDARDS OF ACADEMICS**

### **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.)

---

### 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. Criteria are established by the faculty and the honor is bestowed each year at graduation. The criteria consists 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.

Honor candidates for "walking" purposes for graduation will be decided by using the GPA from the December semester before the May graduation ceremony. Students will be informed via mail 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.

---

### OTHER HONORS

---

#### Wall Street Journal Award

The Wall Street Journal Award is given annually to an outstanding business student recommended by the College of Business and Professional Studies and approved by the faculty. The award includes an inscribed medallion and a one-year subscription to the Wall Street Journal.

---

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

The honor recognizes, each year, 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.

---

### Academic Probation

Undergraduate students whose cumulative GPA on 12 or more hours attempted at Grand Canyon University drops below 2.00 are placed on academic probation.

An undergraduate student on academic or disciplinary probation is not eligible for any grant or scholarship administered by the University, nor for an office in any student organization. An undergraduate student on probation is not classified as a senior scheduled for graduation (see "[Grade Requirements for Graduation](#)").

Probationary status is removed when the undergraduate student earns a cumulative GPA of 2.00 or above on all work attempted at Grand Canyon University.

Once admitted into the graduate field of study, a graduate student whose cumulative GPA drops below 3.00 is placed on academic probation.

---

### Academic Suspension

An undergraduate student who has undertaken 24 hours in residence at the University will normally be suspended at the end of a semester in which his or her cumulative GPA falls below the following minimums:

- 1.50 for freshmen and sophomores
- 1.75 for juniors
- 2.00 for seniors

A student who has been suspended may apply in writing to the Vice President for Academic Affairs for reinstatement. A student subject to academic suspension for the third time is normally given final dismissal.

A student reinstated after an academic suspension is admitted with specification (see "[Admission with Specification](#)"). Persons thus admitted retain probationary status until they have earned a cumulative GPA of 2.00 at Grand Canyon University.

Once admitted into the graduate field of study, a graduate student will normally be suspended at the end of a semester in which his or her cumulative GPA falls below 2.50. A graduate student admitted into a master's program should contact the relevant college for the procedure to appeal academic suspension.

(Note that the academic standards for receiving financial aid are stricter [higher] than the general academic standards in that they require a 2.00 GPA regardless of the student's year in school. See the "[Financial Aid](#)" section of this catalog.)

---

### Student Records

Annually, Grand Canyon University informs students of the Family Educational Rights and Privacy Act of 1974. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of Academic Records.

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

1. The right to inspect and review their educational records within 45 days of the day the University receives a request for access.

Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request 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.

3. 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 or research, or support staff position (including law enforcement unit 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 Board of Trustees; 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.

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

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

Grand Canyon University has designated certain information in the education records of its students 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 twelfth class day of the fall and spring semesters and the fourth class day of each summer term. 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/Telephone Number
- Permanent Address/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
- Participation in Officially Recognized Sports
- Weight/Height of Members of Athletic Teams
- Most Recently Attended Educational Institution
- Major Field of Study
- Academic Levels
- Residency Status
- Photographs

Any questions concerning FERPA may be referred to the following:

Office of Academic Records  
Grand Canyon University  
P.O. Box 11097 • Phoenix, AZ 85061-1097  
PH: 602-589-2850 • FAX: 602-589-2594  
E-mail: [achapman@gcu.edu](mailto:achapman@gcu.edu)

### Grievance Procedures

An academic grievance is defined as a non-resolvable disagreement between at least two parties concerning matters of grades, academic dishonesty, or inappropriate conduct in an educational setting. In the event that a disagreement also includes allegations of harassment or discrimination, the academic grievance procedure should be followed first.

Specifically, the student and/or faculty needs to complete the following steps:

1. First, all involved parties should attempt to resolve the grievance among themselves.
2. If the resolution is unsatisfactory, the aggrieved party will need to present a written report of the facts of the grievance to the department chair or program director. This report should include any relevant written support for the appeal (e.g., course syllabus, assignment sheet, copy of assignment in question, etc.). The chair or director will respond in writing to the appeal.
3. If the aggrieved party is still unsatisfied with the resolution, he, or she will need to forward the written report to the college dean, who will conference with the parties involved. The dean will respond to the appeal in writing.
4. If the resolution is unsatisfactory, the aggrieved party may appeal to an ad-hoc grievance committee, made up of two faculty members (excluding those involved in the appeal), a student representative, and the Registrar. To begin this process, the aggrieved party needs to write a letter to the Vice President for Academic Affairs, who will forward the letter and supporting materials to the Registrar. The Registrar will then establish the ad-hoc committee. The committee will respond to the request in writing.
5. If still unsatisfied, the aggrieved party can appeal in writing to the Vice President for Academic Affairs who will respond to the request in writing after conducting research and conferences. The decision of the Vice President of Academic Affairs is the final decision of the University.

6. Finally, if the 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.

## GRADUATION REQUIREMENTS

---

### Degrees Offered

---

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

The **Master of Arts in Education** degree is granted to practicing elementary and secondary teachers in a specialized field of study:

- Elementary Education
- Reading Education
- Secondary Education
- Teaching English as a Second Language

The **Master of Arts in Teaching** degree is in a distance learning 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.

The **Master of Education** degree is granted to those students who have completed a bachelor's degree from a regionally accredited 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.

- Education Administration
- Elementary Education
- Reading Education
- Secondary Education
- Special Education
- Technology

The **Master of Business Administration** is granted to those students who have completed a bachelor's degree from a regionally accredited institution. The program is designed for completion in two years if all prerequisites have been met prior to enrollment.

The **Master of Science** is granted to those students who have completed a bachelor's degree from a regionally accredited institution and are seeking a Master of Science degree. The program is designed for completion in two years if all requirements and prerequisites have been met.

- Executive Fire Service Leadership
- Leadership
- Nursing

The **Bachelor of Arts** degree is granted to majors in the following areas:

- Applied Music
- Art Education
- Biochemistry
- Christian Leadership
- Christian Studies
- Communications

- English Literature
- English Teaching
- Graphic Design
- History
- International Studies
- Philosophy
- Political Science
- Speech/Theatre
- Studio Art
- Theatre/Drama

The **Bachelor of Business Administration** degree is granted to majors in the following areas:

- Accounting
- Business Administration
- Marketing

The **Bachelor of Liberal Studies** is granted to those who complete a program designed primarily for adults who are interested in a broad spectrum of studies for personal enrichment or in obtaining a degree acceptable for fields of endeavor which do not require specific traditional degrees.

The **Bachelor of Music** degree is the initial collegiate degree in music designed for students who seek a career as professional performers or teachers.

- Church Music
- Piano Performance
- Vocal Performance

The **Bachelor of Science** degree is granted to majors in the following areas:

- Allied Health (not a regular degree)
- Applied Management
- Athletic Training
- Biology (Environmental)
- Biology (General)
- Biology (Human)
- Biology (Secondary Teaching)
- Chemistry
- Chemistry (Secondary Teaching)
- Corporate Fitness and Wellness
- Elementary Education
- Justice Studies
- Mathematics
- Mathematics (Engineers)
- Mathematics (Secondary Teaching)
- Music Education
- Organizational Sociology
- Physical Education
- Physical Science
- Physics (Secondary Teaching)
- Psychology
- Public Safety Administration
- Recreation
- Science for Elementary Teachers
- Secondary Education
- Sociology
- Special Education – LD/ED(EH)
- Speech Teaching

The **Bachelor of Science in Nursing** is granted to majors in nursing (and RN to BSN Track).

### Minors Offered

---

- Athletic Coaching
- Behavioral Sciences

- Bilingual Education
- Biology
- Biophysical Science
- Business
- Chemistry
- Christian Leadership
- Christian Studies
- Critical Thinking and Expression
- English
- English as a Second Language
- Exercise Science
- German
- Health Education
- History
- Humanities
- Justice Studies
- Mathematics
- Music
- Philosophy
- Photography
- Physical Education
- Physics
- Political Science
- Psychology
- Recreation
- Science Teaching
- Social Sciences
- Sociology
- Spanish
- Speech
- Studio Art
- Theatre
- Writing/Journalism

#### **Pre-Professional Programs**

---

- Dentistry
- Medicine
- Optometry
- Osteopathic Medicine
- Pharmacy
- Physician Assistant
- Occupational Therapy
- Physical Therapy
- Podiatry
- Sports Health Care
- Veterinary Medicine

#### **Choice of Catalog**

---

University, college, and department requirements may change and often are upgraded.

1. 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 enrollment in every Fall and Spring semester; enrollment in the Summer session is not relevant for the purposes of catalog choice. Any changes of catalog year need to be reported and changed on your Intent to Graduate form in the Office of Academic Records to ensure correct degree evaluation.

2. 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.
3. Students who complete one degree program and then wish to pursue a second degree do not necessarily 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 have remained in continuous enrollment for both degrees, and both degrees will be posted at the same time.
4. 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.)

Inquiries about these policies may be directed to the Office of Academic Records.

#### **Curricular Requirements for Graduation**

---

The completion of the required 128 semester hours for a baccalaureate degree usually requires four years of 32 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: University Liberal Arts Foundation, major and minor subjects, and elective courses.

#### **Course Scheduling and Content**

---

The University attempts to schedule courses with sufficient frequency to allow students to meet graduation requirements within a reasonable amount of time. (For instance, some courses may be offered every other year while others may be offered every Fall or every Spring.) This places the responsibility on the student to plan sufficiently to take courses when they are offered. The University reserves the right to cancel any scheduled class due to insufficient enrollment or other reasons. When a course cancellation causes scheduling difficulties, the student should consult with his or her academic advisor or the dean of the college that offers the course to obtain options for remedying the situation. The University retains the right to modify class schedules or offering patterns and allows course instructors the freedom within the University's mission to cover course topics as they wish.

A student may elect to take courses from the curriculum offered in each college in addition to the courses that may be required in his or her major area.

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 students to plan their course of study appropriately.**



## **General Requirements for Graduation**

---

Students must file an Intent to Graduate form with the Office of Academic Records by November 15<sup>th</sup> prior to the May commencement ceremonies in which they plan to participate. Students may file the form earlier if they choose.

Intent to Graduate forms may be obtained from the Office of Academic Records or on the GCU website.

A one-time non-refundable fee must be paid before returning the completed form to the Office of Academic Records. Once the completed Intent to Graduate form has been filed in the Office of Academic Records, an official check of remaining degree requirements will be provided.

## **Academic Regalia for Commencement**

---

Degree candidates participating in the commencement exercises are required to wear the prescribed academic regalia, which may be obtained through the University Bookstore.

## **Attendance at Commencement**

---

A candidate for graduation is expected to attend public commencement exercises which are held annually in May.

## **Eligibility to Participate in Commencement**

---

Prospective graduates who have filed an Intent to Graduate form in the established timeframe mentioned above will be invited to participate in the May Commencement Exercises. Students planning to complete requirements in the Summer sessions must file a written plan with the Office of Academic Records prior to March 15 to account for all outstanding requirements. Once the plan has been approved by the Office of Academic Records, the student may participate in the May Commencement Exercises. Summer graduates with more than 12 hours to complete in the Summer sessions will not be allowed to participate in the May Commencement Exercises unless prior approval has been obtained from the Office of Academic Records and the Academic Appeals Committee.

## **Grade Requirements for Graduation**

---

- **UNDERGRADUATE:** 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.**
- **GRADUATE:** 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.

## **Correspondence and Extension Credit**

---

Record of all correspondence and extension work transferred from another institution must be filed with the Office of Academic Records prior to enrollment in the final semester before graduation. ([Click here for additional information concerning correspondence and extension credit.](#))

## **Minimum Residence**

---

For undergraduate students, at least 30 semester hours, including the 12 semester hours immediately preceding graduation, must be completed at Grand Canyon University.

Undergraduate students are required to complete at least 21 semester hours in their major subject, 15 of which must be upper division hours, at Grand Canyon University. In addition, undergraduate students are required to complete at least nine semester hours in their minor subject, three of which must be upper division, at Grand Canyon University. Students pursuing majors that do not require a minor must take 30 semester hours in their major subject, 18 of which must be upper division, at Grand Canyon University.

Graduate students in the Master of Education degree program with an Elementary Education specialization must complete education requirements, 40 semester hours of professional preparation requirements, and 18 semester hours of masters course work.

Graduate students in the Master of Education degree program with a Secondary Education specialization must complete education prerequisites, 35 semester hours of professional preparation requirements and 22 semester hours of masters course work.

Graduate students in the Master of Arts in Education degree program must take 36 semester hours.

Graduate students in the Master of Arts in Teaching degree in the Distance Learning program must complete a prescribed program of 30 semester hours.

Graduate students in the Master of Education program with a Special Education specialization must complete education prerequisites, 46 semester hours of professional prerequisites, and 18 semester hours of masters course-work. Certification is received in learning disabilities K-12, emotionally handicapped K-12, and elementary education.

Graduate students in the Master of Business Administration degree program must take 24 semester hours, including the 12 semester hours immediately preceding graduation, at Grand Canyon University.

Graduate students in the Master of Science in Executive Fire Service Leadership must complete a prescribed program of 37 hours.

## **Total Hours**

---

The total number of semester hours for a Master of Arts in Education degree is not to exceed 30. Refer to the College of Education for specific programs of study.

The total number of semester hours for a Master of Education degree is not to exceed 60. Refer to the College of Education for specific courses.

The minimum number of semester hours required for a baccalaureate degree is 128 with a minimum cumulative GPA of 2.00, indicating an average of “C,” on all coursework taken at Grand Canyon University.

## **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/colleges.

Graduate students must maintain a cumulative 3.00 GPA.

## **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.

## **Upper Division Requirements**

---

For a baccalaureate degree, a student must earn a minimum of 45 semester hours in upper division (300 or above) courses. In exceptional cases, students may petition the Academic Affairs Committee for special consideration. 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”.

## **University Liberal Arts Foundation (ULAF)**

---

Undergraduate students must have at least a cumulative 2.00 GPA in the ULAF requirements and are not permitted to

count any course with a grade below "C". Grand Canyon University was founded as a Christian liberal arts college over 50 years ago and proudly maintains that heritage even though the institution has undergone extensive changes over the intervening years. Now a burgeoning University with multiple professional and applied degree programs complementing its traditional liberal arts and sciences curriculum, Grand Canyon University continues to maintain that a core of liberal arts knowledge and the integrative ability potentially inherent in that core remains the best preparation for a productive and satisfying life in today's world. To that end, the University has developed a set of learner goals which, when taken as a whole, are viewed as comprising our expectations for this part of the student's experience at Grand Canyon University. Each learner goal is paired with a course or group of courses in a core area of study and these comprise the University Liberal Arts Foundation. The ULAF, comparable to what is often called "general education" or "general studies" at other institutions, is intended to be the foundation of the student's undergraduate education. The ULAF purposely allows the student some flexibility and choices in order to make the foundation as relevant as possible to the student's areas of academic interest, but it also is specific enough to ensure that some basic skills and knowledge are a part of the foundation.

### Learner Goals

- To develop an understanding of the Bible and Christian values and how they may be integrated into living in the world today. (See Core Area I.)
- To demonstrate the ability to write competently, speak effectively, and use the tools of modern technology to communicate. (See Core Area II.)
- To develop an understanding of and appreciation for historical, literary, and philosophical heritage. (See Core Area III.)
- To develop knowledge and appreciation for the dynamic relationship between the individual and society. (See Core Area IV.)
- To demonstrate an understanding of mathematical concepts, applications, and connections between mathematics and daily living. (See Core Area V.)
- To achieve an understanding of the philosophy and methods of science. (See Core Area VI.)
- To develop an appreciation for the arts and their relationship to daily living. (See Core Area VII.)

### Self-Placement In English Classes

Freshman and transfer students have the opportunity to make an important decision which could affect their success in some courses here at Grand Canyon University. They have the choice of enrolling in one of two courses which have proven to be beneficial for students who need to improve their writing skills in order to succeed at meeting college-level communication expectations. Specifically, if their ACT scores are 1 to 18 and/or their SAT verbal are 200 to 389, then the administration strongly recommends that they enroll in UNV 105 (Writing Experience I). If their ACT scores are 19-20 and/or their SAT verbal scores are 390 to 469, then the administration strongly recommends that they enroll in UNV 110 (Writing Experience II). Even if they have already completed ENG 101 and 102 somewhere else, they will likely benefit from taking either of these courses if their test scores fall within these lower ranges. Also, if they have been away from college for a long time, then taking either of these courses will greatly benefit them as a refresher of the basics. See the chart below for complete placement information.

<u>ACT English Scores</u>	<u>SAT Verbal Scores</u>	<u>Recommended Placement</u>
1 – 18	200 – 389	UNV 105
19 – 20	390 – 469	UNV 110
21 – 28	470 – 589	ENG 101/102
29 or above	590 or above	ENG 103 (Honors)
500 or above on TOEFL		ENG 101/102 ESL

### University Liberal Arts Foundation Requirements

(GENERAL - Refer to the ULAF for each college for any variations)

#### **I. Christian Perspectives: 6 hours**

##### **Track 1:**

BIB 113 Old Testament History (3)

AND

BIB 123 New Testament History (3)

##### **Track 2: One of the following courses:**

BIB 113 Old Testament History (3)

BIB 123 New Testament History (3)

AND

##### **One of the following courses:**

UNV 304 Science and the Christian Faith (3)

UNV 305 The Christian Mind (3)

UNV 306 Foundations of the Christian Faith (3)

#### **II. Communication: 10 hours**

A. English — 6 hours\*

Δ ENG 101 Academic Writing (3)

Δ ENG 102 Research Writing (3)

B. Speech — 3 hours

SPC 113 Fundamentals of Speech (3)

C. Computer Literacy — 1 hour

SYM 180 Computer Information Systems Module (1)

#### **III. Heritage: 6 hours**

A. History — 3 hours

Any history course with an "HIS" prefix

Recommended courses include:

HIS 103 Early American History (3)

HIS 104 Recent American History (3)

HIS 105 Western Civilization to 1500 (3)

HIS 106 Western Civilization Since 1500 (3)

B. Literary and Philosophical Tradition — 3 hours

Any literature course with an "ENG" prefix

**OR**

any philosophy course with a "PHI" prefix (3)

#### **IV. Personal and Social Environment: 3 hours**

Any economics (ECN), foreign language

(CHI, FLA, FRE, GER, RUS, SPA, etc.),

geography (GEO), political science (POS),

psychology (PSY), or sociology (SOC)

course (3)

#### **V. Mathematical Inquiry: 3 hours**

MAT 120 Intermediate Algebra or higher mathematics course

**VI. Scientific Inquiry: 4 hours**  
Any biology (BIO), chemistry (CHM), geology (GLG), or physics (PHY) course that contains a laboratory component

**VII. Fine Arts: 3 hours**  
Any art, music, or theatre course (3)

---

**Total University Liberal Arts Foundations Requirements 35 hours\*\***

\* 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 of Core Area II by successfully completing this course. This may reduce the total ULAF requirements to 32 hours for those students.

Δ Writing-Intensive course.

\*\* Students should consult the specific section of the catalog describing their college's requirements. Some requirements may differ.

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 regionally accredited 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 ULAF requirement.

**Bachelor Degree Candidates – Suggested Program of Study**

The following program of study for a beginning student will meet many of the University Liberal Arts Foundation requirements. Students should adapt the program to meet their specific matriculation plan for which they are ultimately responsible. This program emphasizes the importance of choosing a major (and a minor, in most cases) field of study during the first year.

**First Semester:**

UNV 101*	2 hours
BIB 113	3 hours
Δ ENG 101	3 hours
HIS 103 or HIS 105	3 hours
TRE 120/ARH 100/or MUS 252	3 hours
SYM 180	1 hour
Elective	<u>1 hour</u>
	16 hours

**Second Semester:**

UNV 304/UNV 305/UNV 306/or BIB 123	3 hours
Δ ENG 102	3 hours
ECN/GEO/POS/PSY/or SOC elective	3 hours
BIO/CHM/or PHY - lab science (PHY 101 is recommended for students who have not had a physical science course in high school.)	4 hours
Elective	<u>3 hours</u>
	16 hours

\* This course is not required as part of the University Liberal Arts Foundation requirements but has been found to be of practical value to most students. UNV 101 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.

Δ Writing-Intensive course.

**Sophomore Year:**

	Fall	Spring
SPC 113	3 hours	
PHI 101 or ENG literature course		3 hours
MAT 120 or higher	3 hours	
major, minor, electives	<u>9 hours</u>	<u>13 hours</u>
	15 hours	16 hours

**Junior Year:**

	Fall	Spring
major, minor, electives	<u>17 hours</u>	<u>16 hours</u>
	17 hours	16 hours

**Senior Year:**

	Fall	Spring
major, minor, electives	<u>17 hours</u>	<u>16 hours</u>
	17 hours	16 hours

(Students who elect to take a foreign language should adjust this plan to allow the classes to be taken in the same year. Students continuing a foreign language from high school should begin those courses in their freshman year.)

**Bachelor of Liberal Studies (B.L.S.) – Degree Requirements**

Students who elect to study for a Bachelor of Liberal Studies degree will complete the following requirements:

University Liberal Arts Foundation	35 hours
*Electives	<u>93 hours</u>
	128 hours

\* A minimum of 45 hours must be in upper division courses.

- A maximum of 21 hours of upper division work in any one academic area will be acceptable toward the degree. (ACC, BUS, ECN, FIN, and MKT are all considered to be in the same academic area.)
- A minimum grade of "C" must be earned in all upper division courses.
- An overall grade of "C" must be maintained.
- The student must satisfy the minimum residence requirement of at least 30 hours, 18 of which must be upper division.

**Special Conditions**

Students who elect this program must sign a statement that they understand the Bachelor of Liberal Studies degree may not be accepted for teacher certification, admission to professional schools, or admission to graduate school.

## **Major and Minor Subjects**

---

By the beginning of the junior year undergraduate students are required to select one subject area, to be known as their 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. In any case, at least 15 hours must be upper division. Students must also have a cumulative 2.00 GPA in their major and are not permitted to count in the major any course with a grade below 2.00. 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.

**Transfer students should consult the paragraph concerning minimum residence.**

## **Second Degree\***

---

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

1. Meeting the admission criteria for that degree.
2. Filing an Intent to Graduate form with the Office of Academic Records for the degree sought.
3. Meeting ULAF requirements for Biblical Understanding, all degree prerequisites and requirements, and all other University requirements for the second degree.
4. Selecting a major field not used as a major for the previous degree. (See specific major for number of hours required.)
5. Completing 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 ULAF 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 158 credit hours if the requirements for the first degree were completed after 128 hours).
- Complete the requirements for both degrees before being granted either degree.

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

## **GENERAL ACADEMIC REGULATIONS SPECIFIC TO GRADUATE STUDENTS**

---

### **Application and Admission**

---

Application files are maintained for one year. If an applicant is not accepted or does not enroll within that time frame, the file becomes inactive and reapplication is necessary.

To be considered for admission to a graduate program, a student must meet the acceptance criteria of the specific college as well as the University.

### **Official Transcripts**

---

Applicants must submit a set of official transcripts from postsecondary institutions attended to the Office of Admission. Official transcripts must be sent directly from the issuing institution to the Grand Canyon University Admission Office. In order for transcripts to be considered official, they must arrive in a sealed college/university envelope. Unofficial transcripts or hand carried transcripts (except those in sealed college or university envelopes) are unacceptable.

### **Grade Point Average**

---

Once accepted into a graduate program, students must maintain a cumulative 3.0 GPA on a 4.0 scale. A graduate student whose cumulative GPA drops below 3.0 on a 4.0 scale in any semester will be placed on Academic Probation. A graduate student will be suspended if the cumulative GPA drops below 2.5 on a 4.0 scale in any given semester. Written petitions to continue in the graduate program must be submitted to the Dean/Director of the program.

Graduate programs do not accept a “D” as a passing grade. A student must repeat any course for which a grade of “D” is received. Some graduate programs adhere to a higher standard in this regard. Please refer to your specific college regarding acceptable course grades.

To repeat a course, a student must re-register for the course as well as pay all related tuition and fees.

### **Honor Code**

---

Given the purpose and Christian foundation of Grand Canyon University, all students are expected to possess a high standard of conduct and personal integrity. Dishonesty, cheating, plagiarism and other examples of academic dishonesty will not be tolerated. Plagiarism is defined as representing the language or ideas of another as one’s own. Penalties may include not receiving credit for a specific assignment, failing a course, suspension, or expulsion from the University.

---

### **Request for Incomplete Grade**

---

When seriously extenuating circumstances prevent a student from completing course requirements before the semester deadline, the instructor may grant an extension if the student satisfies university criteria. The student must request the extension with the instructor. The student must include documentation supporting the request. In order for the request to be reviewed, the semester must have been paid in full. If approved, the student will receive a grade of "I" (Incomplete) for the course. Once the student completes the course requirements, the instructor must file and sign a Change of Grade Form in the Office of Academic Records. Students must complete all necessary work within the Incomplete Grade Deadline. (The Fall semester deadline is April 15th and the Spring semester deadline is December 1st). Failure to complete the required work in the specified time will result in a grade of "F." Requests for course extensions may be denied. Withdrawing from the course is only an option during the semester of registration, not during an extension.

---

### **Drop/Add**

---

A student who drops a course in a graduate program will receive a grade of "W" as long as the course is dropped before the Drop Deadline. A drop is only processed when a student submits written notification of the drop to the Office of Academic Records prior to the deadline. A student may not drop a course for which an extension has been granted. A student who drops a course is obligated to pay tuition and fees for the course according to the published refund schedule.

---

### **Withdrawing from the University**

---

A student who completely withdraws from the University must reapply for admission upon return to the graduate program.

---

### **Limitation of Time**

---

A Master's level graduate program must be completed within five (5) years from the initial registration date. After that date, students must petition to the Dean/Director of their college for permission to continue with the original program of study.

---

### **Graduation Requirements**

---

A graduate student must have a cumulative 3.0 GPA on a 4.0 scale at the beginning of the semester in which the student plans to graduate. Grand Canyon University holds commencement once a year in early May.

---

## **UNIVERSITY SPECIAL PROGRAMS**

---

---

### **Preface**

---

While the University is organized into several colleges, there are some academic programs which 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 better allow the University to accomplish its mission.

---

### **Academic Tutoring**

---

In an effort to offer academic support to any student attending Grand Canyon University, the services of tutors in both writing and mathematics are available in the University Learning Center (ULC) located in the Fleming Classroom Building. The tutors, both faculty members and students, are trained to provide help in brainstorming, organizing, developing, revising and editing drafts, as well as giving assistance in solving mathematical problems. Students having difficulty in their classes should consult with their instructor in conjunction with visiting the ULC. The writing tutors can be a valuable resource for those students completing compositions in all subjects, but especially for tasks assigned in Writing-Intensive courses across the disciplines.

---

### **Christian Perspectives**

---

For centuries the Christian worldview aided believers in their attempts to understand the environment, their fellow humans, and the social world where they interacted. The increasing secularization of the modern mind has led many Christians to conclude that there is a fundamental conflict between academic pursuits and the Christian faith. Thus, many Christians, isolating themselves from the forces of "modernization," divide the world into two opposing camps: the world of the mind and the world of faith.

Grand Canyon University offers an alternative for the growing Christian. Grand Canyon University wants dedicated Christians to re-engage the intellectual community. It is our contention that faith and the academic disciplines are complementary forces that, when engaged in dialogue, create a deeper faith and a more complete understanding of the universe. If Christians are to be effective in the 21st century, we must find a way to reintegrate our thoughts and commitments into the broader cultural community.

The University offers three courses (UNV 304, UNV 305, UNV 306) as part of its efforts to accomplish this task.

---

### **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.

## University Success Program

UNV 101, University Success, is a course 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 graded, two-credit class 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 career planning, effective communication, confidence and leadership, health and fitness, stress management, keeping faith, and others.

More information concerning this program is available through the Office of Student Life.

## CENTER FOR INTERNATIONAL EDUCATION

Grand Canyon University is committed to education which helps citizens expand their worldview and deepen their understanding of the peoples of the world. Study-abroad programs operate under the idea that firsthand knowledge of other peoples and their cultures builds international awareness, creates concern for God's human creation, and contributes to a more just and peaceful world.

Since 1983, Grand Canyon University's students, faculty, and staff have traveled to over 40 countries to teach, minister, or study. The Center for International Education was established in 1986 to enhance and increase study-abroad programs.

The Center for International Education offers a variety of experiential education programs which examine the problems of cross-cultural communications and the dynamics of demonstrating Christ's love to the world. Academic programs include participating in mission projects, teaching English in Third World countries, studying abroad at foreign universities, or gaining practical experience with international businesses. A unique feature of this program is that it provides participants with opportunities to meet leaders in other countries as well as communicate with the poor and needy of the world. It strives to help students understand the people of other countries, to re-evaluate their own beliefs, and to affirm the beliefs that are important to them.

Students interested in any international learning must make arrangements through Grand Canyon University's Center for International Education well in advance of the anticipated date of study abroad.

## American Language Program (ALP)

The American Language Program (ALP) offers pre-college English preparation courses for international students who have some English training but lack the necessary TOEFL score for entrance into academic programs at Grand Canyon University. The program is designed to assist international students in studying English and acquiring the skills necessary for entrance into a full academic program. The latest methods of teaching English are used, including video instruction and computer programs.

Students receive a certificate but do not earn credit hours toward a degree for this program. Interested international students should contact Grand Canyon University's Center for International Education. The University may choose to waive the TOEFL requirement for students who successfully complete the ALP 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.

**Hong Kong** — Through an agreement with Hong Kong Baptist University, students may study at that University for a semester or a year. Grand Canyon University "owns" a room in a new dormitory built on land left to HKBU when the British left the island. The University offers a variety of courses taught in English, as well as language courses. Hong Kong offers an exciting location for study.

**Hungary** — Each semester 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.

**Israel** — Grand Canyon University is a member of a consortium of more than 100 schools who send students to study at the Jerusalem University College, an Evangelical Protestant Christian University-level institution established in 1957 and located in Jerusalem, Israel. The school offers long and short term programs, graduate and undergraduate programs, as well as short-term academic study tours. The institution is dedicated to the study of the geography, culture, history, languages, and archeology of biblical lands as they relate to biblical interpretation and a better understanding of the Middle East.

**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.

**United Kingdom** — Business students exchange with students at Staffordshire University in Stoke-on-Kent for a semester or a year.

## Contemporary Music Center (CMC)

Located on the beautiful island of Martha's Vineyard (five miles off the coast of Cape Cod, Massachusetts), this program offers you the opportunity to spend a semester studying, living and working with faculty, music industry experts and other students who share your interest in making and marketing contemporary music. You will get hours and hours of hands-on experience, plus lectures, seminars, directed study and intensive field experience in Nashville. When not in class, you'll be in the

studio or the music business offices, and, together with your classmates, you'll make and market a CD of original music.

### **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 early applicants. Applications may be obtained from the Center for International Education. Final admission to any of the programs is the decision of the CCCU.

The CCCU sets the charges for the programs and bills Grand Canyon University. The student is responsible for the payment of these charges to Grand Canyon University. Most financial aid programs for which a student is otherwise eligible will also be applicable to these programs.

#### **American Studies Program**

---

Founded in 1976, the American Studies Program has served hundreds of students from Coalition member institutions as a "Washington, D.C. campus." ASP uses Washington as a stimulating educational laboratory 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 semester hours of credit.

#### **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 semester hours of credit.

#### **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 semester hours of credit.

#### **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 semester hours of credit.

#### **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 semester hours of credit.

#### **Oxford Summer School Program**

---

The summer equivalent of the Oxford Honors Program allows students of council member institutions to spend a summer term 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 semester credit hours, 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 semester hours of credit.

#### **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 entitled: 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 semester hours of language course work. For those opting for four hours of Russian, a semester course entitled International Russian Relations and Business in Russian is available. Students generally earn 16 semester hours of credit.

---

### 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, D.C. 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 semester hours of credit

---

## 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(s).

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) or Aerospace Studies (Air Force).

For further information contact Grand Canyon University at (602) 589-2550, Arizona State University Army ROTC at (480) 965-3318 or Air Force ROTC at (480) 965-3181.

---

## AIR FORCE ROTC

---

---

### Purpose

---

The Department of Aerospace Studies curriculum consists of the General Military Course and History for freshmen and sophomores (AES 101, AES 103, AES 201, AES 203) and the Professional Officer Course for juniors and seniors (AES 301, AES 303, AES 401, AES 403) and a once-a-week leadership laboratory (AES 102, AES 104, AES 202, AES 204, AES 302, AES 304, AES 402, AES 404).

---

### General Qualifications

---

Men or women entering AFROTC must:

- Be a citizen of the United States (non-citizens may enroll, but must obtain citizenship prior to commissioning).
- Be of sound physical condition.
- Be at least 17 years of age for scholarship appointment or admittance to the Professional Officer Course.

Additionally, scholarship recipients must be able to fulfill commissioning requirements by age 27. If designated for flying training, the student must be able to complete all commissioning requirements prior to age 26.5 years; other categories must be able to complete all commissioning requirements prior to age 30.

---

### Four-Year Program (GMC and POC)

---

A formal application is not required for students entering the four-year program. A student may enter the program by simply registering for one of the General Military Course (GMC) classes at the same time and in the same manner as other courses. GMC students receive two semester hours of credit for each AES 100 and AES 200 class completed, for a total of eight semester hours. GMC students not on AFROTC scholarships incur no military obligation. Each candidate for commissioning must pass an Air Force aptitude test, a physical fitness test, and a physical examination, and be selected by a board of Air Force Officers. If selected, the student then enrolls in the Professional Officer Course (POC), the last two years of the AFROTC curriculum. Students attend a four-week field training course at an Air Force base, normally between the sophomore and junior year. Upon successful completion of the POC and the college requirements for a degree, the student is commissioned in the US Air Force as a Second Lieutenant. The new officer then enters active duty or may be granted an educational delay to pursue graduate work.

---

### Two-Year Program (POC)

---

The basic requirement for entry into the two-year program is that the student have two academic years of college work remaining, either at the undergraduate or graduate level. Applicants seeking enrollment in the two-year program must pass an Air Force aptitude and medical examination, and be selected by a board of Air Force officers. After successfully completing a six-week field training course at an Air Force base, the applicant may enroll in the Professional Officer Course in the AFROTC program. Upon completion of the POC and the college requirements for a degree, the student is commissioned.

---

### Qualifications for Admittance

---

Qualifications for Admittance to the Professional Officer Course (POC) are:

- For the four-year student, successfully completing the General Military Course and the four-week field training course.
- For the two-year application, completing the six-week field training course.
- Passing the Air Force Officer Qualifying Test (AFOQT).
- Passing the Air Force physical examination.
- Maintaining the minimum GPA required by the University.
- Maintaining PFT/1.5 Standards.

---

### Pay and Allowance

---

POC members in their junior and senior years receive \$200 per month for a maximum of 20 months of Professional Officer Course attendance. Students are also paid to attend field training. In addition, uniforms, housing, and meals are provided during field training at no cost to the student. Students are reimbursed for travel to and from field training.

---

### Scholarships

---

AFROTC offers scholarships annually to outstanding young men and women on a nationwide competitive basis. Scholarships cover full college tuition for resident and nonresident students as well as an allowance for books, fees, supplies, and equipment, plus a monthly tax-free allowance of \$200. Scholarships are available on a four-, three- and two-year basis. To qualify for the four or three year scholarship, students must be US citizens and



submit an application prior to December 1 of their senior year in high school. Interested students should consult their high school counselors or call AFROTC at Arizona State University for application forms to be submitted to HQ AFROTC, Maxwell AFB, AL 36112-6663. Students enrolled in AFROTC at Arizona State University are eligible for a limited number of three or two-year scholarships. Those interested must apply through the Department of Aerospace Studies. Consideration is given to academic grades, score achieved on the Air Force Officer Qualifying Test, and physical fitness. A board of officers considers an applicant's personality, character, and leadership potential.

---

## ARMY ROTC

---

### **Purpose**

---

The Department of Military Science curriculum consists of the basic course (MIS 101, MIS 102, MIS 201, and MIS 202) and the advanced course (MIS 301, MIS 302, MIS 401, and MIS 402). The goal of this professional education curriculum is to prepare students with leadership potential to be commissioned US Army officers. Objectives include developing the following characteristics in the students: leadership and managerial skills; the ability to think creatively; the ability to speak and write effectively; appreciation of the requirements for national security; and an understanding of the nature and functions of the US Army. Upon successful completion of the advanced course and graduation, qualified students receive commissions in the Active US Army (on a competitive basis), Army Reserve, or Army National Guard.

### **General Qualifications Basic Course**

---

Any student who is enrolled at Grand Canyon University can enter into the military science basic classes. It is strongly recommended that the student be in good physical shape because some of the curriculum requires physical exertion.

### **Advanced Course**

---

Because students who enroll in the advanced courses are eventually commissioned as Second Lieutenants, the professor of military science must approve of those entering. Additionally, they must meet the following requirements:

1. Be a citizen of the United States (non-citizens may enroll but must obtain citizenship prior to commissioning).
2. Be of sound physical condition and pass the US Army physical fitness test.
3. Meet the required professional military educational requirements.
4. Be at least 17 years of age and not older than 30 on December 31<sup>st</sup> of the year they graduate.

Only those students in the basic and advanced courses who meet required military regulations are eligible to receive financial assistance through the US Army. Members of the Department of Military Science at Arizona State University are available during normal office hours to answer questions or provide counseling. Their phone number is 480-965-3318.

---

### **Four-Year Program**

---

Students may enroll in Army ROTC during their freshman year. They take the basic course during the first two years, receiving a total of 13 semester hours of credit for the four semesters of study. Upon satisfying the requirements stated previously, they enter the advanced course where they will earn 12 semester hours for the four semesters of study. Students are also required to attend a 32 day advanced summer camp at Ft. Lewis, Washington, between their junior and senior years. To preclude excessive course overloads, students in certain majors, especially nursing, should plan an additional semester and/or summer school to complete degree requirements. ROTC students must meet all of the degree requirements of the college. Upon successful completion of the advanced course and requirements for a degree, students are commissioned as Second Lieutenants in the Regular US Army, Army Reserve, or Army National Guard.

### **Two-Year Program**

---

Students must have at least two academic years of college work remaining, either at the undergraduate or graduate level. The student must also have reached academic junior status (57 hours). This program is open to all students with the exception of three- and four-year Army ROTC scholarship winners. Students seeking enrollment in the two-year program should make application during the Spring semester of the year in which they desire to enter the program. Students must attend and successfully complete a paid 28-day basic camp at Fort Knox, Kentucky (conducted during June or July) prior to enrolling in the advanced course. Students with previous military experience or who are currently members of the National Guard or Reserves may be admitted directly into the two-year program provided they are academic juniors. They then follow the same program and meet the same requirements as stated for advanced course students in the four-year program.

### **Qualifications for Admittance to the Advanced Course**

---

To be admitted to the advanced course, students must:

1. Successfully complete the basic course, if they are in the four-year ROTC program; if they are in the two-year program, they must be selected for and successfully complete the six-week basic summer camp, or have completed prior military service.
2. Achieve and maintain the minimum cumulative GPA required for graduation in the student's selected major, but no less than 2.00.
3. Attain at least junior class standing (minimum of 57 hours).
4. Maintain full-time student status (12 hour minimum).

### **Pay and Allowance**

---

Each advanced course student receives one-half the pay of a second lieutenant during attendance of the advanced camp. Uniforms, housing, and meals are provided at the camp without cost to the students, and they are reimbursed at the current mileage rate for travel to and from camp. All students in the advanced course, regardless of scholarship status, are paid about \$3,000.00 tax-free for each of these two years.

### **Scholarship Programs**

---

The Army ROTC offers scholarship programs for outstanding young men and women who are motivated toward a career as professional officers in the US Army. These scholarships are awarded in varying amounts for tuition. In addition, the scholarship provides a \$250 stipend that increases

\$50 each academic year and \$300 for textbooks and supplies. A scholarship for four years is available to freshmen who will enter the four-year program. Applications can be submitted on [www.armyrotc.com](http://www.armyrotc.com) in accordance with the schedule furnished on the website. Selection is made on a local level.

Scholarships for continuing students are available for three- and two-year periods commencing with the sophomore and junior years of ROTC, respectively. Applications are open to all students in good standing with the University; previous ROTC or military experience is not required for application for two- and three-year scholarships. Selection is made by a review board at the national level. Acceptance of any of the three scholarship programs requires a service commitment to serve in the Active Army for a period of four years after commissioning and graduation.

---

### Active Duty Requirements

Graduates of Army ROTC may serve as officers in the Active Army, Army National Guard, or Army Reserve. Active duty commitments may vary from four years to as little as three months. Scholarship students have up to a four-year active duty commitment.

---

## UNIVERSITY-WIDE COURSES

---

### AEROSPACE STUDIES

---

#### AES 101 Air Force Today I 2 hours

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.

---

#### AES 102 Leadership Lab 0 hours

Every Fall. Emphasis on common Air Force customs and courtesies, drill and ceremonies, health and physical fitness through group participation. Corequisite: AES 101.

---

#### AES 103 Air Force Today II 2 hours

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.

---

#### AES 104 Leadership Lab 0 hours

Every Spring. Continuation of AES 102 with more in-depth emphasis on learning the environment of an Air Force officer. Corequisite: AES 103.

---

#### AES 201 The Evolution of USAF Air and Space Power I 2 hours

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.

---

#### AES 202 Leadership Lab 0 hours

Every Fall. Application of advanced drill and ceremonies; issuing commands; knowing flag etiquette; and developing,

directing, and evaluating skills to lead others. Corequisite: AES 201.

---

#### AES 203 The Evolution of USAF Air and Space Power II 2 hours

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.

---

#### AES 204 Leadership Lab 0 hours

Every Spring. Continuation of AES 202 with an emphasis on preparation for field training. Corequisite: AES 203.

---

#### AES 301 Air Force Leadership Studies I 3 hours

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.

---

#### AES 302 Leadership Lab 0 hours

Every Fall. Advanced leadership experiences applying leadership and management principles to motivate and enhance the performance of other cadets. Corequisite: AES 301.

---

#### AES 303 Air Force Leadership Studies II 3 hours

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.

---

#### AES 304 Leadership Lab 0 hours

Every Spring. Continuation of AES 302 with emphasis on planning the military activities of the cadet corps and applying advanced leadership methods. Corequisite: AES 303.

---

#### AES 401 National Security Affairs 3 hours

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.

---

#### AES 402 Leadership Lab 0 hours

Every Fall. Advanced leadership experience demonstrating learned skills in planning and controlling the military activities of the corps. Corequisite: AES 401.

---

#### AES 403 Regional Security Issues 3 hours

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.

---

#### AES 404 Leadership Lab 0 hours

Every Spring. Continuation of AES 402 with an emphasis on preparation for transition from civilian to military life. Corequisite: AES 403.

## MILITARY SCIENCE

---

### EPE 105

#### Army Master Fitness

1 hour

Every semester. Beginning instruction in physical conditioning. Three hours of physical fitness lab per week. May be repeated for credit.

### MIS 101

#### Introduction to the Military

3 hours

Every Fall. An overview of the mission and organization of the Army and its role in national defense. Three hours lecture/conference, two hours lab.

### MIS 102

#### Land Navigation, First Aid, and Survival

3 hours

Every Spring. Introduction to military maps and land navigation; first aid and lifesaving techniques; and basic outdoor survival skills. Three hours lecture/conference, two hours lab.

### MIS 201

#### Military Science and Leadership

4 hours

Every Fall. Study of how to influence, how to communicate, and how to plan and organize. Three hours lecture/conference, and two hours lab.

### MIS 202

#### Introduction to Leadership Dynamics

3 hours

Every Spring. An introduction to interpersonal dynamics involved in military team operations, and discussion of theory and application of military leadership principles. Three hours lecture/conference, two hours lab.

### MIS 301

#### Advanced Military Science I

3 hours

Every Fall. An examination of the theory and dynamics of the individual soldier and military units in offensive combat operations. Two hours lecture/conference, 1.5 hours of Leadership Practical Application, one two-day field exercise, three one-day field exercises. Prerequisites: MIS 101, MIS 102, MIS 201, MIS 202 (or equivalent), and concurrent enrollment in EPE 105.

### MIS 302

#### Advanced Military Science II

3 hours

Every Spring. A course in the theory and dynamics of military units in defensive combat operations. Two hours lecture/conference, 1.5 hours Leadership Practical Application, one three-day field exercise, two one-day field exercises. Prerequisites: MIS 101, MIS 102, MIS 201, MIS 202 (or equivalent), and concurrent enrollment in EPE 105

### MIS 401

#### Advanced Military Science III

3 hours

Every Fall. Study of the military legal system; preparation and conduct of military training; leadership development, ethics, and professionalism of the military officer conduct of joint operations; supervising supply and maintenance activities; and officer/NCO relations. Three hours lecture/conference, two hours Leadership Practical Application, one two-day field exercise, three one-day field exercises. Prerequisites: MIS 301, MIS 302, and concurrent enrollment in EPE 105.

### MIS 402

#### Advanced Military Science IV

3 hours

Every Spring. An examination of military correspondence; customs and traditions of the service; counseling and motivating subordinates; introduction to Army Family Team Building; and preparation for commissioning. Three hours lecture/conference, two hours Leadership Practical Application, one three-day field exercise, two one-day field exercises. Prerequisites: MIS 301, MIS 302, and concurrent enrollment in EPE 105.

## HONORS COURSES

---

### HON 340

#### Honors Interdisciplinary Seminars

3 hours

Fall and Summer on demand. These team-taught classes integrate traditional academic disciplines. Honors students use these seminars to satisfy University Liberal Arts Foundation core requirements. Students may repeat an HON 300 Seminar bearing the same number for full credit. Prerequisite: Honors Program participant.

### HON 350

#### Honors Interdisciplinary Seminars

3 hours

Spring and Summer on demand. These team-taught classes integrate traditional academic disciplines. Honors students use these seminars to satisfy University Liberal Arts Foundation core requirements. Students may repeat an HON 300 Seminar bearing the same number for full credit. Prerequisite: Honors Program participant.

### HON 360

#### Honors Interdisciplinary Seminars

3 hours

Every other Fall and Summer on demand. These team-taught classes integrate traditional academic disciplines. Honors students use these seminars to satisfy University Liberal Arts Foundation core requirements. Students may repeat an HON 300 Seminar bearing the same number for full credit. Prerequisite: Honors Program participant.

### HON 370

#### Honors Interdisciplinary Seminars

3 hours

Every other Spring and Summer on demand. These team-taught classes integrate traditional academic disciplines. Honors students use these seminars to satisfy University Liberal Arts Foundation core requirements. Students may repeat an HON 300 Seminar bearing the same number for full credit. Prerequisite: Honors Program participant.

### HON 450

#### Honors Project

3 hours

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.

### HON 498

#### Advanced Topics in Faith and Discipline

3 hours

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.

## UNIVERSITY COURSES

---

### **UNV 050** **American Language Program** **0 hours**

Every semester. This program is designed for international students who have some English training but have not obtained the required TOEFL score for admittance into academic programs. It offers students the opportunity to study English, acquire skills, and gain experience to successfully enter a full academic program. Students receive a certificate, but do not earn credit hours toward a degree program. Prerequisite: Approval from the Director of the Center for International Education.

### **UNV 051** **American Language Program** **0 hours**

Every semester. This program is designed for international students who have some English training but have not obtained the required TOEFL score for admittance into academic programs. It offers students the opportunity to study English and acquire skills for successfully entering a full academic program. Students receive a certificate, but do not earn credit hours toward a degree program. Prerequisite: Approval of Director of Center for International Education.

### **UNV 101** **University Success** **2 hours**

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 graded, two-credit class 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.

### **UNV 105** **Writing Experience I** **3 hours**

Every semester. A course for students whose SAT or ACT scores indicate their need for a review of writing skills and strategies. May be repeated for a maximum of six hours.

### **UNV 110** **Writing Experience II** **1 - 3 hours**

Every semester. Five weeks of intensive grammar review and practice of the basic writing skills necessary to succeed. May be repeated for a maximum of three hours.

### **UNV 300** **Study Abroad** **1 - 16 hours**

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 hours involved and the chosen course of study. Prerequisite: Approval of Director of Center for International Education or appropriate college dean.

### **UNV 304** **Science and the Christian Faith** **3 hours**

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.

### **UNV 305** **The Christian Mind** **3 hours**

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.

### **UNV 306** **Foundations of the Christian Faith** **3 hours**

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.

### **UNV 490** **International Studies Senior Seminar** **3 hours**

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.

### **UNV 498** **Advanced Topics in Faith and Disciplines** **3 hours**

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.

# The Ken Blanchard College of Business

## MISSION STATEMENT

---

The Ken Blanchard College of Business prepares students for their careers by offering an innovative, high quality education within an environment of Christian values that provides the competencies demanded by employers. This preparation is accomplished within the mission of the University.

## COLLEGE DESCRIPTION

---

The Ken Blanchard College of Business (KBCOB) is a professional college offering both traditional and adult learner programs focused on providing cutting-edge and innovative courses designed to meet students' career needs. The College offers courses of study for those who desire the traditional four-year baccalaureate degree, accelerated, degree-completion programs for the working adult, and graduate degrees for working professionals. As a student beginning a college education who knows that any future career will be enhanced by a business degree, or as a working adult who can advance career goals by furthering higher education, one of the College's academic divisions will have a quality program that will meet most career needs.

The Division of Business Studies offers a traditional four-year Bachelor of Business Administration (BBA) degree with majors in Accounting, Business Administration and Marketing. An emphasis in Systems Management is also available. The evening traditional MBA program, for working adults, can be earned in two years because graduate courses are offered year-round. The KBCOB business programs are nationally accredited. The College also offers an online MBA.

For working adults seeking an undergraduate degree, the Division of Professional Studies offers Bachelor of Science degree completion programs in Applied Management and Public Safety Administration. These programs run in a student-focused, cohort model and are composed of a sequence of 12 courses that meet one night a week over 14 months. These programs offer a rigorous, challenging, and meaningful education that is friendly to working adults. The Division also offers two professional Master degrees. The Master of Science in Executive Fire Service Leadership is an online program that offers an advanced degree for fire professionals in executive levels of service. The Master of Science in Leadership is a highly regarded and innovative approach to leadership education for managers and executives.

## COLLEGE FEATURES

---

The Ken Blanchard College of Business is comprised of two academic divisions. Each division serves a unique set of students and offers quality programs to meet specific students' career needs. In addition, each program and major in the College is committed to developing a curriculum that integrates the "4 C's," Communication Skills, Computer Skills, Critical Thinking and Problem Solving Skills, and Christian Values/Ethics. These "4 C's" are significant competencies demanded by employers beyond the expectations of knowledge provided through business and professional programs. College courses are taught in small classes that enhance learning and provide the opportunity for more comprehensive interaction between students and faculty.

## DIVISION OF BUSINESS STUDIES

---

The Bachelor of Business Administration (BBA) degree is offered through the traditional undergraduate program of the Business Studies Division. The Business Division's academically qualified, full-time faculty, have relevant business and teaching experience. The Division 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 career.

## DIVISION OF PROFESSIONAL STUDIES

---

The programs of the Professional Studies Division offer the personal attention and individual service that will take the anxiety

out of returning to college and help students accomplish their learning goals. Work schedule, living location, nor time elapsed since last attending school should interfere with the completion of a Bachelor's degree. The Division of Professional Studies offers two Bachelor of Science degree completion programs for working adults. All courses are offered in an accelerated, seminar-style, cohort format. From the Professional Studies division, students will receive an accredited and respected university degree. Practical, innovative, and convenient degree programs allow adult learners to complete a Bachelor of Science degree in a little over a year's time, if they already have sufficient college level credit and work experience.

---

## GRADUATE PROGRAMS

The Ken Blanchard College of Business offers three graduate programs. The Master of Business Administration (MBA) is both a traditional academic program with evening classes and an online program. Both programs are designed for working professionals. The Master of Science in Executive Fire Service Leadership (MSEFSL) is an online advanced degree for executive level fire professionals. The Master of Science in Leadership is designed for individuals seeking to develop their leadership potential in their organization. Further information on these three programs is in the Graduate Programs section

---

## DIVISION OF BUSINESS STUDIES

---

### DIVISION DESCRIPTION

The Division of Business Studies seeks to deliver a quality education within the liberal arts framework and the Christian values-based tradition of Grand Canyon University. To achieve this, academically qualified, full-time faculty with relevant business and teaching experience are committed to the primacy of teaching, small class sizes, and student-faculty rapport in a congenial and open environment.

The Division of Business Studies exists to serve both undergraduates who are preparing to initiate careers and working professionals who are seeking to further develop their careers. Through the College of Business and Professional Studies, Grand Canyon University is nationally accredited by the Association of Collegiate Business Schools and Programs to offer the following degrees: Bachelor of Business Administration degree with majors in Accounting, Business Administration, and Marketing, and Master of Business Administration degree, one an online MBA degree. A certificate is offered in Computer Information Systems.

---

### DEGREE OFFERINGS

With the increasing complexity of the business world, solid academic preparation is essential to meet goals for success. The College offers the following three business majors to meet these goals.

#### **Undergraduate**

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. Marketing students prepare for careers in sales, merchandising, and market research.

#### **Graduate**

The **Master of Business Administration (M.B.A.)** degree is designed for working professionals who desire to complete their graduate degree without interrupting their professional careers. The program consists of 39-45 graduate credit hours offered during the evening. The Online MBA is delivered in a cohort model, in which students move through the sequence of core courses before advancing to their emphasis. Students with the necessary academic or professional background who complete two courses per semester on a trimester basis will be able to complete the M.B.A. program in just over two years. For further information, see Graduate Programs.

---

### STUDENT ORGANIZATIONS

The Ken Blanchard College of Business offers students the opportunity to be members of two student organizations:

**IMA Student Chapter**, 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.

---

## UNDERGRADUATE PROGRAMS

Undergraduate students must be admitted into the Ken Blanchard College of Business before they can be considered for the BBA degree. Students interested in a major or minor offered within the Business Division should apply for admission as early as possible. With the exception of entry-level courses (ACC 211, ECN 201, ECN 202 and SYM 180) all Business Division classes require admission to the Ken Blanchard College of Business as prerequisites.

Application forms and further information may be obtained from the Ken Blanchard College of Business or from the College's web site.

**Note:** The direct transfer plan from accredited community colleges does not apply to the Ken Blanchard College of Business programs.

---

### INTERNSHIP GUIDELINES

Internships are strongly recommended for all academically qualified 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:**

1. Internships are limited to students who have been admitted to the Ken Blanchard College of Business and who have completed at least two years of college work.
2. A maximum of two semesters of internships may be taken. The second semester should be taken with a different organization than the first.
3. A maximum of six credit hours can be awarded. Normally, internships are for three credit hours per semester. Interns are expected to complete a minimum of 45 hours of documented work for each academic credit earned.

4. 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.
5. A faculty member within the Business Division 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.
6. 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.
7. 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. It is based on the quality of the intern's reflection paper and the written evaluation of the intern's supervisor in the employing organization.

#### CERTIFICATES

Computer skills are of growing importance in all careers. Business Division students, regardless of major, are encouraged to consider obtaining a Certificate in Computer Information Systems to complement the academic preparation in their major. This certificate represents three elective courses (9 hours) above the other required courses. The courses are as follows:

#### Systems Management Certificate

All majors would complete the following electives:

- SYM 302 Database and Decision Support Systems
- SYM 303 System Analysis and Design
- SYM 304 Designing Business Web Pages

#### DEGREE REQUIREMENTS

#### GENERAL CURRICULUM FOR DIVISION OF BUSINESS STUDIES UNDERGRADUATE DEGREES

University Liberal Arts Foundation Requirements	49-54 hours
Lower Division Business Core	6 hours
Upper Division Business Core	27 hours
Major Concentration	18-24 hours*
Electives	19-25 hours*
<b>Total General Curriculum Requirements</b>	<b>128 hours</b>

\* Will vary depending on major to make 128 hours graduation total.

#### UNIVERSITY LIBERAL ARTS FOUNDATION KEN BLANCHARD COLLEGE OF BUSINESS

As previously indicated, the University Liberal Arts Foundation for the Ken Blanchard College of Business differs from the University Liberal Arts Foundation found on page 30. Students majoring in the Ken Blanchard College of Business must complete all requirements listed below as part of the ULAF for the Ken Blanchard College of Business. Changes and additional requirements are indicated by italicized print.

#### I. Christian Perspectives: 6 hours

##### Track 1:

- BIB 113 Old Testament History (3)  
*AND*  
BIB 123 New Testament History (3)

##### Track 2: One of the following courses:

- BIB 103 Survey of the Bible (3)  
BIB 113 Old Testament History (3)  
BIB 123 New Testament History (3)  
*AND*

##### One of the following courses:

- UNV 304 Science and the Christian Faith (3)  
UNV 305 The Christian Mind (3)  
UNV 306 Foundations of the Christian Faith (3)

#### II. Communication: 15-17 hours

##### A. English — 9 hours\*

- Δ ENG 101 Academic Writing (3)  
Δ ENG 102 Research Writing (3)  
BUS 307 Business Communication (3)

##### *OR*

- Δ ENG 103 Honors Composition (3)  
English Elective  
BUS 307 Business Communication (3)

##### B. Speech — 3 hours

- SPC 113 Fundamentals of Speech (3)

##### C. Computer Literacy — 3-5 hours

- SYM 180 Systems Management Modules (3)

##### *Accounting majors:*

- SYM 180B Beginning Spreadsheets (1)  
SYM 180J Accounting Applications (1)

#### III. Heritage: 6 hours

##### A. History — 3 hours

Any history course with an "HIS" prefix  
Recommended courses include:

- HIS 103 Early American History (3)  
HIS 104 Recent American History (3)  
HIS 105 Western Civilization to 1500 (3)  
HIS 106 Western Civilization Since 1500 (3)

##### B. Literary and Philosophical Tradition — 3 hours

Any literature course with an "ENG" prefix or any philosophy course with a "PHI" prefix

#### IV. Personal and Social Environment: 9-12 hours

- ECN 201 Macroeconomic Principles (3)  
ECN 202 Microeconomic Principles (3)

##### *Accounting majors:*

*Any geography, political science, psychology, sociology, or foreign language course (3)*

##### *Business Administration and Marketing majors:*

- PSY 101 General Psychology (3)  
SOC 101 Introduction to Sociology (3)

<b>V. Mathematical Inquiry:</b>	<b>6 hours</b>
MAT 121 College Algebra (3)**	
BUS 251 Business Statistics (3)	
<b>VI. Scientific Inquiry:</b>	<b>4 hours</b>
Any biology (BIO), chemistry (CHM), geology (GLG), or physics (PHY) course that contains a laboratory component (4)	
<b>VII. Fine Arts:</b>	<b>3 hours</b>
Any art, music, or theatre course (3)	

---

**Total University Liberal Arts Foundation Requirement for the KBCOB 49-54 hours**

As a graduation requirement, all students must complete successfully four (**three for those students who substitute ENG 103 for ENG 101 and 102**) courses, which 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.

\* Students whose ACT or SAT scores place them into ENG 103 Honors Composition (3) must also complete an additional three hours upper division ENG elective to fulfill College of Business and Professional Studies requirements for English.

\*\* Calculus is recommended for those students who intend to pursue a program of graduate study.

Δ Writing-Intensive course

---

**LOWER DIVISION BUSINESS CORE — ALL BUSINESS MAJORS**

ACC 211	Financial Accounting	3 hours
ACC 212	Managerial Accounting	3 hours

---

**Total Lower Division Business Hours 6 hours**

---

**UPPER DIVISION BUSINESS CORE — ALL BUSINESS MAJORS**

BUS 310	Business Law I	3 hours
BUS 318	Ethical Issues in Business and Society	3 hours
BUS 406	International Business	3 hours
Δ BUS 480	Strategic Management	3 hours
FIN 301	Fundamentals of Business Finance	3 hours
MGT 301	Principles of Management	3 hours
MGT 310	Production and Oper. Management	3 hours
MKT 301	Principles of Marketing	3 hours
SYM 301	Principles of Information Systems	3 hours

---

**Total Upper Division Business Core Hours 27 hours**

Δ Writing-Intensive course

---

**DEGREE REQUIREMENTS — ACCOUNTING (B.B.A. DEGREE; No Minor Required)**

- University Liberal Arts Foundation for Business 51 hours
- Lower Division Business Core 6 hours
- Upper Division Business Core 27 hours
- Free Electives 20 hours

**Accounting Core**

ACC 321	Intermediate Accounting I	3 hours
ACC 322	Intermediate Accounting II	3 hours
ACC 331	Cost Accounting	3 hours
ACC 332	Advanced Cost Accounting	3 hours
ACC 383	Advanced Accounting	3 hours
ACC 429	Corporate Taxation	3 hours
ACC 430	Accounting Information Systems	3 hours

Elective from the following: 3 hours

ACC 401	Financial Statement Analysis (3)
ACC 495	Accounting Theory (3)
BUS 411	Internship (3)
FIN 402	Intermediate Finance (3)

---

**Total Degree Hours 128 hours**

---

**DEGREE REQUIREMENTS — BUSINESS ADMINISTRATION (B.B.A. DEGREE; No Minor Required)**

- University Liberal Arts Foundation for Business 52 hours
- Lower Division Business Core 6 hours
- Upper Division Business Core 27 hours
- Free Electives 25 hours

**Business Administration Core**

ACC 331	Cost Accounting	3 hours
BUS 306	International Business II	3 hours
BUS 315	Business Law II	3 hours
FIN 402	Intermediate Finance	3 hours
MGT 415	Organizational Behavior	3 hours
Any upper division marketing course		3 hours

---

**Total Degree Hours 128 hours**

---

**DEGREE REQUIREMENTS — MARKETING (B.B.A. DEGREE; No Minor Required)**

- University Liberal Arts Foundation for Business 52 hours
- Lower Division Business Core 6 hours
- Upper Division Business Core 27 hours
- Free Electives 19 hours

**Marketing Core**

MKT 302	Buyer and Consumer Behavior	3 hours
MKT 304	Promotion and Advertising	3 hours
MKT 306	Service Marketing	3 hours
MKT 425	International Marketing	3 hours
MKT 440	Marketing Research and Reporting	3 hours
MKT 480	Marketing Management	3 hours

Electives from the following 6 hours

BUS 315	Business Law II (3)
BUS 411	Internship (3)
BUS 429	International Business Practicum (3)
MKT 303	Sales and Sales Management (3)



---

**Total Degree Hours** **128 hours**


---

**MINOR REQUIREMENTS — BUSINESS**


---

**Required Business Minor Core:**

ACC 211	Financial Accounting	3 hours
ACC 212	Managerial Accounting	3 hours
ECN 201	Macroeconomic Principles	
<b>OR</b>		
* ECN 202	Microeconomic Principles	3 hours
FIN 301	Fundamentals of Business Finance	3 hours
MGT 301	Principles of Management	3 hours
MKT 301	Principles of Marketing	3 hours

---

**Total Hours for Minor** **18 hours**


---

\* Will not fulfill both ULAF and business minor requirements. Students are encouraged to take ECN 201 as part of the ULAF and ECN 202 for the business minor.

## COURSE DESCRIPTIONS

---

### ACCOUNTING

---

**ACC 211**  
**Financial Accounting** **3 hours**

Every semester. An introduction to the fundamental principles and practices of financial accounting and the construction of financial statements.

**ACC 212**  
**Managerial Accounting** **3 hours**

Every semester. Continuation of ACC 211. An introduction to the use of managerial accounting data in the decision-making process. Prerequisites: Admission to the College of Business and ACC 211.

**ACC 321**  
**Intermediate Accounting I** **3 hours**

Every Fall. An in-depth study of accounting objectives, principles, theory, and practice as related to assets and income determination. Prerequisites: Admission to the College of Business and ACC 212.

**ACC 322**  
**Intermediate Accounting II** **3 hours**

Every Spring. Continuation of ACC 321. An examination of liabilities and owners' equity, special problems in income determination, and financial reporting. Prerequisites: Admission to the College of Business and ACC 321.

**ACC 331**  
**Cost Accounting** **3 hours**

Every Fall. A study of principles of internal accounting, including job order systems, activity-based costing and budgeting. Prerequisites: Admission to the College of Business and ACC 212.

**ACC 332**  
**Advanced Cost Accounting** **3 hours**

Every Spring. Continuation of ACC 331. A study of technical management accounting topics designed for the accounting major. Prerequisites: Admission to the College of Business and ACC 331.

**ACC 383**  
**Advanced Accounting** **3 hours**

Every Spring. A study of accounting theory as it applies to partnerships and business combinations, international accounting, and governmental accounting. Prerequisites: Admission to the College of Business and ACC 322.

**ACC 401**  
**Financial Statement Analysis** **3 hours**

Fall 2005 and alternate years. A detailed analysis and interpretation of a firm's three principle financial statements. Special focus is placed on the accounting principles used in the statements. Prerequisites: Admission to the College of Business and ACC 321 or FIN 301.

**ACC 429**  
**Corporate Taxation** **3 hours**

Every Spring. A study of the theory and practices of accounting for income taxes of corporations, partnerships, estates, and trusts. Prerequisites: Admission to the College of Business and ACC 322.

**ACC 430**  
**Accounting Information Systems** **3 hours**

Every Fall. 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: Admission to the College of Business, SYM 180J and SYM 301.

**ACC 495**  
**Accounting Theory** **3 hours**

Fall 2005 and alternate years. An exploration of financial accounting theory and its role in current accounting practice. Prerequisites: Admission to the College of Business and ACC 322.

### BUSINESS

---

**BUS 251**  
**Business Statistics** **3 hours**

Every semester. 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 305**  
**International Business I** **3 hours**

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: Admission to the College of Business, MGT 301, and FIN 301

**BUS 306**  
**International Business II** **3 hours**

A micro study of organization, management, and control issues in international operations, including market research, country evaluation and selection criteria, business entry, product service mix, distribution systems and sourcing, and production and exports strategies. Prerequisite: BUS 305

**BUS 307Δ**  
**Business Communications** **3 hours**

Every semester. 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 hours**

Every semester. 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 hours**

Every Spring. 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 hours**

Every semester. 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 406**  
**International Business** **3 hours**

Every semester. 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: Admission to the College of Business, FIN 301 and MGT 301.

**BUS 411**  
**Business Internship** **1 - 3 hours**

Every semester. An opportunity for students to practice principles learned in the classroom by working in an organization under the supervision of a practitioner. Prerequisites: Admission to the College of Business and permission of the Director of the Internship Program.

**BUS 418**  
**Entrepreneurship** **3 hours**

On demand. Development of business plans, preparation of financial packages, and evaluation of opportunities, risks, and problems associated with business development. Prerequisites: Admission to the College of Business, FIN 301, MGT 301 and MKT 301.

**BUS 429**  
**International Business Practicum** **3 hours**

On demand. A field-based experience. This involves overseas travel to a selected location where tours, speakers and other business-related activities are scheduled. This is followed by special study and other activities upon return. Prerequisites: Admission to the College of Business and instructor's approval.

**BUS 480 Δ**  
**Strategic Management** **3 hours**

Every semester. A capstone case course in business. Focuses on identification and analysis of general management problems in order to formulate policy recommendations to meet the needs of a general manager. A Writing-Intensive course. Prerequisites:

Admission to the College of Business, FIN 301, MGT 301, MGT 310, MKT 301, SYM 301, senior status and instructor's approval.

**BUS 499**  
**Independent Study** **1 - 3 hours**

On demand. See page 30.

## **ECONOMICS**

**ECN 201**  
**Macroeconomics Principles** **3 hours**

Every semester. A survey of how basic economic concepts, principles and business practices are viewed from a macroeconomic approach. The course includes an overview of the American economy, national production, employment and income. Also included is a study of the monetary and fiscal policy in the United States, the public sector and economic growth. Macroeconomics and Microeconomics may be taken in any order. Prerequisite: MAT 120 or equivalent.

**ECN 202**  
**Microeconomics Principles** **3 hours**

Every semester. A microeconomics introduction covering prices and competition, non-price competition, income distribution, current domestic problems, international trade and comparative systems. Microeconomics and Macroeconomics may be taken in any order. Prerequisite: MAT 120 or equivalent.

**ECN 306**  
**Economic Development** **3 hours**

On demand. A study of the process of economic development. The importance of institutional and cultural factors in assisting or impeding the development process is discussed. Patterns of international trade and the importance of national economic policy on the economic development process are emphasized. Prerequisites: Admission to the College of Business, ECN 201 and ECN 202.

## **FINANCE**

**FIN 301**  
**Fundamentals of Business Finance** **3 hours**

Every semester. 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. Prerequisite: Admission to the College of Business.

**FIN 402**  
**Intermediate Finance** **3 hours**

Every Spring. 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. Prerequisites: Admission to the College of Business and FIN 301.

**FIN 425**  
**International Trade and Finance** **3 hours**

Every Fall. 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. Prerequisites: Admission to the College of Business and FIN 301.

## MANAGEMENT

---

### **MGT 301** **Principles of Management** **3 hours**

Every semester. 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. Prerequisite: Admission to the College of Business.

### **MGT 310** **Production and Operations Management** **3 hours**

Every semester. An introduction to designing, planning, operating and controlling productive 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: Admission to the College of Business and MGT 301.

### **MGT 415** **Organizational Behavior** **3 hours**

Every Fall. A study of the interpersonal relations between individuals and groups in an organizational setting. The problems that arise out of these relations are analyzed and evaluated using the case method approach. Prerequisites: Admission to the College of Business and MGT 301.

## MARKETING

---

### **MKT 301** **Principles of Marketing** **3 hours**

Every semester. A survey of the marketing mix and marketing concept; analysis of 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. Prerequisite: Admission to the College of Business.

### **MKT 302** **Buyer and Consumer Behavior** **3 hours**

Every Fall. 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. Prerequisites: Admission to the College of Business and MKT 301.

### **MKT 303** **Sales and Sales Management** **3 hours**

Spring 2005 and alternate years. The application of 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. Prerequisites: Admission to the College of Business and MKT 301.

### **MKT 304** **Promotion and Advertising** **3 hours**

Every Spring. 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. Prerequisites: Admission to the College of the Business and MKT 301.

### **MKT 306** **Services Marketing** **3 hours**

Every Fall. A survey of the unique issues involved in marketing services. Topics include new product, 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. Lecture and discussion, readings, and team projects that include field exercises will be used to convey subject matter. Prerequisite: Admission to the College of Business.

### **MKT 409** **Retailing and E-tailing** **3 hours**

Fall 2005 and alternate years. A study of 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. Prerequisites: Admission to the College of Business and MKT 301.

### **MKT 425** **International Marketing** **3 hours**

Every Spring. 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: Admission to the College of Business, BUS 305 and MKT 301.

### **MKT 440** **Marketing Research and Reporting** **3 hours**

Every Fall. An introduction of 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: Admission to the College of Business, BUS 251 and MKT 301.

### **MKT 480** **Marketing Management** **3 hours**

Every Spring. A manager's view to 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: Admission to the College of Business, MGT 301 and MKT 301.

# COMPUTER INFORMATION SYSTEMS

---

## **SYM 180**

### **Computer Application Modules** **1 hour modules**

---

Every semester. 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:

- A. Word Processing
- B. Beginning Spreadsheet
- J. Accounting Applications
- L. Presentation Graphics

Prerequisites: SYM 180J requires ACC 211.

## **SYM 301**

### **Principles of Information Systems** **3 hours**

---

Every semester. An introductory course covering the fundamental principles of information systems. Integrates topics of management, organization, information, technology and the systems approach. Emphasizes the planning, design and implementation of information systems to aid decision-making. Prerequisites: Admission to the College of Business and three units of SYM 180.

## **SYM 302**

### **Database and Decision Support Systems** **3 hours**

---

Every Fall. An in-depth examination of database systems and the various computer-based support systems that are used to aid decision-making. Systems examined include 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. Prerequisites: Admission to the College of Business and SYM 301.

## **SYM 303**

### **Systems Analysis and Design** **3 hours**

---

Every Spring. An understanding of 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. Prerequisites: Admission to the College of Business and SYM 301.

## **SYM 304**

### **Designing Business Web Pages** **3 hours**

---

Every Spring. Designing and evaluating 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. Prerequisites: Admission to the College of Business and SYM 301.

---

# DIVISION OF PROFESSIONAL STUDIES

---

The Professional Studies division offers programs that will enhance the adult student's potential for career, personal, and financial growth. Our personal attention and individual service will take the anxiety out of returning to college and help you accomplish

your learning goals. We believe that work schedule, living location, nor time elapsed since last attending school should interfere with the completion of your Bachelor's or Master's degree.

## **DIVISION DESCRIPTION**

---

From the Professional Studies division, you will receive an accredited and respected university degree. Our practical, innovative and convenient degree programs allow adult learners to complete a Bachelor of Science or Master of Science degree in just over a year's time. You can earn an undergraduate degree with a major in Applied Management, Organizational Sociology or Public Safety while taking courses only one night a week. The Professional Studies Division also offers a Master of Science in Leadership and a Master of Science in Executive Fire Service Leadership. These degrees are designed so that you can immediately apply what you learn to your workplace and personal life. The Division of Professional Studies offers adult-oriented, professional development programs for individuals who are seeking to complete the requirements for a Bachelor of Science degree in an economically viable program that is designed to accommodate their busy personal and professional schedules.

## **ADMISSION INFORMATION**

---

Students first must be accepted for admission by Grand Canyon University with 24 transferable credit hours from a regionally accredited academic institution. Following admission to the University, students must be admitted into the Ken Blanchard College of Business before they can be considered for the Bachelor of Science degree in Applied Management or Public Safety Administration degrees.

Applicants for the degree completion programs must be at least 25 years of age; if less than 25, they may only be admitted with permission of the Dean and program director. They must also have either a minimum of two years (60 semester hours) of credit from a regionally accredited college or university or 51 transfer hours along with 9 semester hours in general education to be taken at Grand Canyon University. The transfer work must contain at least six hours of college-level English. Exceptions to the transfer policy may be made only with the permission of the Dean and/or program director. Applicants should also possess professional training and life experiences for which equivalent college credit can be awarded.

Interested students should complete the following steps:

8. Request an application packet from the University Admission Office or the Ken Blanchard College of Business.
9. Call the Ken Blanchard College of Business (602-589-2531) and set up an appointment with a program director (representative) to review your transcripts and determine your preliminary eligibility for the program. You will need unofficial copies of your transcripts for the appointment.
10. Submit a completed and signed Application for Admission along with a \$100 enrollment fee to:  
Grand Canyon University  
3300 West Camelback Road  
PO Box 11097  
Phoenix, AZ 85061-1097
11. Submit a completed Health History Form (not applicable to online students), accompanied by verification of current Measles, Mumps, and Rubella (MMR) immunization to the Office of Admission at the above address. If born on or after January 1, 1957, students must present documented evidence of immunization against or

immunity to measles and rubella before they will be allowed to attend classes. University policy requires either a doctor's statement, a blood titre showing immunity, or a copy of a health department card as proof of immunizations. Measles information must include two measles or MMR immunizations — one at 15 months of age and one after 1980.

12. Request official transcripts from all previous colleges or universities attended to be sent to the Office of Admission. Applicants are not permitted to disregard their records of enrollment at other institutions. The transcripts must be mailed directly from the issuing institution to the Office of Admission. Applicants may use the Request for Official Transcript forms enclosed in the application packet.

Students who have completed work at institutions outside of the United States must have their transcripts evaluated by an approved credentials evaluation service. An additional fee, payable to the credentials evaluation service, is required. Brochures describing in detail the approved evaluation services and the fees incurred are available from the Office of Admission.

Once the above information is received, applicants will be notified of their status. Accepted applicants will need to select an available class night and must make arrangements to attend the Ken Blanchard College of Business Orientation Program.

#### GRADUATION REQUIREMENTS

The Ken Blanchard College of Business faculty and staff are available to advise students and develop a comprehensive degree plan designed to facilitate completion of academic requirements for the Bachelor of Science degree in the most effective manner. However, responsibility for selecting courses and maintaining normal progress toward graduation ultimately rests with the student.

#### UNDERGRADUATE PROGRAMS

The graduation requirements for the Bachelor of Science in Applied Management, Organizational Sociology and Public Safety Administration consist of three areas:

- University Liberal Arts Requirements 35 hours
- Applied Management or Public Safety Administration Core Requirements
- Elective Requirements 57 hours

**Total 128 hours**

#### UNIVERSITY LIBERAL ARTS FOUNDATION REQUIREMENTS FOR APPLIED MANAGEMENT AND PUBLIC SAFETY ADMINISTRATION

The University Liberal Arts Foundation for the Professional Studies can be found in a separate brochure housed at the Ken Blanchard College of Business.

#### DEGREE OFFERINGS

##### Applied Management Core:

	CCS 430	Group Dynamics	3 hours
Δ	CCS 431	Portfolio Assessment	3 hours
	CCS 432	Systems Concepts	3 hours
Δ	CCS 433	Research Methodology	3 hours
	CCS 435	Applied Communications	3 hours
	CCS 437	Interpersonal Skills	3 hours
	CCS 438	Human Resources	3 hours
	CCS 439	Leadership Theories	3 hours
	CCS 440	Ethical Decision Making	3 hours

	CCS 441	Professional Research Project	3 hours
	CCS 450	Applied Information Systems	3 hours
	CCS 460	Financial Decision Making	3 hours

**Applied Management Core Hours 36 hours**

##### Public Safety Administration Core:

Δ	CCS 436	Literary Analysis	3 hours
	CCS 450	Applied Information Systems	3 hours
	PSA 430	Group Dynamics	3 hours
	PSA 432	Political and Legal Systems	3 hours
Δ	PSA 433	Research Methodology	3 hours
	PSA 435	Strategic Planning	3 hours
	PSA 437	Psychology of Personal Development	3 hours
	PSA 438	Human Resource Management	3 hours
	PSA 439	Leadership in Public Safety	3 hours
	PSA 440	Ethics in the Public Safety Environment	3 hours
Δ	PSA 441	Professional Research Project	3 hours
	PSA 451	Human and Community Service Delivery	3 hours

**Public Safety Administration Core Hours 36 hours**

Δ Writing-Intensive course

#### ELECTIVES

Students will need to complete enough electives to meet the 128 semester credit hour minimum requirement for graduation. Up to 30 hours of electives may be earned through Prior Learning Credit. Additional hours may be completed at a regionally accredited institution, earned through credit by examination, or taken through traditional courses at Grand Canyon University (traditional student tuition rates apply). (See "Evaluation of Transfer Credit" for additional information.) Total elective hour requirements are 57 hours for the Applied Management and Public Safety Administration degrees.

#### GRADE REQUIREMENTS

Students must maintain a 2.5 or higher GPA in the degree completion programs. No course with a grade below "C" will be counted toward graduation requirements in these programs.

## COURSE DESCRIPTIONS

#### APPLIED MANAGEMENT

##### CCS 430

**Group Dynamics 3 hours**

This course examines how group behavior affects organizational effectiveness, decision making, conflict resolution, and strategies for efficient group and task management.

##### CCS 431 Δ

**Portfolio Assessment 3 hours**

This course focuses on the preparation of students' personal portfolios and professional life-learning experiences. A Writing-Intensive course.

##### CCS 432

**Systems Concepts 3 hours**

This course analyzes organizations using the systems model and applies the systems model for solving organizational problems.

**CCS 433 Δ****Research Methodology 3 hours**

This course helps students identify problems, review related literature, collect data and measure objectives in their vocational environment. Students will apply analytical skills to management-related projects. A Writing-Intensive course.

**CCS433****Literary Analysis 3 hours**

This course surveys the content, background, genre, and significance of literature using the Bible as the foundational text.

**CCS 435****Applied Communications 3 hours**

This course deals with the fundamentals and application of writing and presentation used in formal settings in the professional environment.

**CCS 437****Interpersonal Skills 3 hours**

This course examines work relationships through the use of effective verbal and non-verbal applications and feedback skills. Also examines constructive ways of dealing with anger and conflict.

**CCS 438****Human Resources 3 hours**

This course explores values and perceptions of groups that affect recruiting, training and evaluation. Also will explore current legal issues in human resources.

**CCS 439****Leadership Theories 3 hours**

This course provides an overview of motivation theory relating to individual and group functioning in organizations. Leadership styles and their impact on productivity are examined.

**CCS 440****Ethical Decision Making 3 hours**

This course explores philosophies of life, ethical theories, and values as a base of ethics and accountability in business and as a responsible lifestyle.

**CCS 441****Professional Research Project 3 hours**

This course requires students to implement theories and concepts in individual projects that apply to the students' occupations or vocations. Each program has its own emphasis in its research projects.

**CCS 450****Applied Information Systems 3 hours**

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.

**CCS 460****Financial Decision Making 3 hours**

A study of the components of the primary financial statements and the use of these statements to analyze the performance of a business entity. The course also includes selected managerial accounting topics that assist in internal decision making.

**PUBLIC SAFETY ADMINISTRATION****CCS 436 Δ****Literary Analysis 3 hours**

This course surveys the content, background, genre, and significance of literature using the Bible as the foundational text. A Writing-Intensive course.

**CCS 450****Applied Information Systems 3 hours**

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.

**PSA 430****Group Dynamics 3 hours**

This course examines how group behavior affects organizational effectiveness, decision-making, conflict resolution and strategies for efficient group and task management.

**PSA 432****Political and Legal Systems 3 hours**

An analysis and application of the legal system's model for understanding governmental, legal and operational problems via the application of systems theory.

**PSA 433 Δ****Research Methodology 3 hours**

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.

**PSA 435****Strategic Planning 3 hours**

This course deals with the fundamentals and application of strategic analysis and planning in public safety.

**PSA 437****Psychology of Personal Development 3 hours**

This course examines personal and professional relationships through the use of effective verbal and non-verbal skills.

**PSA 438****Human Resource Management 3 hours**

This course explores values and perceptions of groups that affect recruiting, training, retention, evaluation and current legal issues in human resources.

**PSA 439****Leadership in Public Safety 3 hours**

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.

**PSA 440****Ethics in Public Safety 3 hours**

This course explores case issues and philosophies as they relate to accountability in the public safety environment.

**PSA 441****Professional Research Project 3 hours**

This course requires students to implement research theory and concepts in their individual research projects, which are related to public safety issues. The student is required to prepare and present the findings of their applied research project.

**PSA 451**  
**Human & Community Service Delivery** **3 hours**

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.

---

## ULAF ELECTIVES FOR PROFESSIONAL STUDIES

---

**CCS 101**  
**Introduction to Philosophy** **3 hours**

This course is an introduction to the discipline of philosophy through a study of representative philosophical 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?

**CCS 104**  
**Recent American History** **3 hours**

This course deals with problems in the wake of the Civil War, postwar expansion, the Industrial Revolution in America and its transition to a world power. The seminar's focus will be flexible, requiring out of class work coupled with discussions and informal oral presentations.

**CCS 130**  
**Contemporary Math** **3 hours**

This course will meet the math requirement for students in Professional Studies. Topics include: the real number system, mathematics of finance, basic descriptive statistics, metric system, and introduction to number theory.

**CCS 253**  
**Christianity and Literature** **3 hours**

This course explores the works of Christian authors with the goal of integrating Christian belief and literary study. The seminar's focus will be flexible, requiring out of class work coupled with discussions and informal oral presentations.

**CCS 260**  
**Biochemistry** **4 hours**

This course is an introduction to both the concepts of organic chemistry and biochemistry. Course includes a laboratory experience.

**CCS 270**  
**Physical Science** **4 hours**

A study of the principles and history of physical science (physics, chemistry, earth science and astronomy) with emphasis on how science has impacted society and its relationship to Christianity. This course will meet the general purpose of broad culture experience, specifically a science requirement.

**CCS 308**  
**Pathophysiology for Health Care Professionals** **3 hours**

This course is designed to enhance the understanding and recognition of the pathology of the disease process.

**CCS 361**  
**Valley Theatre Tours** **3 hours**

This course is a study of valley theatres and their productions. Students will study dramatic criticism as well as attend productions and evaluate the performances.

**CCS 363**  
**Introduction to Statistics** **3 hours**

This course is designed to cover the basic principles of statistical analyses and the underlying assumptions of these analyses.

---

## GRADUATE PROGRAMS

---

The Ken Blanchard College of Business offers three graduate degrees: The Master of Business Administration, The Master of Science in Leadership, and the Master of Science in Executive Fire Service Leadership.

### MBA ADMISSION REQUIREMENTS

All holders of baccalaureate degrees from accredited institutions are welcome to apply. Candidates must apply to both the University and to the Ken Blanchard College of Business.

1. Candidates must submit an application for admission, official transcripts of all prior coursework and two professional references (on letterhead) from employers. Candidates for the on-line program must also submit their score on the Graduate Management Admissions Test (GMAT).
2. Candidates are admitted based on their undergraduate GPA, GMAT scores (for on-line), two years of professional experience and results of a personal interview with the MBA Admission Committee.
3. Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and attain a minimum score of 575.
4. Applicants whose undergraduate studies do not include foundational work in business (finance, accounting, etc) take preparatory graduate courses to prepare them for advanced coursework.

### MBA GRADUATION REQUIREMENTS

1. Participants must maintain an overall minimum GPA of 3.00 on a scale of 4.00.
2. Participants must enroll in a minimum of one course during each academic year and all requirements for graduation must be completed within five years from the date of initial enrollment in the MBA program.
3. Extensions of these times may be granted for cause, upon written petition to the MBA Director.

### TRANSFER CREDITS

A maximum of 6 semester hours of graduate credit, with grades of "B" (3.00 on a 4.00 scale) or better, will be accepted from other accredited graduate programs, provided the courses:

1. are the equivalent of courses at Grand Canyon University in content, level and length of semester.
2. have been completed within five years prior to initial registration in the MBA Program at Grand Canyon University.

- have been pre-approved by the MBA Director, if taken after enrollment in the MBA Program at Grand Canyon University.

### COURSE WAIVERS

Individuals who hold CMA certification, or those who hold CPA certification and have completed a course in Cost Accounting within the past five years with a grade of “B” or higher, will automatically receive a waiver for ACC 605 Managerial Accounting.

A waived course must be replaced with an additional elective course.

### DEGREE REQUIREMENTS – MASTER OF BUSINESS ADMINISTRATION

#### Master of Business Administration Core

ACC 605	Managerial Accounting	3 hours
BUS 601	Quantitative Methods in Business	3 hours
BUS 602	Managerial Communications	3 hours
BUS 604	Business Ethics and Society	3 hours
ECN 607	Managerial Economics	3 hours
FIN 608	Managerial Finance	3 hours
MGT 602	Organizational Behavior	3 hours
MGT 609	Strategic Management	3 hours
MKT 606	Marketing Management	3 hours
SYM 603	Information Systems	3 hours

#### Electives from the following **9 hours**

ACC 611	Auditing I (3)
ACC 612	Auditing II (3)
ACC 617	Individual Taxation (3)
ACC 619	Accounting Theory (3)
ACC 620	Financial Statement Analysis (3)
BUS 615	Business Law Seminar (3)
BUS 624	Entrepreneurship (3)
BUS 626	International Business (3)
FIN 624	Management of Working Capital (3)
FIN 626	Investments (3)
MGT 613	Operations Strategy (3)
MGT 621	Project Management (3)
MGT 623	Organizational Development (3)
MGT 625	Business Leadership Concepts and Theories (3)
MGT 626	Business Leadership Applications (3)
MGT 631	Organizational Design for the Internet (3)
MGT 690	Strategic Human Resource Management (3)
MKT 633	Marketing on the Internet (3)
SYM 632	Web Design and Analysis (3)

**Total Master of Business Administration Hours 39-45 hours**  
(depending on prerequisite courses for non-business majors)

### MASTER OF BUSINESS ADMINISTRATION – AREAS OF CONCENTRATION

An area of concentration is not required but is available for students who wish to specialize in a particular field. The requirement for a concentration is to take three elective courses (nine semester hours) in one area as listed below:

#### CONCENTRATION IN e-BUSINESS:

MGT 631	Organizational Design for the Internet (3)
MKT 633	Marketing on the Internet (3)
SYM 632	Web Design and Analysis (3)

#### CONCENTRATION IN FINANCE

ACC 620	Financial Statement Analysis (3)
FIN 624	Management of Working Capital (3)
FIN 626	Investments (3)

### CONCENTRATION IN LEADERSHIP

MGT 623	Organizational Development (3)
MGT 625	Business Leadership Concepts and Theories (3)
MGT 626	Business Leadership Applications (3)

## COURSE DESCRIPTIONS

### GRADUATE PREPARATION COURSES

The following 500-level courses are designed for graduate students who need or desire preparatory work in finance, accounting or quantitative analysis.

#### ACC 501

##### Accounting Practices **3 hours**

On demand. This course is designed for individuals who are preparing for more advanced coursework in accounting. Topics covered include the principles and practices of financial accounting and the fundamentals of managerial accounting.

#### FIN 501

##### Financial Analysis **3 hours**

On demand. This course is designed for individuals who are preparing for more advanced coursework in finance and quantitative methods. Topics include financial analysis, financial planning, asset valuation, capital structure and working capital management.

### GRADUATE COURSES

#### ACC 605

##### Managerial Accounting **3 hours**

Every Spring. A study of the accounting concepts used in management decision-making. Topics emphasized include procedures for internal reporting and evaluating results, profit planning, cost control and budgeting. Prerequisites: ACC 211 and ACC 212, or ACC 501 or its equivalent, and graduate standing.

#### ACC 611

##### Auditing I **3 hours**

On demand. A study of the principles involved in the examination of financial statements by independent accountants including sampling techniques, audit program development and use, and reporting. Professional code of ethics and legal considerations are also covered. Prerequisites: ACC 321 and graduate standing.

#### ACC 612

##### Auditing II **3 hours**

On demand. A study of the principles involved in internal auditing. Includes internal controls, the responsibilities and authority of the internal audit function, and the types of audits conducted by internal auditors. Forensic accounting will also be covered. Prerequisites: ACC 321 and graduate standing.

#### ACC 617

##### Individual Taxation **3 hours**

On demand. An examination of the fundamentals of federal income taxation of individuals, including current tax law, basic research, and tax planning methods. Computerized tax preparation will be included. Prerequisites: ACC 211, ACC 212 and graduate standing.

#### ACC 619

##### Accounting Theory **3 hours**

On demand. An examination of the central issues which arise in the application of accounting concepts to situations encountered



in business. Readings, case studies, and group and individual projects will be used to explore the role of financial and managerial accounting theories in current practice. Prerequisites: Graduate standing and 12 semester hours of accounting.

---

**ACC 620**  
**Financial Statement Analysis** **3 hours**

On demand. An analysis and interpretation of corporate financial reports. Topics include the form, content, and general accounting principles governing the construction of financial statements; valuation, classification, and income determination problems; the methods of analyzing and interpreting financial data; and the utility and limitations of financial accounting data. Prerequisites: Graduate standing, ACC 605 and FIN 608.

---

**BUS 601**  
**Quantitative Methods in Business** **3 hours**

Every Fall. Starting with basic statistical tools and techniques, as well as algebraic principles, this course prepares the student to develop and explore mathematical business models for the purposes of bettering their decision management capabilities. Topics include hypothesis testing, regression (simple linear, multivariate, curvilinear), optimization, linear programming, and queueing theory. The course is built on the use of exemplars such that both theory and practical applications are explored and understood. Prerequisites: BUS 251 or other statistical course (basic probability and statistics), familiarization with MS-Excel or other spreadsheet applications and graduate standing.

---

**BUS 604**  
**Business Ethics and Society** **3 hours**

Every Fall. This course explores the role of ethics in the organization. An emphasis is placed on the way ethics affects policy formation and professional conduct in business and society.

---

**BUS 615**  
**Business Law Seminar** **3 hours**

On demand. This course focuses on practical business law issues that arise frequently. It is directed to a limited number of topics that are often misunderstood by business people. Case studies in each area will be discussed in detail, including discussion and analysis of both the legal and factual aspects of more than a single legal issue. Prerequisite: Graduate standing.

---

**BUS 624**  
**Entrepreneurship** **3 hours**

On demand. Opportunities, risks, and problems associated with business development and operation are discussed. Topics include both the design of new ventures and the management of business growth and development. Both domestic and international opportunities are discussed. Prerequisites: MGT 301 or its equivalent and graduate standing.

---

**BUS 626**  
**International Business** **3 hours**

On demand. This course covers the cultural, social, economic, and political factors important to the management of international business. Also discussed are currency exchange risks, the determination of market potential, assessing host country controls on business, market incentives, and political risk. Prerequisites: MGT 301 or its equivalent and graduate standing.

---

**BUS 690**  
**Special Topics in Business** **3 hours**

On demand. Special areas of business not covered elsewhere in the graduate curriculum are studied. Topics may vary from semester to semester. May be repeated for credit. Prerequisite: Graduate standing.

---

**ECN 607**  
**Managerial Economics** **3 hours**

Every Spring. The application of microeconomic principles and techniques of analysis to management decision-making is covered. Areas emphasized include demand analysis, production planning, cost analysis, and product pricing. Optimization techniques are used extensively. Prerequisites: BUS 251, ECN 202 and MAT 121, or their equivalents, and graduate standing.

---

**FIN 608**  
**Managerial Finance** **3 hours**

Every Fall. A study of the finance function within the modern corporation. Emphasis is placed on the workings of capital markets and management actions that impact the determination of security values within capital markets. Topics discussed include financial analysis, working capital management, capital budgeting, and capital structure. Prerequisites: FIN 301 or FIN 501 or its equivalent, and graduate standing.

---

**FIN 624**  
**Management of Working Capital** **3 hours**

On demand. A study of 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. The measurement and forecasting of cash flows is emphasized. Prerequisite: 3 hours of finance (FIN 301, FIN 501, FIN 608, or their equivalents.)

---

**FIN 626**  
**Investments** **3 hours**

On demand. A study of stocks, bonds, and derivatives, and their application in portfolio management. Securities markets and trading procedures are discussed. Portfolio theory is developed and emphasized. Material in this course is applicable to both professional portfolio management and individual investment decisions. Prerequisite: 3 hours of finance (FIN 301, FIN 501, FIN 608, or their equivalents.)

---

**MGT 602**  
**Organizational Theory and Behavior** **3 hours**

Every Spring. An examination of concepts and applications of behavior in organizations, including the study of motivation, organizational climate, group dynamics, leadership, and decision-making. Prerequisites: MGT 301 or its equivalent, and graduate standing.

---

**MGT 609**  
**Strategic Management** **3 hours**

Every Spring. An examination of the formulation of strategy and policy within the organization, emphasizing the integration of decisions within the various functional areas, ethical considerations of organizational policy, and international aspects of corporate strategy. Extensive use is made of the case method. Prerequisites: FIN 608, MGT 602, MKT 606, and graduate standing.

---

**MGT 613**  
**Operations Strategy** **3 hours**

On demand. An examination of 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. Application of concepts is emphasized. Prerequisite: Graduate standing.

**MGT 621**  
**Project Management** **3 hours**

---

On demand. 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, and graduate standing.

**MGT 623**  
**Organizational Development** **3 hours**

---

On demand. An exploration of the behavioral forces and relationships that influence organizational effectiveness and change. Topics include the study of intervention strategy and application skills. Prerequisites: MGT 301 or its equivalent, and graduate standing.

**MGT 625**  
**Business Leadership Concepts and Theories** **3 hours**

---

On demand. This course features an academically challenging exploration of the nature of business leadership models and theories, examining these models through a broad variety of insights and viewpoints. The course provides a description and analysis of these approaches to leadership, giving special attention to how the models can improve leadership in the real-world organization of business. It utilizes a wide diversity of theoretical approaches to leadership designed to act as an orientation to the distinctive art and science of business leadership and a foundation for a study of practical applications in later courses. Prerequisite: Graduate standing.

**MGT 626**  
**Business Leadership Applications** **3 hours**

---

On demand. This course provides an in-depth review of how to understand fully and directly apply several of the more popular business leadership models. The course includes self and peer assessments of business leadership skills leading to organizational effectiveness in both domestic and international environments and cultures. The course analyzes and discusses leadership skills necessary to solve problems individually with support. Also included is how to build teams, as well as how to resolve conflict and other dysfunctional activities in a competitive environment. Prerequisites: MGT 625 and graduate standing.

**MGT 631**  
**Organizational Design for the Internet** **3 hours**

---

On demand. This class covers organizational issues surrounding the use of the Internet in business. Topics discussed include how the Internet fits into the overall organizational strategy, how its introduction changes the climate within the organization, how an organization can effectively use the Internet for e-commerce, training, video conferencing, and other applications. The evaluation of Internet use based on current organizational structure is emphasized, as well as preparing the organization for change so that the introduction of the Internet can progress smoothly. Prerequisites: MGT 602, SYM 603 and graduate standing.

**MKT 606**  
**Marketing Management** **3 hours**

---

Every Fall. A study of assessing marketing's critical relation in organizational performance, building customer satisfaction, analyzing marketing opportunities, developing marketing strategies, planning marketing programs, writing a marketing plan, and

managing the marketing effort. Prerequisites: MKT 301 or its equivalent, and graduate standing.

**MKT 628**  
**International Marketing** **3 hours**

---

On demand. An analysis of current trends and issues facing an international firm's efforts to the marketing mix. The comparisons of language, aesthetics, religions, business customs, and attitudes on the marketing concept and strategies are addressed. Prerequisites: BUS 262, MKT 606, and graduate standing.

**MKT 633**  
**Marketing on the Internet** **3 hours**

---

On demand. The problems and potential of marketing over the Internet are covered. This class focuses on the design of Web pages to make them more appealing to end users, the marketing of the Web site itself to increase its usage, and target marketing as applied to the Web. Prerequisites: MKT 606 and graduate standing. 3 hours

**SYM 603**  
**Information Systems** **3 hours**

---

Every Summer. An examination of managerial issues associated with the application of computer-based information systems in the business environment. Within the context of general systems theory and with an applications orientation, the student will examine critical areas of design, development, and analysis of information systems. Prerequisites: CIS 301 or its equivalent, and graduate standing.

**SYM 632**  
**Web Design and Analysis** **3 hours**

---

On demand. A course for business managers designed to acquaint them with the technical issues surrounding the Internet. This class covers such topics as hardware issues, connectivity, the role of outside vendors and ISPs, and the use of software for Web page design. Prerequisites: CIS 603 and graduate standing.

---

## ONLINE MASTER OF BUSINESS ADMINISTRATION

---

An effective online MBA program helps motivated and ambitious individuals realize their goals and aspirations by focusing efforts and results on the competencies demanded in the competitive business environment. Having an enterprise-wide view and a functional understanding of their business, a well-schooled MBA graduate can make substantial contributions to a company's success. Our Online MBA program provides this knowledge base through a program of integrated studies, using real business cases as teaching tools, and in an environment conducive to honing the skills demanded by business today.

The Ken Blanchard College of Business Online MBA Program is fully accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The program curriculum is developed by doctoral-level faculty who themselves have successful and extensive business experience. The program is fully integrated, with course work designed to build on previous studies. An international student body provides a world-view of business today, and allows students to share and understand each other's experiences.

### Competencies Beyond Functional Disciplines

In keeping with the College Mission Statement, the faculty identified four competencies demanded by employers beyond the traditional knowledge base offered in an MBA program. By

integrating these four value-added components, we are addressing the consistent critique of employers and recruiters that business school graduates are often lacking in basic business skills, though they know the functional areas of business.

The commitment to integrate this real-world relevance into the MBA cultivates in our students the high level of critical thinking and analysis skills required in today's complex business environment.

Four competencies beyond the functional areas of business:

- Communication (Strong business presenting and writing ability),
- Computer Skills (Using the computer as a business tool),
- Critical Thinking and Problem Solving Ability,
- Ethical Decision Making Ability (placed within a context of Christian values).

We offer what few business and professional programs can, developing these important skills through the student's coursework in the Online MBA.

### Three Core Values

One goal of the Online MBA is that, in any life situation, our MBA graduates live a life of personal and professional integrity. To this end, the College faculty identified three specific values, core to the Christian and most other faiths, as the groundwork for our environment of Christian values: *Economic and social justice; stewardship; and love.*

Throughout the curriculum, students and faculty will be in dialogue about how these values portray their world-view and influence their business perspectives and decisions. Students will explore how to combine who they are and what they believe with what they do, thus integrating "vocation and faith."

### Online MBA Program Goals

As a consumer of online education, you ought to be able to know exactly what you are getting in your MBA education. As an Online MBA graduate you will accomplish the following overall program goals. You will:

1. Demonstrate a theoretical and operational understanding of the functional areas of business: Accounting, Finance, Information Systems, Management, and Marketing;
2. Understand the interrelatedness of the functional areas of business and, thus, be able to integrate them in the performance of daily business decisions and in solving more complex business issues;
3. Appreciate how the College's value-added competencies (Communication, Computer Technologies, Critical Thinking, (Christian-based) Ethics) will enable them to be more successful by:
  - a. Demonstrating effectiveness as a business communicator in both written and oral delivery formats;
  - b. Integrating computer applications in support of business decision making;
  - c. Exhibiting the ability to incorporate critical thinking skills to business problem-solving situations;
  - d. Applying ethical decision-making models within business environments.
4. Understand the interrelationships of the College's three core values of *Social and Economic Justice, Stewardship, and Love* and how they apply to daily and strategic managerial decision-making.

Additional business discipline, course and program emphasis goals will be identified throughout the program.

### Admission Requirements

Students must have earned an undergraduate business degree from a regionally accredited college or university, with an undergraduate GPA of 2.8 or higher on a 4.0 scale, for unconditional admission to the Online MBA program. Online MBA students must have a minimum of two years fulltime work experience. Students whose undergraduate GPA is lower than 2.8 may be considered for provisional acceptance.

Students without a business degree may be admitted on a probationary basis, but must successfully complete the four MBA Fundamentals and first two MBA Core courses to be eligible to proceed further in the core courses of the Online MBA Program. Online MBA students must have a minimum of two years fulltime work experience.

### Program of Study

The Online MBA Program is offered in a cohort-based model in which students advance together through a sequence of ten core courses, followed by a choice of area emphases. Students take two courses each sixteen-week semester. Cohort learning provides several advantages to the online learning experience:

- Develop lasting relationships with cohort members;
- Receive support and encouragement of cohort colleagues;
- Integrate knowledge of business functions across courses;
- Develop knowledge and skills progressively throughout sequence of courses;
- Focus together on one course at a time
- Know the progression of courses and instruction;
- Plan for date of graduation.

### Online MBA Fundamentals Coursework

These courses have been developed by the Ken Blanchard College of Business faculty to prepare the non-business student for the rigors of the Online MBA program and supply the student with the basic knowledge needed to take graduate level academic work in business. Successful completion of the four courses will demonstrate the student's potential to successfully complete the Online MBA program.

Following the first Online MBA Core course, Managerial Communications, students without a business degree must take, and successfully complete, the four MBA Fundamentals courses. Successful completion requires a minimum 3.0 GPA with no course receiving a grade lower than B-. Courses of B- or lower must be taken again.

Upon successful completion of the four MBA Fundamentals courses, the Online MBA student will be matriculated into advance standing and take the third course in the Online MBA program sequence.

---

## DEGREE REQUIREMENTS- ON-LINE MASTER OF BUSINESS ADMINISTRATION

---

### MBA FUNDAMENTALS

SYM 501	Applied Business Probability and Statistics (3)
MKT 501	Economics and Marketing Principles (3)
ACC 501	Accounting Principles (3)
FIN 501	Finance Principles (3)

## **MBA CORE COURSES (10)**

---

BUS 602	Managerial Communications (3)
ECN 607	Managerial Economics (3)
BUS 601	Quantitative Methods (3)
MGT 602	Organizational Theory and Behavior (3)
ACC 605	Managerial Accounting (3)
MKT 606	Marketing Management (3)
BUS 604	Business Ethics (3)
FIN 608	Managerial Finance (3)
SYM 603	Information Systems (3)
MGT 609	Strategic Management (3)

## **ACCOUNTING EMPHASIS**

---

ACC 612	Internal Auditing
ACC 619	Accounting Theory
ACC 620	Financial Statement Analysis

## **HEALTH SYSTEMS MANAGEMENT EMPHASIS**

---

HSM 620	Healthcare Systems Management
HSM 621	Healthcare Finance
HSM 622	Ethical Concerns in Healthcare

## **FINANCE EMPHASIS**

---

ACC 620	Financial Statement Analysis
FIN 624	Management of Working Capital
FIN 626	Investments

## **LEADERSHIP EMPHASIS**

---

MGT 623	Organizational Development
MGT 625	Business Leadership Concepts/Theories
MGT 626	Business Leadership Applications

## **MARKETING EMPHASIS**

---

MKT 624	Marketing of Services
MKT 625	Seminar in Marketing
MKT 628	International Marketing or
<b>OR</b>	
MKT 633	Marketing on the Internet

## **ONLINE MBA COURSE DESCRIPTIONS**

---

### **MBA FUNDAMENTAL**

Individuals without an undergraduate business degree can be provisionally entered into Advanced Standing in the GCU MBA program through the taking the MBA preparation courses. Upon completing the four courses with a 3.0 GPA or higher, students will be matriculated into the MBA core. The four courses are presented below.

#### **ACC 501 ACCOUNTING PRINCIPLES 3 hours**

---

This course is designed for individuals who are preparing for more advanced course work in accounting and is designed for

students who have not had accounting in undergraduate work. Topics covered include the principles and practices of financial accounting and the fundamentals of managerial accounting, such as cost behavior and budgeting. Course will cover accounting theories, using computational examples, homework is problem solving, followed by frequent exams.

#### **FIN 501 FINANCE PRINCIPLES 3 hours**

---

This course is designed for individuals who are preparing for more advanced course work in accounting and is designed for students who have not had finance in undergraduate work. Topics covered include financial analysis, financial planning, asset evaluation, capital structure and working capital management.

#### **MKT 501 ECONOMICS AND MARKETING PRINCIPLES 3 hours**

---

In Economics, this course is an introduction to micro and macroeconomic 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).

#### **SYM 501 APPLIED BUSINESS PROBABILITY AND STATISTICS 3 hours**

---

This course is designed to prepare students who have not had statistics in their undergraduate work. Topics include descriptive statistics, Excel's statistical capabilities, hypothesis testing, single variable regression and multivariate regression. Coursework stresses decision making, not theory, and interpretation of data, not only computational skill. Involves hands-on data analysis with computerized spreadsheets.

## **REQUIRED MBA CORE COURSE DESCRIPTIONS**

#### **ACC 605 MANAGERIAL ACCOUNTING 3 hours**

---

Managerial accounting concepts and procedures for internal reporting. Includes study of cost behavior, cost systems, budgeting, and performance evaluation. Coursework includes case studies, group presentations, and class discussion.

#### **BUS 602 MANAGERIAL COMMUNICATIONS 3 hours**

---

Examination and practice of communication theories, techniques, strategies, and skills essential for success in business. The course covers communication strategy and analysis, managerial presentations, writing, effective meeting management, cross-cultural communication and the core areas of the modern corporate communication function.

#### **BUS 601 QUANTITATIVE METHODS 3 hours**

---

A study in the quantitative tools and techniques used to model business functions and applications. Emphasis is given in how to set up models, as well as how to interpret and apply their results. Prerequisite: A passing grade of "C" or better in an undergraduate Probability and Statistics course.

**BUS 604**  
**BUSINESS ETHICS AND SOCIETY** **3 hours**

---

The role of ethics in the organization. Emphasis is placed on the way ethics affects policy formation and professional conduct in business and society. Coursework includes case studies of ethical situations, internet research, a team project, oral reports, guest speakers and class discussion.

**ECN 607**  
**MANAGERIAL ECONOMICS** **3 hours**

---

A graduate course covering those aspects of economics that are particularly applicable to business decision making. Covers demand and cost estimation, production decisions, pricing, analysis at competitive market structures, and anti-trust.

**FIN 608**  
**MANAGERIAL FINANCE** **3 hours**

---

Discusses elements of business financial decisions, including financial forecasting and development of pro-formas, management of working capital, capital budgeting, capital structure, and raising funds in capital markets.

**MGT 602**  
**ORGANIZATION THEORY AND BEHAVIOR** **3 hours**

---

Concepts and applications including motivation, organizational climate, group dynamics, leadership, and decision-making. The course covers individual behavior, how the individual and the organization interact and processes relating to the organization itself.

**MGT 609**  
**STRATEGIC MANAGEMENT** **3 hours**

---

A study of the formulation of strategy and policy in the organization, emphasizing the integration of strategic decisions across the functional areas and across multiple business units. Significant emphasis is placed on the critical role that general managers/strategists play in driving organizational success while concurrently ensuring ethical soundness.

**MKT 606**  
**MARKETING MANAGEMENT** **3 hours**

---

Managing the marketing function, market environmental analysis, and marketing planning, strategy, and control. The course examines the marketing process, marketing research; product development innovation and diffusion; pricing strategy; distribution value chain, advertising and promotion, and strategic marketing issues. Emphasis is placed on case study analysis and current academic research with a marketing plan as a significant curriculum component.

**SYM 603**  
**INFORMATION SYSTEMS** **3 hours**

---

A study of what information and systems are, separately and together, as applied to business environments. The course starts from a very broad view, narrows to computer and enterprise environments, and then finishes with applied group and individual projects.

## **ACCOUNTING EMPHASIS**

**ACC 612**  
**INTERNAL AUDITING** **3 hours**

---

A study of 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. Prerequisite: Nine hours of accounting and graduate standing

**ACC 619**  
**ACCOUNTING THEORY** **3 hours**

---

An examination of the central issues which arise in the application of accounting concepts to situations encountered in business. In this class students experience self-directed and collaborative learning focusing on individual research and case studies without the normal routine of lectures. Requires self-discipline in learning.

**ACC 620**  
**FINANCIAL STATEMENT ANALYSIS** **3 hours**

---

An analysis and interpretation of corporate financial reports. Topics include the form, content, and general accounting principles governing the construction of financial statements; valuation, classification, and income determination problems; the methods of analyzing and interpreting financial data.

## **HEALTH SYSTEMS MANAGEMENT**

**HSM 620**  
**HEALTH SYSTEMS MANAGEMENT** **3 hours**

---

Examines status and changes in the healthcare industry, including vertical integration, entrepreneurial startups, and specialized niche networks. Discusses the strategic decisions and managerial skills needed to effectively lead the healthcare organization.

**HSM 621**  
**HEALTHCARE FINANCE** **3 hours**

---

Provides students with both a macro overview of the principal financial mechanisms in place across the U.S. and specific insights into the critical financial issues the industry currently faces. Emphasizes the practical financial analysis skills to use for immediate application within the healthcare industry.

**HSM 622**  
**ETHICAL CONCERNS in HEALTHCARE** **3 hours**

---

Introduces students to challenges in ethical decision making confronted in the healthcare industry, such as euthanasia, treatment protocols, quality of care, product utilization, and legal/regulatory concerns.

## **FINANCE EMPHASIS**

**ACC 620**  
**FINANCIAL STATEMENT ANALYSIS** **3 hours**

---

An analysis and interpretation of corporate financial reports. Topics include the form, content, and general accounting principles governing the construction of financial statements; valuation, classification, and income determination problems; the methods of analyzing and interpreting financial data.

**FIN 624**  
**MANAGEMENT OF WORKING CAPITAL** **3 hours**

---

A study of the management of cash, accounts receivable, inventory, and short-term liabilities. Identifies and discusses outlets for the investment of short-term funds, as well as potential sources of short-term borrowing. Emphasizes the measurement and forecasting of cash flows.

---

**FIN 626**  
**INVESTMENTS****3 hours**

A study of stocks, bonds, and derivatives, and their application in portfolio management. Discusses securities market and trading procedures. Develops and emphasizes portfolio theory. Material in the course is applicable to both professional portfolio management and individual investment decisions.

---

**LEADERSHIP EMPHASIS****MGT 623****ORGANIZATIONAL DEVELOPMENT****3 hours**

An exploration of the behavioral forces and relationships that influence organizational effectiveness and change. Topics include the study of intervention strategy and application skills.

**MGT 625****BUSINESS LEADERSHIP/CONCEPTS****3 hours**

An exploration of the nature of business leadership models and theories, examining these models through a broad variety of insights and viewpoints. Provides a description and analysis of these approaches to leadership, giving special attention to how the models can improve leadership in the real-world organization.

**MGT 626****BUSINESS LEADERSHIP APPLICATIONS****3 hours**

Provides an in-depth review of how to understand and apply several of the more popular business leadership skills leading to organizational effectiveness in both domestic and international environments and cultures.

---

**MARKETING EMPHASIS****MKT 624****SERVICES MARKETING****3 hours**

Introduces students to the state-of-the-art research and practice in services marketing. Emphasizes the discussion of the field's most current services marketing concepts, principles and theories, and application of services marketing concepts to actual practice through case analysis and outside projects.

**MKT 628****INTERNATIONAL MARKETING****3 hours**

Analyzes current trends and issues facing an international firm's efforts to the marketing mix. Addresses and compares language, aesthetics, religions, business customs, and attitudes on the marketing concepts and strategies.

**MKT 625****SEMINAR in MARKETING****3 hours**

Examines 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. Will utilize both text and peer-reviewed research as a basis for discussion and presentation.

**MKT 633****MARKETING ON the INTERNET****3 hours**

Covers the problems and potential of marketing on the Internet. Focuses on the design of web pages to make them more

appealing to end users, the marketing of the Web site itself to increase its usage, and target marketing as applied to the Web.

---

**MASTER OF SCIENCE**  
**EXECUTIVE FIRE SERVICE**  
**LEADERSHIP**

The MSEFSL is an online graduate program for Executive Fire Officers. It is offered in two tracks.

---

**TRACK I-NATIONAL FIRE ACADEMY –**  
**GRAND CANYON UNIVERSITY OPTION**

The Master of Science in Executive Fire Service Leadership (MSEFSL) program offers an outstanding opportunity for graduates of the National Fire Academy's Executive Fire Officer Program (NFA-EFOP) to complete their graduate degree.

The graduate of the EFOP, or current EFOP student, can transfer the American Council on Education (ACE) graduate credits earned through the NFA-EFOP (a total of 16 credits) to Grand Canyon University and take an additional 21 credits (7 courses, 8 weeks in duration) in the MSEFSL program, completing a rigorous, pertinent, and fully accredited masters degree.

The program is offered entirely online and can be completed in eighteen months. The MSEFSL courses are facilitated by doctorally prepared professors that 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.

---

**TRACK II-GRAND CANYON UNIVERSITY OPTION**

Grand Canyon University now offers a version of the NFA-EFO Program online. The student who cannot attend the NFA on-campus program can complete the entire, 12 course, thirty-six (36) credit hour master's degree online in about two (2) years. This option is offered for the applicant who cannot attend the on-campus, four year EFO Program. This option is also offered entirely online. More information is available through our web direct connect-[www.msefo.com](http://www.msefo.com).

---

**GRADUATE PROGRAM ADMISSIONS**  
**REQUIREMENTS**

---

**TRACK I-NFA-GCU OPTION**

Prospective students who hold a baccalaureate degree from a regionally accredited institution and have graduated from the Executive Fire Officer Program (EFOP) or have completed the first EFOP Course and the required research project are welcome to apply.

---

**TRACK II-GCU OPTION**

All holders of baccalaureate degrees from a regionally accredited institution who have experience in the Emergency Services arena and who meet College admission requirements are eligible for admission for the Track II-GCU Option.

---

**ADMISSIONS STEPS - TRACK I AND TRACK II**

1. Candidates must submit an application for admission, official transcripts of all prior coursework, and their National Fire Academy Transcript (for those applying for

Track I-NFA-GCU Option). Forms available at [www.msefo.com](http://www.msefo.com).

- Candidates are admitted based on their undergraduate work, professional/occupational experience, and, in the case of the Track I-NFA-GCU Option, a review of a hard-copy of their best EFOP Applied Research Project. Note: EFOP graduates or current eligible EFOP participants will submit a hard-copy of their best EFOP Applied Research Project for review.
- Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) with a minimum score of 575.
- Track I-NFA-GCU Option applicants must have received a grade of 3.0 or higher on each Applied Research Project (total of 4 projects/4 graduate credits) in order to receive NFA-EFOP American Council on Education (ACE) credits. These records are maintained at the NETC-NFA-EFOP offices.

EFL 520	Strategic Analysis of Fire Department Operations	3 hours
EFL 525	Strategic Analysis of Community Risk Reduction	3 hours
EFL 516	Fire Service Financial Management	3 hours
EFL 514	Strategic Management of Change	3 hours
EFL 513	Executive Analysis of Fire Service Operations in Emergency Mgt	3 hours
EFL 512	Executive Planning	3 hours

- All student participating in the Track I-NFA-GCU Option and the Track II-GCU Option will take the following courses offered exclusively by Grand Canyon University.

EFL 620	Organization Theory and Behavior	3 hours
EFL 621	Information Systems	3 hours
EFL 622	Public Policy	3 hours
EFL 623	Community & Human Service Delivery	3 hours
EFL 624	Public Sector Finance	3 hours
EFL 625	Public Sector Ethics	3 hours
EFL 626	Advanced Strategic Planning	3 hours

### GRADUATION REQUIREMENTS

- Participants must maintain an overall minimum GPA of 3.00 on a scale of 4.00.
- Participants must commit to a cohort model in which they progress in a continuous fashion until degree completion.
- Students must complete all graduation requirements within a five year period after initial enrollment.
- Extensions of these times may be granted for cause, upon written petition to the COBPS Dean.

### TRANSFER CREDITS

**Track I** Only successfully completed course work from the NFA-EFOP program can be transferred into the MSEFSL Program. No other graduate level work will be accepted.

**Track II** Up to a maximum of 6 semester hours of graduate credit, with grades of "B" (3.00 on a 4.00 scale) or better, will be accepted from other accredited graduate programs, provided the courses:

- Are considered to be equivalent of courses in the GCU curriculum content, level, and length of time, and
- Have been completed during the previous five years from the date of initial registration at GCU, and
- Have been pre-approved by the MSEFSL program director.

## DEGREE REQUIREMENTS-MASTER OF SCIENCE IN EXECUTIVE FIRE SERVICE LEADERSHIP

### TRACK I-NFA-GCU OPTION

- All students participating in the Track I-NFA-GCU Option will transfer
 

EFL 510	Executive Development	3 hours
EFL 515	Executive Leadership	3 hours
EFL 630	Applied Fire Service Research	4 hours
- All students participating in the Track I-NFA-GCU Option will transfer any two (2) of the following:

### TRACK II-GCU OPTION

- Student participants who have not graduated from the NFA-EFOP program and are enrolling in the Track II-GCU option will take the following courses:

EFL 510	Executive Development	3 hours
EFL 515	Executive Leadership	3 hours
EFL 520	Strategic Analysis of Fire Department Operations	3 hours
EFL 525	Strategic Analysis of Community Risk Reduction	3 hours
EFL 620	Organization Theory and Behavior	3 hours
EFL 621	Information Systems	3 hours
EFL 622	Public Policy	3 hours
EFL 623	Community and Human Service Delivery	3 hours
EFL 624	Public Sector Finance	3 hours
EFL 625	Public Sector Ethics	3 hours
EFL 626	Advanced Strategic Planning	3 hours
EFL 630	Fire Service Applied Research	4 hours

## MSEFSL COURSE DESCRIPTIONS

### EFL 510

#### Executive Development

**3 hours**

This course examines contemporary fire service issues in a framework of team development and consensus decision making. Course will enhance the current and future fire service executives' ability to effectively and efficiently lead within a dynamic and complex organization by enhancing team development skills. Major topics include team building, project development, research, and problem solving.

### EFL 512

#### Executive Planning

**3 hours**

This course will prepare current and future executive level fire service managers for planning within their departments through the step-by-step process of planning, acquiring, and evaluating a management information system.

- All students participating in the Track I-NFA-GCU Option or the Track II-GCU Option will take the

following courses offered exclusively by Grand Canyon University:

**EFL 513**  
**Executive Analysis of Fire Service Operations in Emergency Management** **3 hours**

---

This course will provide the student with an understanding of strategic management principles relevant to commanding and managing incidents involving major fire, life, and property loss.

**EFL 514**  
**Strategic Management of Change** **3 hours**

---

This course will provide the theoretical and skills acquisition education on change management that are required of current and future executive level fire service officers in emergency services organizations. Additionally, the course will provide an understanding of the need for change, as well as a forum and environment in which the student can exchange ideas and individual viewpoints regarding current and future issues relating to change management.

**EFL 515**  
**Executive Leadership** **3 hours**

---

The focus of this course is to develop the ability to conceptualize and employ the key processes used by effective executive level managers. A major focus of the course is on individual preparation and executive skills for leadership.

**EFL 520**  
**Strategic Analysis of Fire Department Operations** **3 hours**

---

The focus of this course is to enable the student to understand principles of strategic management and apply these principles to the analysis, evaluation, and control of incidents involving major life loss from fires.

- All students participating in the Track I-NFA-GCU Option will transfer two (2) of the following:

**EFL 516**  
**Fire Service Financial Management** **3 hours**

---

The purpose of this course is to prepare the student to manage a fire department financial program, including the p

**EFL 525**  
**Strategic Analysis of Community Risk Reduction** **3 hours**

---

The purpose of this course is to assist the current and future executive fire officer in the development of his/her leadership skills directed at the important task of injury prevention in an effort to create better and more humane communities.

- All students participating in the Track I-NFA-GCU Option or the Track II-GCU Option will take the following courses offered exclusively by Grand Canyon University:

**EFL 620**  
**Organization Theory and Behavior** **3 hours**

---

This course examines organizations from a sociological perspective, considering structural issues and 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.

**EFL 621**  
**Information Systems** **3 hours**

---

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.

**EFL 622**  
**Public Policy** **3 hours**

---

The focus of this course is on how public action takes place and primarily on what course(s) of action are available, and on 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 as they make administrative or policy making 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.

**EFL 623**  
**Community and Human Service Delivery** **3 hours**

---

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.

**EFL 624**  
**Public Sector Finance** **3 hours**

---

An advanced introduction to the fundamentals of financial management. Emphasis is on 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.

**EFL 625**  
**Public Sector Ethics** **3 hours**

---

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 of capitalism; 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.

**EFL 626**  
**Advanced Strategic Planning** **3 hours**

---

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.



## EFL 630

### Applied Fire Service Research

4 hours

The preparation of 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 that 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.

---

## MASTER OF SCIENCE IN LEADERSHIP

---

The Master of Science in Leadership (MSL) degree is designed to provide the applied cognitive and behavioral skill sets necessary to be an effective leader. The entire curriculum of the MSL program explores values and skills necessary to understand effective leadership requirements in the corporate and social context.

To be a successful leader in today's business and social milieu, students must have a repertoire of knowledge and skills in research, financial understanding, and critical thinking and planning, as well as a strong grasp of leadership theory. Leaders must have an understanding of their personal strengths and limitations and how all of the elements of the organization, the political climate and leadership skills all operate interdependently to contribute to individual, social and operational success in today's dynamic organizational environment.

The program is a sequenced course of study, 36 credit hour program consisting entirely of a core curriculum, that examines contemporary leadership issues related to success in the workplace. The first semester provides an overview of three critical areas of leadership development: identification of leadership styles and how they are used; understanding the functioning of organizational systems; and generating skill sets that effectively utilized teams and improve productivity. Semester two develops the critical thinking and communication skills necessary for success as a leader. Classes will focus on critical inquiry, strategic planning and communication performance. Semester three focuses on the creative and relational aspects of leadership. Semester four examines the performance level of leadership, including financial responsibilities and managing the human components in the organizational environment. The program's course work is integrated in the capstone presentation seminar of the research and writing of the applied project.

### MSL ADMISSION REQUIREMENTS

---

1. Candidate must submit an application for admission and official transcripts of all prior coursework to the Office of Admission for acceptance to the University.
2. Candidate must submit a condensed application form seeking acceptance into the Ken Blanchard College of Business MSL Program.
3. Each candidate seeking acceptance in Grand Canyon University's MSL program will need two confidential letters of recommendation from a current/past manager. The letter is to include:
  - a. The length of time and nature of employment
  - b. The manager's opinion on how successful the student will be in handling graduate level coursework/workload

(timeliness, organizational skills, intellectual capabilities, integrity, etc.).

4. A written statement of approximately 2-3 paragraphs in length is required addressing why you decided to enroll in the MSL program. Explain how you hope to use this knowledge to further develop your career.
5. Minimum cumulative GPA in baccalaureate studies of 2.75 or above
6. Students meeting admission criteria can expect to receive two letters of acceptance: One letter of acceptance into the University and the second letter is accepting the student into the College. It is the second letter that means the student has been approved by the College admission review board and allows acceptance into the MSL program.

Mail all requested correspondence to the following address:

Grand Canyon University  
Office of Admission c/o Professional Studies Programs  
3300 W. Camelback Rd.  
Phoenix, Arizona 85017

### MSL GRADUATION REQUIREMENTS

---

The following is a listing of the requirements for graduation from Grand Canyon University, having earned a Master of Science in Leadership

1. Completion of thirty-six credits from the MSL core requirements.
2. A cumulative grade point average of 3.0 or higher in MSL courses.
3. Reviewed and accepted written capstone Leadership project.
4. Successful presentation and defense of Capstone Applied Project.
5. Formal and timely application for graduation.
6. Attendance at graduation exercises or permission to graduate in absentia.
7. Recommendation of the Leadership Program faculty.

### TRANSFER CREDITS

---

Up to a maximum of 6 semester hours of graduate credit, with grades of "B" (3.00 on a 4.00 scale) or better, will be accepted from other accredited graduate programs, provided the courses:

1. Are considered to be equivalent of courses in the GCU curriculum content, level, and length of time, and
2. Have been completed during the previous five years from the date of initial registration at GCU, and
3. Have been pre-approved by the Chair, MSL program.

### DEGREE REQUIREMENTS – MASTER OF SCIENCE AND LEADERSHIP

---

#### Semester 1

MLE 601	Introduction to Organizational Leadership	3 hours
MLE 603	Leadership Styles and Development	3 hours
MLE 605 *	Leading High Performance Teams	3 hours

#### Semester 2

MLE 607	Organizational Development and Change	3 hours
MLE 609*	Leading Out Loud	3 hours
MLE 611	Organizational Systems and Cultures	3 hours

#### Semester 3

MLE 613	Strategic Planning and Decision Making	3 hours
---------	--	---------

MLE 615\* Negotiation and Conflict Resolution 3 hours

**Semester 4**

MLE 617 Leadership and Innovation 3 hours  
MLE 619 Power, Politics and Influence 3 hours

**Semester 5**

MLE 621 Contemporary Issues in Leadership 3 hours  
MLE 623\* Applied Capstone/Leadership Project Presentation 3 hours

---

**Total Master of Science in Leadership Hours 36 hours**

\* Experiential courses held on select Saturdays throughout MSL program. In addition to classroom time, these courses will feature web-enhanced projects/assignments.

---

## COURSE DESCRIPTIONS

---

**MLE 601**

**Introduction to Organizational Leadership 3 hours**

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.

**MLE 603**

**Leadership Styles and Development 3 hours**

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.

**MLE 605\***

**Leading High Performance Teams 3 hours**

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.

**MLE 607**

**Organizational Development and Change 3 hours**

This course will address change management as a primary means by which leaders ensure the on-going development of their organizations. Students will examine, analyze, and explore both the latest concepts and long-standing theories for leading change and renewal in organizations. Significant emphasis will be placed on case study analyses.

**MLE 609\***

**Leading Out Loud 3 hours**

Students will develop the ability to communicate effectively as a leader in both formal and informal environments. Students will learn skills of inspiring action through authentic communication.

**MLE 611**

**Organizational Systems and Cultures 3 hours**

This course will provide an overview of the organizational and systems issues that leaders face, as well as identify strategies for analyzing and changing systems. Students will understand the relationship between values and beliefs and how these form the culture of an organization. Discussions of systems and processes within organizations will include corporate, institutional, and country cultural values.

**MLE 613**

**Strategic Planning and Decision Making 3 hours**

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 and make effective decisions and use appropriate decision-making processes.

**MLE 615**

**\*Negotiation and Conflict Resolution 3 hours**

In this experiential course students will gain the conceptual tools and behavioral skills necessary to effectively navigate difficult interpersonal situations and that will direct the leader toward win-win resolutions.

**MLE 617**

**Leadership and Innovation 3 hours**

Students will understand and apply various models of problems solving. They will learn various techniques, strategies and skills appropriate for creative and innovative thinking.

**MLE 619**

**Power, Politics and Influence 3 hours**

The essence of this course teaches the student sources and types of power, specific tactics for becoming an empowering leader and deals with issues around organizational politics, influence tactics, and succession planning. Students will learn how transactional leaders can become transformational leaders.

**MLE 621**

**Contemporary Issues in Leadership 3 hours**

This course highlights the current issues today's leaders face. It will encompass such essential topics as ethics, social responsibility, global workforce, spiritual leadership, international laws and environmental issues. Students will also learn how to apply the concepts of organizational change.

**MLE 623\***

**Applied Capstone/Leadership Project Presentation 3 hours**

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.

\* Experiential courses held on select Saturdays throughout MSL program. In addition to classroom time, these courses will feature web-enhanced projects/assignments.

# The College of Education

---

## MISSION STATEMENT

---

The College of Education prepares educational leaders who possess **foundational knowledge**, encourage **student-focused learning**, implement **quality instructional design**, use effective **classroom procedures**, and engage in **reflective practice**.

---

## 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. The College of Education offers Bachelor of Science (B.S.), Master of Education (M.Ed.), Master of Arts (M.A.), and Master of Arts in Teaching (M.A.T.) degree programs and has been approved by the Arizona Board of Education since 1954.

---

## COLLEGE FEATURES

---

### PROGRAM FEATURES

---

The Education Program provides these special features:

- Practical classroom experience beginning as early as the freshman year with a minimum of 100+ hours in the K-12 classroom prior to student teaching.
- Opportunities to design curriculum materials.
- T.E.A.C.H., a student professional organization that provides encouragement to students via projects, speakers, and workshops.
- A Career Service that averages a 95% placement rate for education graduates in the past 15 years.
- Faculty who have an average of 10 years experience in the K-12 school system.
- Adjunct faculty who hold concurrent employment in classroom and administrative positions.
- Semester-long Student Teaching.
- Choices of study in the areas of:
  1. Elementary (grades K-8);
  2. Secondary (grades 7-12) with a second major in an academic area;
  3. Special Education in Cross-Categorical
  4. Teaching English as a Second Language Endorsement (grades K-12); and
  5. K-12 Endorsement in the areas of Art, Music, and Physical Education.
  6. On-campus M.Ed. program for certification in Elementary Education, Secondary Education, and Education Administration.
  7. On-campus Master of Arts in Elementary, Secondary, and Teaching (also available on-line).
  8. On-line M.Ed. program in Education Administration (also available on campus),

Reading Education, Technology in Education, and Special Education.

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.

Coursework is offered leading to teacher certification in the following areas:

1. Elementary Education with a minor in Special Education, teaching English as a second language, or a content area commonly taught in grades K-8 in the Arizona public schools;
2. Secondary Education (Certifiable majors are determined by the Arizona State Department of Education as any course of study that is commonly taught in grades 7-12 in public schools in Arizona). Refer to the respective departments for a listing of major requirements in: Art Education, Biology (Secondary Teaching), Chemistry (Secondary Teaching), English Teaching, History, Mathematics (Secondary Teaching), Music Education, Physical Education, Physics (Secondary Teaching), Speech Teaching. Other majors may be considered upon consultation with a College of Education advisor and with the approval of the College of Education faculty. The student will complete a double major in Secondary Education and in the content area. A minor is recommended but not required;
3. Special Education-Cross Categorical, offered as a double major with Elementary Education;
4. Teaching English as a Second Language Provisional Endorsement (An Arizona Elementary, Secondary, or Special Education teaching certificate, three hours of ESL 420/520c, and three hours of ESL 423/523c are required). This provisional endorsement is valid for three years and is non-renewable;
5. Endorsements (K-12) for Art, Music, and Physical Education. In order to qualify for an endorsement, one

must first have an Elementary Certificate, a Secondary Certificate, or a Special Education Certificate. The endorsement involves at least 30 semester hours in the specific teaching field and includes the methods of teaching in the specific teaching field at the elementary level and the secondary level. In order for the College of Education to recommend a student for the K-12 Endorsement, the student must student teach at the elementary level (grades K- 8) as well as at the secondary level (grades 7-12).

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.*

#### **PROVISIONAL CERTIFICATE, ELEMENTARY, SPECIAL EDUCATION, OR SECONDARY**

---

Upon completion of the Grand Canyon University initial teacher preparation program, students receive an institutional recommendation. This recommendation and passing scores on two proficiency tests, one in the academic knowledge portion and one in the professional knowledge portion of the Arizona Educator Proficiency Assessment (AEPA), are required in order for the state to issue a provisional certificate. For further information, contact the College of Education Office or visit the Arizona State Department of Education web page at <http://www.ade.state.az.us>.

#### **APPLICATION PROCEDURES FOR ELIGIBILITY TO ENTER THE COLLEGE OF EDUCATION**

---

1. In order to become a candidate for the undergraduate teacher preparation program, a student must have completed at least 30 semester hours of college work with a minimum GPA of 2.50 in all work taken, a 2.50 GPA in all education coursework, as well as a 2.50 GPA in residence at Grand Canyon University. Candidates for a secondary certificate must also have a 2.50 GPA in the teaching field; a minimum 2.00 GPA is required for all prerequisite coursework.
2. All candidates must submit three letters of reference.
3. International undergraduate and graduate students must present a TOEFL score of at least 550. International students entering the TESL graduate program must present a TOEFL score of at least 575.
4. All candidates must submit an Application for Fingerprint Clearance and fingerprint card to the Arizona Department of Public Safety. A copy of the application form must be submitted to the College of Education. The Application for Fingerprint Clearance and fingerprint card should be submitted to:

Arizona Department of Public Safety  
Dept: A.C.C.I.  
P.O. Box 6683  
Phoenix, AZ 85005-6683

Application procedures and policies are available in the Education Packet in 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. Violation of any of the policies of the College of Education may result in a review of the student's status and could

result in remedial activities that would allow for the student's success or could result in the inability of the student to continue in the program.

#### **APPLICATION FOR TEACHER EDUCATION**

---

Applications are not processed until all supporting documents have been received. Applicants are responsible for any follow-up necessary for completing their application files. Completed applications are continuously reviewed. Any application file not completed within 12 months will be discarded.

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 will be notified in writing of the action taken on their applications by the Dean representing the College of Education faculty, subject to appeal to the College of Education Dean and the Vice President for Academic Affairs.

Students accepted into the program will be issued a card indicating their acceptance. Since certain methods courses and student teaching are reserved for students who have been accepted into the Teacher Education Program, the card will need to be presented at each registration time by students who wish to enroll in any of the education courses except EDU 313, EDU 363, ESL 420, SED 442, SPE 325, SPE 355, or SPE 365.

#### **APPLICATION FOR STUDENT TEACHING**

---

All students who wish to be placed in student teaching must make written application. Appropriate forms are available from the College of Education Office. A 2.50 GPA at Grand Canyon University, a 2.50 GPA overall, a 2.50 GPA in the major area, and a recommendation from the faculty are prerequisites.

Students must receive a minimum grade of "C" (2.00) in all prerequisites for education courses. Any deficiencies must be taken care of prior to the student teaching semester.

Deadlines for applying for student teaching are as follows:

- To teach during Fall semester – January 15
- To teach during Spring semester – September 1

All students must complete one full semester of student teaching.

Student teachers who are not enrolled in a regular program at Grand Canyon University but wish to student teach through Grand Canyon University must present a letter of request from the institution sponsoring their certification program, and petition the College of Education faculty.

#### **STUDENT TEACHING SEMESTER**

---

Student teaching is a full semester experience, including seminars on-campus as scheduled.

Grand Canyon University provides experience in student teaching through an arrangement with school districts throughout the Phoenix valley. The College of Education attempts to, but cannot guarantee that it will, place students in districts or schools of their choice.

Supervision of the student teacher is performed by staff at the school to which the student is assigned and by the designated university supervisor.

The student teaching assignment is an on-site program and the student is expected to follow the same work schedule as the cooperating teacher. No other coursework or any other employment shall be done during the student teaching experience. The student must petition the College of Education for any exceptions to this rule.

The evaluation of the student teacher's work is a dual responsibility of the university and of the teacher with whom the student teaching is done. The Student Teacher Performance Assessment is utilized. Training in how to use the Student Teacher Performance Assessment is required of anyone supervising student teachers, whether school or university personnel.

### COE CAREER SERVICES

COE Career Services are available to all College of Education graduates. Services include sending student placement files to school districts, posting job opportunities and hosting an annual job fair to assist teacher candidates whose most recent degree is from Grand Canyon University. If one is enrolled in a program at another university or has taken additional courses at another university to complete an endorsement or area of certification, the placement services of that university should be utilized. Grand Canyon University will send files that contain only information pertaining to a student's degree or certification program at Grand Canyon University (i.e., no transcripts beyond a student's Grand Canyon University degree would be included or referred to in the packet). Please contact the COE Career Services Office regarding fees for this service. While the services offered through the COE Career Services Office are to be of benefit to the student, employment is the responsibility of the student and not the College of Education or the University.

### UNIVERSITY LIBERAL ARTS FOUNDATION FOR THE COLLEGE OF EDUCATION ELEMENTARY EDUCATION PROGRAM AND SPECIAL EDUCATION PROGRAM

The University Liberal Arts Foundation (ULAF) for the College of Education Elementary and Special Education majors differs from the ULAF found on page 38. Students majoring in Elementary Education or Special Education within the College of Education must complete all requirements listed below as part of the ULAF.

#### I. Christian Perspectives: 6 hours

##### Track 1:

BIB 113 Old Testament History (3)

**AND**

BIB 123 New Testament History (3)

##### Track 2: One of the following courses:

BIB 103 Bible Survey (3)

BIB 113 Old Testament History (3)

BIB 123 New Testament History (3)

**AND**

##### One of the following courses:

UNV 304 Science and the Christian Faith (3)

UNV 305 The Christian Mind (3)

UNV 306 Foundations of the Christian Faith (3)

#### II. Communication: 10 hours

A. English — 6 hours\*

Δ ENG 101 Academic Writing (3)

Δ ENG 102 Research Writing (3) **or**

Δ ENG 103 Honors English

B. Speech — 3 hours

COM 123 Dramatic Arts for Teachers (3) is recommended

C. Computer Literacy — 1 hour

SYM 180 Computer Information Systems Module (1)

Recommended: Computer graphic presentation application.

#### III. Heritage: 6 hours

A. History — 3 hours

Any history course with an "HIS" prefix  
Recommended courses include:

HIS 103 Early American History (3)

HIS 104 Recent American History (3)

B. Literary and Philosophical Tradition — 3 hours

Any literature course with an "ENG" prefix

**OR**

Any philosophy course with a "PHI" prefix

#### IV. Personal and Social Environment: 6 hours

POS 252 Federal Government (2)

POS 262 Arizona Government (1)

PSY 101 General Psychology (3)

#### V. Mathematical Inquiry: 6 hours

MAT 130 Contemporary Mathematics I (3)

MAT 131 Contemporary Mathematics II (3)

#### VI. Scientific Inquiry: 8 hours

A. Biology — 4 hours

Any biology (BIO) course that contains a laboratory component (4)

Recommended courses include:

BIO 100 Biology Concepts (4)

BIO 105 Environmental Biology (4)

BIO 181 General Biology (4)

**AND**

B. Chemistry/Geology/Physics — 4 hours

Any chemistry (CHM), geology (GLG), or physics

(PHY), course that contains a laboratory component

Recommended courses include:

PHY 101 Introduction to Physical Science (4)

PHY 111 General Physics I (4)

#### VII. Fine Arts: 3 hours

Any art, music, or theatre course (3)

### Total University Liberal Arts Foundation Requirement for Elementary/Special Education 45 hours

\* Students who placed into ENG 103 Honors Composition may satisfy the requirements of the English section of Core Area II by successfully completing this course. This may reduce the total ULAF requirements to 42 hours for those students.

Δ Writing-Intensive course

As a graduation requirement, all students must complete successfully four (**three for those students who substitute ENG 103 for ENG 101 and 102**) courses, which 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 towards 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.

**UNIVERSITY LIBERAL ARTS FOUNDATION FOR THE COLLEGE OF EDUCATION SECONDARY EDUCATION PROGRAM**

Students majoring in Secondary Education within the College of Education must complete the requirements listed below as part of the ULAF regardless of the college in which their major is offered.

**I. Christian Perspectives: 6 hours**

**Track 1:**

- BIB 113 Old Testament History (3)
- AND**
- BIB 123 New Testament History (3)

**Track 2: One of the following courses:**

- BIB 103 Survey of the Bible (3)
- BIB 113 Old Testament History (3)
- BIB 123 New Testament History (3)

**AND**

**One of the following courses:**

- UNV 304 Science and the Christian Faith (3)
- UNV 305 The Christian Mind (3)
- UNV 306 Foundations of the Christian Faith (3)

**II. Communication: 10 hours**

- A. English — 6 hours\*
  - Δ ENG 101 Academic Writing (3)
  - Δ ENG 102 Research Writing (3) **or**
  - Δ ENG 103 Honors English
- B. Speech — 3 hours
  - Recommended: COM 123 Dramatic Arts for Teachers (3)
- C. Computer Literacy — 1 hour
  - SYM 180 Computer Information Systems Module (1)
  - Recommended: Computer graphic presentation application.

**III. Heritage: 6 hours**

- A. History — 3 hours
  - Any history course with an "HIS" prefix
  - Recommended courses include:
    - HIS 103 Early American History (3)
    - HIS 104 Recent American History (3)
    - HIS 105 Western Civilization to 1500 (3)
    - HIS 106 Western Civilization Since 1500 (3)
- B. Literary and Philosophical Tradition — 3 hours
  - Any literature course with an "ENG" prefix
  - OR**
  - Any philosophy course with a "PHI" prefix

**IV. Personal and Social Environment: 6 hours**

- POS 252 Federal Government (2)\*\*
- POS 262 Arizona Government (1)\*\*
- PSY 101 General Psychology (3)

**V. Mathematical Inquiry: 3 hours**

- MAT 120 Intermediate Algebra (3)
- OR**
- higher mathematics course (3)

**VI. Scientific Inquiry: 4 hours**

- A. Biology — 4 hours
  - Any biology (BIO) course that contains a

laboratory component (4)

Recommended courses include:

- BIO 100 Biology Concepts (4)
- BIO 105 Environmental Biology (4)
- BIO 181 General Biology (4)

**OR**

- B. Chemistry/Geology/Physics — 4 hours
  - Any chemistry (CHM), geology (GLG), or physics (PHY), course that contains a laboratory component
  - Recommended courses include:
    - PHY 101 Introduction to Physical Science (4)
    - PHY 111 General Physics I (4)

**VII. Fine Arts: 3 hours**

Any art, music, or theatre course (3)

**Total University Liberal Arts Foundation Requirement for Secondary Education 38 hours**

\* Students who place into ENG 103 Honors Composition may satisfy the requirements of the English section of Core Area II by successfully completing this course. This may reduce the total ULAF requirements to 35 hours for those students.

Δ Writing-Intensive course

As a graduation requirement, all students must complete successfully four (three for those students who substitute ENG 103 for ENG 101 and 102) courses, which 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 towards 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.

**DEGREE REQUIREMENTS ----**

**ELEMENTARY EDUCATION/CERTIFICATION (Grades K-8)**

**(B.S. DEGREE; Minor Required)**

- University Liberal Arts Foundation for the College of Education Teacher Education Programs (see page 73).
- Electives (as required to satisfy the 128 semester hour minimum graduation requirement).

**Elementary Education Major**

Δ	EDU 303	Foundations of Education	3 hours
	EDU 313	Educational Psychology	3 hours
	EDU 363	Instructional Technology	3 hours
*	ESL 420	English Linguistics	3 hours
*	ESL 423	English Language Teaching	
		Foundations & Methodologies	3 hours
Δ	SPE 325	Educating Learners w/ Diverse Needs	3 hours

Acceptance into the College of Education is required for the following courses:

EED 323	Curriculum and Methods: Science	3 hours
EED 403	Curriculum and Methods: Mathematics	4 hours
EED 463	Curriculum and Methods: Social Studies	3 hours

EED	473	Curriculum and Methods: Literacy: Reading/Language Arts	3 hours
EED	443	Prescriptive Reading and Practicum	3 hours
EED	480	Student Teaching: Elementary School	12 hours

**Total Major Hours 46 hours**

\* Provisional ESL Endorsement requires six hours of ESL coursework to include ESL 423 English Teaching: Foundations and Methodologies.

Δ Writing-Intensive course

**PLEASE NOTE:** This program is subject to change if the Education Faculty identifies deficiencies or the Arizona Department of Education changes certification requirements.

**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. Arizona Teaching Standard Seven states that the elementary teacher will demonstrate knowledge of language arts and reading, math, science, social studies, and fine arts.

**Recommended Electives for Elementary Teacher Candidates:**

EDU	183	Exploring Education as a Career (3)	
EDU	300	Teaching in a Pluralistic Society (3)	
ENG	471	Adolescent Literature (3)	
EDU	473	Children's Literature (3)	
SPE	___	Special Education Electives (3-6)	
GEO	___	Geography Elective (3)	
MED	381	Music in the Elementary Grades (3)	
PED	363	Physical Education for the Exceptional Child (3)	
PED	403	Physical Education in Elementary Grades (2)	
PHI	___	Ethics Elective (3)	
PSY	353	Child Psychology	
PSY	373	Adolescent Psychology	
SYM	___	Computer Application Modules (3)	

**DEGREE REQUIREMENTS — SPECIAL EDUCATION AND ELEMENTARY EDUCATION  
A DOUBLE MAJOR WITH CERTIFICATION IN CROSS-CATEGORICAL (GRADES K-12), AND ELEMENTARY EDUCATION (GRADES K-8)  
(B.S. DEGREE; Minor Recommended)**

- University Liberal Arts Foundation for the College of Education Special Education Programs (see page 73).
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**Special Education Major: Cross Categorical**

Δ	EDU	303	Foundations of Education	3 hours
	EDU	313	Educational Psychology	3 hours
	EDU	363	Instructional Technology	3 hours
*	ESL	420	English Linguistics	3 hours
*	ESL	423	English Lang. Teaching Foundations & Methodologies	3 hours
Δ	SPE	325	Educating Learners w/ Diverse Needs	3 hours
	SPE	345	Characteristics of Students with Mental Retardation	3 hours

SPE	355	Characteristics of Students with Learning Disabilities	3 hours
SPE	365	Characteristics of Students with Emotional and Behavioral Disorders	3 hours
SPE	371	Characteristics of Students with Physical & Health Impairments	3 hours

Acceptance into the College of Education is required for the following courses:

EED	323	Curriculum and Methods: Science	3 hours
EED	403	Curriculum and Methods: Mathematics	4 hours
EED	463	Curriculum and Methods: Soc Studies	3 hours
EED	473	Curriculum and Methods: Literacy: Reading/Language Arts	3 hours
EED	443	Prescriptive Reading and Practicum	3 hours
SPE	376	Strategies for Teaching Students with Learning Disabilities	3 hours
SPE	386	Strategies for Teaching Students with Emotional and Behavioral Disorders	3 hours
SPE	435	Diagnosis & Assessment in Special Ed	3 hours
SPE	448	Student Teaching: Cross-Categorical 8-12	8 hours
EED	480	Student Teaching: Elementary School	8 hours

**Total Major Hours 60-78 hours**

\* Provisional ESL Endorsement requires six hours of ESL coursework to include ESL 423: English Teaching: Foundations and Methodologies. Six hours of a foreign language or foreign language proficiency or other second language learning as stated by the Arizona State Department of Education will be required prior to receiving the full ESL Endorsement.

Δ Writing-Intensive course

**PLEASE NOTE:** This program is subject to change if the Education Faculty identifies deficiencies or the Arizona Department of Education changes certification requirements.

**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 cross-categorical special education portion of the AEPa. The College of Education faculty recommends that the professional knowledge portion of the AEPa be taken during the first half of student teaching and the cross-categorical special education portion of the AEPa be taken during the last half of student teaching.

**DEGREE REQUIREMENTS ----  
SECONDARY EDUCATION/CERTIFICATION ((Grades 7-12)  
(B.S. DEGREE; Content Minor Recommended)**

- University Liberal Arts Foundation for the College of Education Secondary Teacher Education Program (see page 74).
- Major in Secondary Education and a major in a content area commonly taught in the 7-12 Arizona classroom. Refer to the respective departments for a listing of those major requirements.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**Secondary Education Certification**

Δ	EDU	303	Foundations of Education	3 hours
---	-----	-----	--------------------------	---------

	EDU 313	Educational Psychology	3 hours
	EDU 363	Instructional Technology	3 hours
Δ	SPE 325	Educating Learners w/ Diverse Needs	3 hours
	SED 442	Secondary Methods	3 hours
	ESL 423	English Language Teaching Foundation and Methodology	3 hours

**Acceptance into the College of Education is required for the following coursework:**

	SED 443	Secondary Curriculum Development & Assessment *	3 hours
	SED 452	Reading and Learning Strategies for Middle and Secondary School*	3 hours
	SED 462	Secondary Practicum*	2 hours
	SED 480	Student Teaching: Secondary School	12 hours

---

**Total Secondary Certification Hours 35 hours**

\* These courses are taken concurrently

Δ Writing-Intensive course

**PLEASE NOTE:** This program is subject to change if the Education Faculty identifies deficiencies or the Arizona Department of Education changes certification requirements.

#### **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 content subject knowledge portion of the AEPA. The College of Education faculty recommends that both portions of the AEPA be taken during student teaching.

The student's major, required for graduation, is a double major in an academic teaching field and Secondary Education. Certifiable majors are defined on page 71.

All students interested in teaching at the secondary level must have an advisor from the College of Education faculty, as well as an advisor from the major field of study.

A minor, although not required, is recommended. A teaching minor of 24 semester hours is required if students want to student teach in his/her minor. Students should confer with faculty personnel in the minor department.

**PLEASE NOTE:** This program is subject to change if the Education Faculty identifies deficiencies or the Arizona Department of Education changes certification requirements.

#### **MINOR REQUIREMENTS — ENGLISH AS A SECOND LANGUAGE**

	EDU 300	Teaching in a Pluralistic Society	3 hours
	ESL 414	English in its Social and Hist. Setting	3 hours
	ESL 423	English Language Teaching: Foundations and Methodology	3 hours
	ESL 410	Advanced Language Teaching: Methodologies and Assessments	3 hours
	ESL 411	Language Teaching: Curriculum and Materials Design	3 hours
	ESL 480	Internship in ESL	3 hours

---

**Total Minor Hours 18 hours**

After completion of the minor, in order to receive the ESL endorsement, one must additionally possess a teaching certificate and meet the following language requirements: six semester hours of courses in a single language, which may include sign language or

an equivalent language learning experience verified by the Arizona State Department of Education.

#### **ENGLISH AS A SECOND LANGUAGE ENDORSEMENT GRADES K-12**

The College of Education offers courses that meet the English as a Second Language Endorsement (ESL). In Arizona, this endorsement is required of an individual who is an ESL classroom teacher, ESL specialist, ESL resource teacher, or otherwise responsible for providing ESL instruction. The College recognizes that not only Arizona, but also the larger U.S. school population, is increasingly diverse. It also recognizes that in response to this change, schools are required to rapidly move ever greater numbers of English Language Learners into mainstream classrooms. The College therefore promotes the ESL endorsement as beneficial for all educators.

For the full endorsement, a total of 21 semester hours of coursework is required, as well as six additional hours of language training or passage of an Arizona classroom proficiency exam or other second language learning experience as stated by the Arizona State Department of Education. Although Spanish is the usual language of choice, any foreign language, including sign language, will fulfill this requirement. Further information is available in the College of Education.

For a provisional endorsement, three semester hours of ESL methods and three semester hours of ESL courses towards the full endorsement are required. The provisional endorsement is valid for three years and is not renewable. All GCU elementary education majors will automatically qualify for provisional ESL endorsement simply by completing their program.

Students may select ESL as a minor and automatically qualify for full ESL endorsement. One of the required courses, ESL 423 English Language Teaching, is already required in the programs for both elementary and secondary education majors; a second, ESL 420 English Linguistics, is already required in the elementary education major. Therefore, elementary education majors need only take 15 hours beyond their required program to receive full endorsement, and secondary majors, only 18.

#### **English as a Second Language Minor Requirements**

EDU 300	Teaching in a Pluralistic Society	3 hours
ESL 423	English Language Teaching Foundations and Methodology	3 hours
ESL 410	Advanced Language Teaching: Methodologies and Assessments (ESL 420 is a pre- or co-requisite for this course)	3 hours
ESL 411	Language Teaching: Curriculum and Materials Design	3 hours
ESL 414	English in its Social Setting	3 hours
ESL 480	Internship in ESL	3 hours

#### **GRADUATE STUDIES**

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.



## APPLICATION PROCEDURES FOR GRADUATE STUDIES

---

### ELIGIBILITY FOR ADMISSION

---

All prospective graduate students will obtain an admission packet from the university Admission's office. Up to six hours of graduate credit for comparable coursework may be accepted as transfer credit.

Graduates must complete their entire program prior to participation in scheduled graduation exercises.

All candidates for graduate programs at GCU must submit the following information:

- A graduate application
- Official transcripts from all regionally-accredited colleges or universities attended
- A 2.8 cumulative GPA
- Eligible for teaching certification
- Bachelor's Degree from a regionally accredited institution

*Additional information is required for the following degrees:*

Master of Arts in Elementary, Secondary, or 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 Elementary or Secondary Education:

- A certifiable major in secondary education. This major is any course of study commonly taught in grades 7-12 in the public schools in Arizona as determined by the Arizona State Department of Education.
- **Not required:** Eligible for teaching certification

### Master of Arts Degree Programs

These programs are designed for the advanced preparation of practicing elementary, secondary, and special education certified teachers offering study in a specialized area of education.

Coursework is offered in the following areas:

- M.A. in Elementary Education
- M.A. in Secondary Education
- M.A. in Teaching

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.

### Master of Education Degree Programs

These programs are designed for students who seek knowledge of educational theory and practice beyond the basic preparation offered in undergraduate teacher education programs.

Coursework is offered in the following areas:

- M.Ed. in Elementary Education\*
- M.Ed. in Secondary Education\*
- M.Ed. in Education Administration
- M.Ed. in Reading
- M.Ed. in Instructional Technology
- M.Ed. in Special Education

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.

*\*These degrees are designed for holders of a bachelor's degree (in an area other than education) seeking initial teacher certification and a graduate degree. These students will meet the criteria for an institutional recommendation from GCU for teacher certification in elementary or secondary, as well as the goals of the graduate program.*

---

## Degree Requirements ---- Master of Arts (M.A.)

---

### M.A. PROGRAM OF STUDY FOR ELEMENTARY EDUCATION

The following courses are required courses and must be taken in the sequence given below:

EDU 570	Philosophical/Social Issues	3 hours
EDU 571	Psychological Issues	3 hours
SPE 525	Educating Learners w/Diverse Needs	3 hours
RDG 583	Teaching Reading in the Content Areas	3 hours
EDU 560	Curriculum Development	3 hours
EDU 590	Educational Action Research	3 hours
EDU 614	Research and Writing	3 hours
RDG 521	Dev. & Corrective Reading Processes	3 hours
EED 583	Advanced Ele./Middle Mathematics	3 hours
EED 584	Advanced Ele./Middle School Science	3 hours
EED 565	Integrated Ele./Middle School L.A. & Social Studies	3 hours

---

**Total Major Hours** **33 hours**

**PLEASE NOTE:** This program is subject to change if the Education Faculty identifies deficiencies or the Arizona Department of Education changes certification requirements.

### M.A. PROGRAM OF STUDY FOR SECONDARY EDUCATION

The following courses are required courses and must be taken in the sequence given below:

EDU 570	Philosophical/Social Issues	3 hours
EDU 571	Psychological Issues	3 hours
SPE 525	Educating Learners w/Diverse Needs	3 hours
RDG 583	Teaching Reading in the Content Areas	3 hours
EDU 560	Curriculum Development	3 hours
EDU 590	Educational Action Research	3 hours
EDU 614	Research and Writing	3 hours
EDU 550	Technology Enhanced Ins. Design	3 hours
<b>9 Hours in Content Area</b>		<b>9 hours</b>

---

**Total Major Hours** **33 hours**

**PLEASE NOTE:** This program is subject to change if the Education Faculty identifies deficiencies or the Arizona Department of Education changes certification requirements.

### M.A. PROGRAM OF STUDY FOR TEACHING

The following courses are required courses and must be taken in the sequence given below:

EDU 529	Foundation & Framework	2 hours
EDU 519	The Engaged Mind	3 hours
EDU 520	Classroom Management	3 hours
EDU 521	Current Classroom Methods & Strategies	3 hours
EDU 590	Educational Action Research	3 hours
EDU 530	Instructional Leadership	3 hours
EDU 550	Technology Enhanced Instructional Design	3 hours
EDU 583	Teaching Reading in the Content Area	3 hours
EDU 532	Legal Issues in Education	3 hours
EDU 560	Curriculum Development	3 hours

---

**Total Major Hours** **30 hours**

**PLEASE NOTE:** This program is subject to change if the Education Faculty identifies deficiencies or the Arizona Department of Education changes certification requirements.

### DEGREE REQUIREMENTS ---- MASTER OF EDUCATION (M.ED.)

#### M.ED. PROGRAM OF STUDY FOR EDUCATION ADMINISTRATION

The following courses are required courses and must be taken in the sequence given below:

EDA 529	Education Administration Foundation & Framework	3 hours
EDA 531	Survey of Organizational Theory	3 hours
EDA 530	Educational Leadership	3 hours
EDA 532	Legal Issues in Education	3 hours
EDA 533	Public School Finance	3 hours
EDA 540	The Principalship	3 hours
EDA 541	The Assistant Principalship	3 hours
EDA 550	Supervision	3 hours
EDA 560	Curriculum Development for School Improvement	3 hours
EDA 570	Action Research in Education Administration	3 hours
EDA 590	Educational Leadership in Technology	3 hours
EDA 580	Internship	3 hours

---

**Total Hours for Degree** **36 hours**

#### M.ED. PROGRAM OF STUDY FOR ELEMENTARY EDUCATION

The following courses are required courses and must be taken in the sequence given below:

EDU 523	Advanced Educational Psychology	3 hours
EDU 570	Philosophical/Social Issues	3 hours
EDU 563	Instructional Technology	3 hours
SPE 525	Educating Learners w/ Diverse Needs	3 hours
ESL 520	English Linguistics*	3 hours
ESL 523	English Language Teaching Foundations & Methodologies*	3 hours
EED 523	Curriculum & Methods: Science	3 hours
EED 563	Curriculum & Methods: Social Studies	3 hours
EED 503	Curriculum & Methods: Mathematics	3 hours
EED 543	Prescriptive Reading and Practicum	3 hours

EED 573	Curriculum and Methods: Literacy: Reading/Language Arts	3 hours
EED 580	Student Teaching	12 hours

---

**Total Major Hours** **45 hours**

\* Provisional ESL Endorsement requires six hours of ESL coursework. Six hours in a foreign language or a foreign language proficiency is required prior to receiving the full ESL Endorsement.

#### M.ED. PROGRAM OF STUDY FOR INSTRUCTIONAL TECHNOLOGY

The following courses are required courses and must be taken in the sequence given below:

TEC 509m	Instructional Technology: Foundation & Framework	3 hours
TEC 510m	Curriculum & Instruction	3 hours
TEC 525m	Schools in a Multicultural Society	3 hours
TEC 535m	Educational Applications of Technology	3 hours
TEC 540m	Research Techniques & Procedures	3 hours
TEC 545m	Multimedia Instructional Strategies	3 hours
TEC 555m	Design of Print-Based Media	3 hours
TEC 560m	Interactive Design for the Classroom	3 hours
TEC 565m	Distance Learning	3 hours
TEC 580m	Practicum/Internship: Technology	3 hours

---

**Total Hours for Degree** **30 hours**

**PLEASE NOTE:** This program is subject to change if the Education Faculty identifies deficiencies or the Arizona Department of Education changes certification requirements.

#### M.ED. PROGRAM OF STUDY FOR READING

The following courses are required courses and must be taken in the sequence given below:

RDG 509m	Reading: Foundation & Framework	3 hours
RDG 510m	Curriculum & Instruction	3 hours
RDG 545m	Foundation, Cognition & Emergent Literature	3 hours
RDG 535m	Descriptive Linguistics & Phonics*	3 hours
RDG 540m	Research Techniques & Procedures	3 hours
RDG 521m	Developmental & Corrective Reading Process*	3 hours
RDG 525m	Literacy in a Multicultural Society	3 hours
RDG 515m	Children, Adolescents & Learning	3 hours
RDG 583m	Teaching Reading in the Content Areas	3 hours
RDG 580m	Internships/Practicum in Reading*	3 hours

---

**Total Hours for Degree** **30 hours**

\* Required for Arizona endorsement in Reading.

**PLEASE NOTE:** This program is subject to change if the Education Faculty identifies deficiencies or the Arizona Department of Education changes certification requirements.

#### M.ED. PROGRAM OF STUDY FOR SECONDARY EDUCATION

The following courses are required courses and must be taken in the sequence given below:

EDU 570	Philosophical/Social Issues	3 hours
EDU 523	Advanced Educational Psychology	3 hours

SPE	525	Educating Learners w/ Diverse Needs	3 hours
SED	552	Reading and Learning Strategies for Middle and Secondary School *	3 hours
ESL	523	English Language Teaching Foundations & Methodologies*	3 hours
SED	542	Secondary Methods	3 hours
SED	580c	Student Teaching	12 hours

**Total Major Hours** **30 hours**

**Total Content Hours\* Required:** A minimum of 24 content hours must be completed in an area commonly taught in Arizona secondary schools (e.g., math, English, biology)

**PLEASE NOTE:** This program is subject to change if the Education Faculty identifies deficiencies or the Arizona Department of Education changes certification requirements.

**M.ED. PROGRAM OF STUDY FOR SPECIAL EDUCATION (GRADES K-12) LEARNING DISABILITIES, MENTAL RETARDATION, AND EMOTIONAL DISABILITIES, PHYSICAL/HEALTH IMPAIRMENTS, AND CROSS CATEGORICAL**

Degree requirements for the three degrees options are listed below.

**M.ED. PROGRAM OF STUDY FOR CERTIFIED SPECIAL EDUCATORS**

The following courses are required courses and must be taken in the sequence given below:

SPE	529m	Special Education Foundation/Framework	3 hours
SPE	525m	Educating Learner w/ Diverse Needs	3 hours

*Choose one or more areas of disability:*

		Mental Retardation (MR)	
SPE	545m	Characteristics of Students with Mental Retardation	3 hours
SPE	596m	Strategies for Teaching Students with Mental Retardation	3 hours
		Learning Disabilities (LD)	
SPE	555m	Characteristics of Students with Learning Disabilities	3 hours
SPE	576m	Strategies for Teaching Students with Learning Disabilities	3 hours
		Emotional disabilities (ED)	
SPE	565m	Characteristics of Students with Emotional/Behavioral Disorders	3 hours
SPE	586m	Strategies for Teaching Students with Emotional/Behavioral Disorders	3 hours
		Physical and Health Impairments (PHI)	
SPE	571m	Education of Students with Physical & Health Impairments	3 hours

*The following courses are required:*

SPE	535m	Diagnosis & Assessment in Special Ed.	3 hours
SPE	570m	Action Research in Special Education	3 hours
SPE	572m	Philosophical & Social Issues in Ed.	3 hours

*Elective Courses: taken after all required courses are completed*

SPE	540m	Special Education Litigation & Law	3 hours
SPE	550m	Special Education Finance	3 hours
SPE	560m	Special Ed. Program Development	3 hours
SPE	563m	Physical Education for the Exceptional Student	3 hours
SPE	585m	Special Education Master Seminar	3 hours
SPE	590m	Assistive Technology in Special Ed.	3 hours
SPE	595m	Global Issues in Special Education	3 hours

**Total Hours** **36 hours**

**PLEASE NOTE:** This program is subject to change if the Education Faculty identifies deficiencies or the Arizona Department of Education changes certification requirements.

**M.ED. PROGRAM OF STUDY DEPENDENT ON STATE REQUIREMENTS**

The following courses are required courses and must be taken in the sequence given below:

SPE	529m	Special Ed. Foundation/Framework	3 hours
SPE	525m	Educating Learner w/ Diverse Needs	3 hours

**Choose one or more areas of disability**

		Mental Retardation	
SPE	545m	Characteristics of Students with Mental Retardation	3 hours
SPE	596m	Strategies for Teaching Students with Mental Retardation	3 hours
		Learning Disabilities	
SPE	555m	Characteristics of Students with Learning Disabilities	3 hours
SPE	576m	Strategies for Teaching Students with Learning Disabilities	3 hours
		Emotional Disabilities	
SPE	565m	Characteristics of Students with Emotional/Behavioral Disorders	3 hours
SPE	586m	Strategies for Teaching Students with Emotional/Behavioral Disorders	3 hours
		Physical/Health Impairments (PHI)	
SPE	571m	Education of Students with Physical & Health Impairments	3 hours
		<i>Required after completion of disability area:</i>	
SPE	535m	Diagnosis and Assessment in Special Education	3 hours

If necessary, choose one or more areas of Student Teaching according to our chosen area(s) of disability: *Student Teaching requires a minimum total of 8 credit hours. You may distribute up to 12 hours, but no fewer than 4 in each area.*

SPE	508m	Student Teaching: Learning Disabilities	4-12 hours
SPE	518m	Student Teaching: Emotional Disabilities	4-12 hours
SPE	528m	Student Teaching: Mental Retardation	4-12 hours
SPE	538m	Student Teaching: Physical & Health Impairments	4-12 hours
SPE	548m	Student Teaching: Cross-Categorical	8-12 hours

*Required after completion of all previous courses:*

SPE	570m	Action Research in Special Education	3 hours
SPE	572m	Philosophical & Social Issues in Ed.	3 hours

*Elective Courses: after all required courses are completed (Optional)*

SPE	540m	Special Education Litigation & Law	3 hours
SPE	550m	Special Education Finance	3 hours
SPE	560m	Special Ed. Program Development	3 hours
SPE	563m	Physical Education for the Exceptional Student	3 hours
SPE	585m	Special Education Master Seminar	3 hours
SPE	590m	Assistive Technology in Special Ed.	3 hours
SPE	595m	Global Issues in Special Education	3 hours

**Total Hours** **36 hours**

**PLEASE NOTE:** This program is subject to change if the Education Faculty identifies deficiencies or the Arizona Department of Education changes certification requirements.

**M.ED. PROGRAM OF STUDY WITH INSTITUTIONAL RECOMMENDATION**

The following courses are required courses and must be taken in the sequence given below:

SPE 529m	Special Education Foundation/Framework	3 hours
SPE 525m	Educating Learner w/ Diverse Needs Mental Retardation	3 hours
SPE 545m	Characteristics of Students with Mental Retardation	3 hours
SPE 596m	Strategies for Teaching Students with Mental Retardation	3 hours

Learning Disabilities		
SPE 555m	Characteristics of Students with Learning Disabilities	3 hours
SPE 576m	Strategies for Teaching Students with Learning Disabilities	3 hours

Emotional Disabilities		
SPE 565m	Characteristics of Students with Emotional/Behavioral Disorders	3 hours
SPE 586m	Strategies for Teaching Students with Emotional/Behavioral Disorders	3 hours

Physical and Health Impairments		
SPE 571m	Education of Students with Physical and Health Impairments	3 hours

*Required after completion of disability area  
Physical & Health Impairments*

SPE 535m	Diagnosis & Assessment in Special Ed.	3 hours
SPE 548m	Student Teaching: Cross-Categorical	12 hours

*Choose one of the following required courses after completion  
of all previous courses:*

SPE 570m	Action Research in Special Education	3 hours
SPE 572m	Philosophical & Social Issues in Ed.	3 hours

---

**Total Hours** **45 hours**

**PLEASE NOTE:** This program is subject to change if the Education Faculty identifies deficiencies or the Arizona Department of Education changes certification requirements.

**ELEMENTARY EDUCATION  
(UNDERGRADUATE)**

---

**EDU 303 Δ  
Foundations of Education** **3 hours**

A study of 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. Includes a first phase observation in the K-12 classroom. A Writing-Intensive course. Prerequisite: Sophomore status.

**EDU 313  
Educational Psychology** **3 hours**

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. Prerequisites: PSY 101. Prerequisites/Corequisite: EDU 303.

**EDU 363  
Instructional Technology** **3 hours**

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. Prerequisites/Corequisite: EDU 303.

**SPE 325 Δ  
Educating Learners with Diverse Needs** **3 hours**

This course is a survey of the unique learning needs of exceptional students. A Writing-Intensive course. Prerequisite: PSY 101. Prerequisite/Corequisite: EDU 303.

**ESL 420  
English Linguistics** **3 hours**

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/Corequisite: EDU 303.

**ESL 423  
English Language Teaching Foundations  
and Methodologies** **3 hours**

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. Prerequisites: ESL 420 (or may be taken concurrently). Prerequisite/Corequisite: EDU 303.

**EED 323  
Curriculum and Methods: Science** **3 hours**

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 laboratory 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; EDU 363 is recommended.

**EED 403  
Curriculum and Methods: Mathematics** **4 hours**

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, EED 323, MAT 130, and MAT 131; senior status.

**EED 443  
Prescriptive Reading and Practicum in the  
Elementary School** **3 hours**

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, EED 473, and junior status.

**EED 463**  
**Curriculum and Methods: Social Studies** **3 hours**

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. Laboratory experiences will include multi-cultural classrooms. Prerequisites: Admittance to the Teacher Education program, EDU 303, EDU 313, EED 323, ESL 420, EED 343, three hours of history, and senior status.

**EED 473**  
**Curriculum and Methods: Literacy: Reading/Language Arts** **3 hours**

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. Laboratory experiences will include multicultural classrooms. Prerequisites: Admittance to the Teacher Education Program, EDU 303, and ESL 420, junior status required.

**EED 480**  
**Student Teaching: Elementary School** **12 hours**

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 is required. Required courses for elementary certificate, a 2.50 GPA, and senior status.

## **SECONDARY EDUCATION (UNDERGRADUATE)**

**EDU 303 Δ**  
**Foundations of Education** **3 hours**

A study of 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. Includes a first phase observation in the K-12 classroom. A Writing-Intensive course. Prerequisite: Sophomore status.

**EDU 313**  
**Educational Psychology** **3 hours**

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. Prerequisites: PSY 101. Prerequisites/Corequisites: EDU 303.

**EDU 363**  
**Instructional Technology** **3 hours**

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. Prerequisites/Corequisites: EDU 303.

**SPE 325 Δ**  
**Educating Learners with Diverse Needs** **3 hours**

This course is a survey of the unique learning needs of exceptional students. A Writing-Intensive course. Prerequisite: PSY 101. Prerequisites/Corequisites: EDU 303.

**ESL 423**  
**English Language Teaching Foundations and Methodologies** **3 hours**

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. Prerequisites: ESL 420 (or may be taken concurrently). Prerequisites/Corequisites: EDU 303.

**SED 442**  
**Secondary Methods** **3 hours**

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 which 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 hours**

A study of secondary school curriculum development. Major emphasis is given to planning instructional objectives, planning lessons, assessing objectives, and developing a model curriculum. Prerequisites: Admittance to the Teacher Education Program, PSY 373, EDU 303, EDU 313, SED 442, (SED 453 and SED 462 may be taken concurrently).

**SED 452**  
**Reading and Learning Strategies for Middle and Secondary School** **3 hours**

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.

**SED 462**  
**Secondary Practicum** **2 hours**

Taken concurrently with SED 452. 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.

**SED 480**  
**Student Teaching: Secondary School** **12 hours**

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.

## SPECIAL EDUCATION AND ELEMENTARY EDUCATION (UNDERGRADUATE)

---

### **EDU 303 Δ**

#### **Foundations of Education**

**3 hours**

A study of 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. Includes a first phase observation in the K-12 classroom. A Writing-Intensive course. Prerequisite: Sophomore status.

### **EDU 313**

#### **Educational Psychology**

**3 hours**

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. Prerequisites: PSY 101. Prerequisites/Corequisites: EDU 303.

### **EDU 363**

#### **Instructional Technology**

**3 hours**

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. Prerequisites/Corequisites: EDU 303.

### **SPE 325 Δ**

#### **Educating Learners with Diverse Needs**

**3 hours**

This course is a survey of the unique learning needs of exceptional students. A Writing-Intensive course. Prerequisite: PSY 101. Prerequisites/Corequisites: EDU 303.

### **SPE 345**

#### **Characteristics of Students with Mental Retardation**

**3 hours**

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. Prerequisite: SPE 325/525, EDU 303.

### **SPE 355**

#### **Characteristics of Students with Learning Disabilities**

**3 hours**

This course is designed to provide the prospective special education teacher with advanced knowledge of the etiology of learning disabilities. Included in this course are diagnostic techniques and related remedial practices. Prerequisite: SPE 325, EDU 303.

### **SPE 365**

#### **Characteristics of Students with Emotional and Behavioral Disorders**

**3 hours**

An advanced study of the characteristics of individuals with emotional and behavioral disorders and the school-based educational programs designed to meet their needs. Prerequisite: SPE 325, EDU 303.

### **SPE 371**

#### **Education of Students with Physical and Health Impairments**

**3 hours**

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.

### **ESL 420**

#### **English Linguistics**

**3 hours**

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. Prerequisites/Corequisites: EDU 303.

### **ESL 423**

#### **English Language Teaching Foundations and Methodologies**

**3 hours**

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. Prerequisites: ESL 420 (or may be taken concurrently). Prerequisites/Corequisites: EDU 303.

### **EED 323**

#### **Curriculum and Methods: Science**

**3 hours**

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 laboratory 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; EDU 363 is recommended.

### **EED 403**

#### **Curriculum and Methods: Mathematics**

**4 hours**

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, EED 323, MAT 130, and MAT 131; senior status.

### **EED 443**

#### **Prescriptive Reading and Practicum in the Elementary School**

**3 hours**

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, EED 473, and junior status.

### **EED 463**

#### **Curriculum and Methods: Social Studies**

**3 hours**

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. Laboratory experiences will include multi-cultural classrooms. Prerequisites: Admittance to the Teacher Education program, EDU 303, EDU 313, EED 323, ESL 420, EED 343, three hours of history, and senior status.

**EED 473**  
**Curriculum and Methods: Literacy: Reading/Language Arts** **3 hours**

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. Laboratory experiences will include multicultural classrooms. Prerequisites: Admittance to the Teacher Education Program, EDU 303, and ESL 420, junior status required.

**SPE 376**  
**Strategies for Teaching Students with Learning Disabilities** **3 hours**

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-hour 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.

**SPE 386**  
**Strategies for Teaching Students with Emotional and Behavioral Disorders** **3 hours**

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-hour 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.

**SPE 435**  
**Diagnosis and Assessment in Special Education** **3 hours**

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.

**EED 480**  
**Student Teaching: Elementary School** **12 hours**

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 is required. Required courses for elementary certificate, a 2.50 GPA, and senior status

**SPE 448**  
**Student Teaching in Special Education Cross Categorical** **8 hours**

Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in special education classrooms. Includes assessing, planning and teaching lessons, managing behavior, and collaborating professionally. Prerequisites: Required special education courses for certificate, 2.50 GPA, and senior status.

## TEACHING ENGLISH AS A SECOND LANGUAGE ENDORSEMENT

---

**ESL 410**  
**Advanced Language Teaching Methodologies and Assessment** **3 hours**

A thorough examination of available methodologies, underlying philosophies, and assessment procedures. Included are lessons in teaching the four recognized skill areas (listening, speaking, reading, writing) within the content areas and the use of standard tests. Prerequisite: ESL 423

**ESL 411**  
**Language Teaching Curriculum and Materials Design** **3 hours**

An integration of general school curriculum, materials, and the specific English language teaching goals and actual design and rendering of instructional materials. Prerequisite: ESL 423

**ESL 414**  
**English in its Social and Historical Setting** **3 hours**

An exploration of English language variation across sociocultural context and time. Implications for building culturally appropriate ways of interacting in professional settings are discussed.

**ESL 420**  
**English Linguistics** **3 hours**

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.

**ESL 423**  
**English Language Teaching Foundations and Methodologies** **3 hours**

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. Prerequisites: ESL 420 (or may be taken concurrently).

**ESL 480**  
**Internship in ESL** **3 hours**

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.

**ESL 510**  
**Advanced Language Teaching Methodologies and Assessment** **3 hours**

A thorough examination of available methodologies, underlying philosophies, and assessment procedures. Included are lessons in teaching the four recognized skill areas (listening, speaking, reading, writing) within the content areas and the use of standard tests. Prerequisite: ESL 523 or concurrent enrollment.

**ESL 511**  
**Language Teaching Curriculum and Materials Design** **3 hours**

An integration of general school curriculum, materials, and the specific English language teaching goals and actual design and rendering of instructional materials. Prerequisite: ESL 423

**ESL 514**  
**English in its Social and Historical Setting** **3 hours**

An exploration of English language variation across sociocultural context and time. Implications for building culturally appropriate ways of interacting in professional settings are discussed.

**ESL 520**  
**English Linguistics** **3 hours**

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.

**ESL 523**  
**English Language Teaching Foundations and Methodologies** **3 hours**

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. Prerequisites: ESL 420 (or may be taken concurrently).

**ESL 530**  
**Internship in ESL** **3 hours**

A descriptive grammar of English, this course is specifically designed to aid teacher understanding of the nature of language and the processes of language use.

**ESL 580**  
**Internship in ESL** **3 hours**

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

**MASTER OF ARTS IN ELEMENTARY EDUCATION**

**EDU 560**  
**Curriculum Development** **3 hours**

Upon completion of this course, teacher 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 and will withstand personal biases. This course responds to the National Board Professional Teaching Standard (NBPTS).

**EDU 570**  
**Philosophical/Social Issues in Education** **3 hours**

A study of the historical, philosophical and sociological influences upon which educational theories and practices are

constructed. Societal issues and future challenges facing educators involved in the system are addressed.

**EDU 571**  
**Psychological Issues** **3 hours**

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.

**EDU** **590**  
**Educational Action Research** **3 hours**

This course is designed to provide the theoretical foundation and framework of action research. Special emphasis is placed on and examination of the basic principles of qualitative research methodologies, which will lead to the design and implementation of a peer-supported action-research project.

**EDU 614**  
**Research and Writing** **3 hours**

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.

**EED 583**  
**Elementary School Mathematics** **3 hours**

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.

**EED 584**  
**Elementary School Science** **3 hours**

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.

**EED 565**  
**Integrated Elementary/Middle School Language Arts & Social Studies** **3 hours**

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.

**RDG 521**  
**Developmental and Corrective Reading Process** **3 hours**

The purpose of this course is to introduce participants to the barriers that prohibit students from learning to read. This 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.



**RDG 583****Teaching Reading in the Content Areas** **3 hours**

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 is 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.

**SPE 525****Educating Learners with Diverse Needs** **3 hours**

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, transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom.

---

## MASTER OF ARTS IN SECONDARY EDUCATION

---

**EDU 550****Technology Enhanced Instructional Design** **3 hours**

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).

**EDU 560****Curriculum Development** **3 hours**

Upon completion of this course, teacher 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 and will withstand personal biases. This course responds to the National Board Professional Teaching Standards (NBPTS).

**EDU 570****Philosophical/Social Issues in Education** **3 hours**

A study of the historical, philosophical and sociological influences upon which educational theories and practices are constructed. Societal issues and future challenges facing educators involved in the system are addressed.

**EDU 571****Psychological Issues** **3 hours**

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.

**EDU 590****Educational Action Research** **3 hours**

This course is designed to provide the theoretical foundation and framework of 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.

**EDU 614****Research and Writing** **3 hours**

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.

**RDG 583****Teaching Reading in the Content Areas** **3 hours**

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.

**SPE 525****Educating Learners with Diverse Needs** **3 hours**

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, transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom.

---

## MASTER OF ARTS IN TEACHING

---

**EDU 519****The Engaged Mind** **3 hours**

To better understand “thinking,” an educator must research current knowledge of the human mind, and must also be able to assess a student’s ability to think. This course addresses all five core propositions of the National Board for Professional Teaching Standards (NBPTS).

**EDU 520****Classroom Management** **3 hours**

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.

**EDU 521****Current Classroom Methods & Strategies** **3 hours**

A growing body of research shows that teachers 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.

**EDU 529****Foundations & Framework** **3 hours**

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.

---

**EDU 530**  
**Instructional Leadership** **3 hours**

---

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.

---

**EDU 532**  
**Legal Issues in Education** **3 hours**

---

Teachers need to recognize potential legal issues, make informed judgments and decisions, and seeks 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.

---

**EDU 550**  
**Technology Enhanced Instructional Design** **3 hours**

---

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).

---

**EDU 560**  
**Curriculum Development** **3 hours**

---

Upon completion of this course, educational leaders 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).

---

**EDU 583**  
**Teaching Reading in the Content Areas** **3 hours**

---

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.

---

**EDU 590**  
**Educational Action Research** **3 hours**

---

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 classroom action-research project.

---

## MASTER OF EDUCATION IN ELEMENTARY EDUCATION

---

---

**EDU 523**  
**Advanced Educational Psychology** **3 hours**

---

A study of the theories and principles of psychology that influence education. Developmental, behavioral, and cognitive

approaches to learning, motivation, instruction, and assessment are addressed.

---

**EDU 563**  
**Instructional Technology** **3 hours**

---

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.

---

**EDU 570**  
**Philosophical/Social Issues in Education** **3 hours**

---

A study of the historical, philosophical and sociological influences upon which educational theories and practices are constructed. Societal issues and future challenges facing educators involved in the system are addressed.

---

**EED 503**  
**Curriculum Theory and Methods: Mathematics** **3 hours**

---

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.

---

**EED 523**  
**Curriculum Theory and Methods: Science** **3 hours**

---

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.

---

**EED 543**  
**Prescriptive Reading Theory and Practicum** **3 hours**

---

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.

---

**EED 563**  
**Curriculum Theory and Methods: Social Studies** **3 hours**

---

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.

---

**EED 573**  
**Curriculum Theory and Methods Literacy  
Reading/Language Arts** **3 hours**

---

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.

---

**EED 580**  
**Student Teaching Internship: Elementary** **12 hours**

---

Students are required to fulfill a twelve-week internship experience in a classroom with a certified teacher.

---

**ESL 520**  
**English Linguistics** **3 hours**

---

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 the use of proven research practices for oral and written language development and the implication of this development on language, learning, curriculum, language structure, and an awareness of patterns of communication among cultures.

**ESL 523**

**English Language Teaching Foundations and Methodologies**

**3 hours**

This course presents the historical, legal, theoretical, and sociological foundations of programs of instruction for non-English language background students. A research-based study of models, prototypes, and methodologies for ESL instruction is included. Prerequisite: ESL 520 (or may be taken concurrently).

**SPE 525**

**Education Learning with Diverse Needs**

**3 hours**

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, transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom.

---

## MASTER OF EDUCATION IN SECONDARY EDUCATION

---

**EDU 523**

**Advanced Educational Psychology**

**3 hours**

A study of the theories and principles of psychology that influence education. Developmental, behavioral, and cognitive approaches to learning, motivation, instruction, and assessment are addressed.

**EDU 570**

**Philosophical/Social Issues in Education**

**3 hours**

A study of the historical, philosophical and sociological influences upon which educational theories and practices are constructed. Societal issues and future challenges facing educators involved in the system are addressed.

**ESL 523**

**English Language Teaching Foundations and Methodologies**

**3 hours**

This course presents the historical, legal, theoretical, and sociological foundations of programs of instruction for non-English language background students. A research-based study of models, prototypes, and methodologies for ESL instruction is included. Prerequisite: ESL 520 (or may be taken concurrently).

**SED 542**

**Secondary Theory and Methods**

**3 hours**

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, planning lessons, assessing objectives and developing teaching methodology which encourages problem-solving, active participation, and assessment.

**SED 552**

**Reading and Learning Strategies for Middle and Secondary School**

**3 hours**

Taken concurrently with SED 562. 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.

**SED 580**

**Student Teaching Internship: Secondary**

**12 hours**

Students are required to fulfill a twelve-week internship experience in a classroom with a certified teacher.

**SPE 525**

**Education Learning with Diverse Needs**

**3 hours**

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, transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom.

---

## MASTER OF EDUCATION IN SPECIAL EDUCATION

---

**SPE 508**

**Student Teaching: Learning Disabilities**

**4 - 12 credits**

Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for students with learning disabilities, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally.

**SPE 518**

**Student Teaching: Emotional Disabilities**

**4 - 12 credits**

Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for students with emotional disabilities, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally. Prerequisites: SPE 529, SPE 525, Characteristics and Strategies courses for ED, SPE535 (may be taken concurrently).

**SPE 525**

**Educating Learners with Diverse Needs**

**3 hours**

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, transition; and basic curriculum accommodations and supportive services for teaching students with special needs in the general classroom.

**SPE 528**

**Student Teaching: Mental Retardation**

**4 - 12 credits**

Students demonstrate mastery of the standards of the National Board Certification for Teachers of Students with Exceptional Needs in classrooms for students with mental retardation, including assessing, planning and teaching lessons, managing behavior, and collaborating professionally.

**SPE 529**  
**Special Education: Foundations & Framework 3 hours**

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.

**SPE 535**  
**Assessment and Diagnosis in Special Education 3 hours**

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, 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.

**SPE 538**  
**Student Teaching: Physical/Health Impairments 4-12 hours**

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.

**SPE 540**  
**Litigation and Law 3 hours**

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.

**SPE 545**  
**Characteristics of Students with Mental Retardation 3 hours**

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.

**SPE 548**  
**Student Teaching: Cross-Categorical 8-12 hours**

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.

**SPE 550**  
**Special Education Finance 3 hours**

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 course for Certification in Special Education

**SPE 555**  
**Characteristics of Students with Learning Disabilities 3 hours**

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.

**SPE 560**  
**Special Education Program Development 3 hours**

Participants will demonstrate understanding of principles and processes of special education program development by designing, implementing, and evaluating programs for students with special needs.

**SPE 563**  
**Physical Education for the Exceptional Child 3 hours**

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.

**SPE 565**  
**Characteristics of Students with Emotional Disabilities 3 hours**

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.

**SPE 570**  
**Action Research in Special Education 3 hours**

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.

**SPE 571**  
**Education of Students with Physical and Health Impairments 3 hours**

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.

**SPE 572**  
**Philosophical and Social Issues in Education 3 hours**

Participants will investigate historical, philosophical, and sociological influences that have shaped American education. Current issues and future challenges facing educators will also be explored. Activities include interviews and observations in the

school and community. Each participant will create a personal philosophy of education.

**SPE 576**

**Strategies for Teaching Students with Learning Disabilities**

**3 hours**

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. 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.

**SPE 585**

**Masters Seminar in Special Education**

**3 hours**

Participants select and study current trends and issues or topics of interest pertaining to special education. Required course for Certification in Special Education

**SPE 586**

**Strategies for Teaching Students with Emotional Disabilities**

**3 hours**

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.

**SPE 590**

**Assistive Technology in Special Education**

**3 hours**

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.

**SPE 595**

**Global Issues in Special Education**

**3 hours**

Participants explore special education programs and issues and in countries throughout the world and establish direct communication with special educators worldwide

**SPE 596**

**Strategies for Teaching Students with Mental Retardation (MR)**

**3 hours**

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. Particular attention will be given to the structure and details of the lesson plans necessary to meet the individual needs of students with MR. Participants will teach lessons in a class for students with MR.

## MASTER OF EDUCATION IN EDUCATION ADMINISTRATION

---

**EDA 529**

**Education Administration Foundation & Framework**

**3 hours**

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.

**EDA 530**

**Educational Leadership**

**3 hours**

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.

**EDA 531**

**Organizational Theory**

**3 hours**

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.

**EDA 532**

**Legal Issues in Education**

**3 hours**

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.

**EDA 533**

**Public School Finance**

**3 hours**

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.

**EDA 540**

**The Principalsip**

**3 hours**

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) Standard.

**EDA 541**

**Assistant Principalsip**

**3 hours**

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) Administration of guidance services. This course is designed to meet the Interstate School Leaders Licensure Consortium (ISLLC) Standard #3.

**EDA 550**

**Supervision**

**3 hours**

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.

**EDA 560**  
**Curriculum Development for School Improvement 3 hours**

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

**EDA 570**  
**Action Research in Education Administration 3 hours**

This course is designed to provide theoretical foundation and framework of 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/her school.

**EDA 580**  
**Internship 3 hours**

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.

**EDA 590**  
**Educational Leadership in Technology 3 hours**

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, 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.

**EDA 597**  
**Aligning Learning & Assessment 1 hour**

This course emphasizes questioning, reflecting, and critical analysis of ideas and work of oneself and others. The student will learn about the connection of learning and assessment and will demonstrate his/her mastery of the graduate expectations through the creation of a portfolio.

## MASTER OF EDUCATION IN READING

**RDG 509**  
**Reading: Foundation & Framework 3 hours**

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).

**RDG 510**  
**Curriculum & Instruction 3 hours**

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.

**RDG 515**  
**Children, Adolescents, & Learning 3 hours**

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). Related constructs such as motivation and self-esteem are also explored. This course meets the following International Reading Association (IRA) Standards: 1.1, 2.1, 2.2, 3.1, and 3.3.

**RDG 521**  
**Developmental and Corrective Reading Process 3 hours**

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.

**RDG 525**  
**Literacy in a Multicultural Society 3 hours**

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.

**RDG 535**  
**Descriptive Linguistics and Phonics 3 hours**

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 ever-increasing linguistic diversity in schools (Justice, 2001). 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.

---

**RDG 540**  
**Research Techniques & Procedures** **3 hours**

---

This course is designed to provide educators with the competencies to conduct research in education and become knowledgeable consumers of educational research. Course content includes theory, techniques, design, and evaluation of research.

---

**RDG 545**  
**Foundations, Cognition, and Literature** **3 hours**

---

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).

---

**RDG 580**  
**Practicum/Internship in Reading Instructional Strategies** **3 hours**

---

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.

---

**RDG 583**  
**Teaching Reading in the Content Areas** **3 hours**

---

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.

---

## MASTER OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY

---

---

**TEC 509**  
**Instructional Technology: Foundation & Framework** **3 hours**

---

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.

---

**TEC 510**  
**Curriculum & Instruction** **3 hours**

---

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 along with 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.

---

**TEC 525**  
**Schools in a Multicultural Society** **3 hours**

---

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 and reading and writing; teaching thinking and inquiry-based learning with English language learners; 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) Standard 6.

---

**TEC 535**  
**Educational Applications of Technology** **3 hours**

---

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.

---

**TEC 540**  
**Research Techniques & Procedures** **3 hours**

---

This course is designed to facilitate the development of research knowledge and skill in the education profession. It provides a basis for decision-making and change for improvement. The practicing professional must be knowledgeable and skilled, therefore, in conducting research activities related to his/her job role and adept in evaluating and interpreting research literature. Content includes theory, techniques, design, and evaluation of research. This course meets the International Society for Technology in Education (ISTE) Standard 2.

---

**TEC 545**  
**Multimedia Instructional Strategies** **3 hours**

---

An advanced study of the variety of strategies used in multimedia presentations.

---

**TEC 555**  
**Design of Print-Based Media** **3 hours**

---

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 throughout the eleven classes. 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.

---

**TEC 560**  
**Interactive Design for the Classroom** **3 hours**

---

This course combines the study of technology integration in the classroom, community involvement in schools, and the importance

of highly skilled educators. This course provides students with the skills and resources necessary to develop interactive instructional units and resources for the classroom. Students will begin developing their own websites, rich in multimedia resources to create dynamic learning environments for today's students.

**TEC 565**

**Distance Learning**

**3 hours**

---

The purpose of this course is to introduce students to the interactive design of lessons and activities for distance education. The course defines distance education in a very broad sense, including its history, theories, and some practical applications. The

use of a variety of telecommunications for teaching and learning will be discussed, in hopes of extending the students understanding of a true distance learning experience. The student will apply what they have experienced during earlier online classes, in conjunction with their readings, and other distance learning experiences.

**TEC 580**

**Internships/Practicum in Technology**

**2-12 hours**

---

This course is designed for the student to spend purposeful time in a technology-rich classroom.



# The College of Liberal Arts and Sciences

## MISSION STATEMENT

---

The College of Liberal Arts and Sciences is the foundational college at Grand Canyon University. It serves the University community as a whole by supporting the courses of the University Liberal Arts Foundation (ULAF), and it provides advanced courses of study for students majoring in the traditional areas of the liberal arts and sciences, along with the social sciences and the fine arts. In the college's courses, students are given the opportunity to learn to effectively express their knowledge by acquiring skills in critical thinking, communication, problem solving, research, artistic techniques, and performance.

## COLLEGE DESCRIPTION

---

To accomplish the mission of the college, students are presented with theoretical perspectives examining the workings of the human mind, our cultural diversity, and the integration of faith and discipline. In addition, they receive the opportunity to develop talents in various fine arts. The college aims to produce individuals with a broad range of knowledge, special competence in a particular branch of academics, and individuals who possess attitudes and skills for intellectual discipline and lifelong learning.

## COLLEGE FEATURES

---

The faculty members have committed themselves to provide training in communication for all students matriculating through courses within the University. Graduating students should have the tools for effective academic and professional discourse. Thus, many courses within the college have writing and speaking components. Acquiring these tools will enable students to be articulate, both within their chosen discipline and within larger academic and professional contexts.

The College of Liberal Arts and Sciences provides courses for the University Liberal Arts Foundation (ULAF), which equip Grand Canyon University students with a theoretical framework for more focused work in their majors, and for understanding our diverse culture. The college provides the largest variety of majors and minors of any academic unit.

In addition, the college is dedicated to developing the talent of students through majors in performing and other fine arts areas. A wide range of curricular and extracurricular opportunities exists to help students develop in musical performance and knowledge, in various visual and plastic arts, and in theatrical performance and production.

The Department of Music is a candidate for accreditation in the National Association of Schools of Music and is currently following the guidelines set by NASM.

Art, Music, Theatre, and Speech scholarships are available by audition and/or portfolio review.

The College of Liberal Arts and Sciences also offers a non-traditional degree completion program in Organizational Sociology. This is a student-focused program that meets as a cohort

for a sequence of 12 courses, one night a week, for about 14 months. It is a rigorous, writing intensive program, incorporating life experience and research, offering a challenging and meaningful education in a format that is friendly to working adults.

## DEGREE OFFERINGS

---

### Majors:

Allied Health	B.S.
Applied Music (Music Performance)	B.A.
Art Education (Certification Required)	B.A.
Athletic Training	B.S.
Biochemistry	B.A.
Biology	B.S.
Biology for Secondary Teachers	B.S.
Chemistry	B.S.
Chemistry for Secondary Teachers	B.S.
Church Music	B.M.
Christian Studies	B.A.
Christian Leadership	B.A.
Communications	B.A.
Corporate Fitness and Wellness	B.S.
English Literature	B.A.
English Teaching (Certification Required)	B.A.
Environmental Biology	B.S.
Graphic Design	B.A.
History	B.A.
Human Biology	B.S.
International Studies	B.A.

Justice Studies	B.S.
Liberal Studies	B.L.S.
Mathematics	B.S.
Mathematics (Engineering)	B.S.
Mathematics (Secondary Teaching)	B.S.
Music Education (Certification Required)	B.S.
Organizational Sociology	B.S.
Philosophy	B.A.
Physical Education	B.S.
Physical Science	B.S.
Physics for Secondary Teachers	B.S.
Piano Performance	B.M.
Political Science	B.A.
Psychology	B.S.
Recreation	B.S.
Science for Elementary Teachers	B.S.
Sociology	B.S.
Speech Teaching (Certification Required)	B.S.
Speech/Theatre	B.A.
Studio Art	B.A.
Theatre/Drama	B.A.
Vocal Performance	B.M.

**Minors:**

Athletic Coaching	Music
Behavioral Sciences	Philosophy
Biophysical Science	Photography
Biology	Physical Education
Chemistry	Physics
Christian Studies	Political Science
Christian Leadership	Psychology
Critical Thinking and Expression	Recreation
English	Science Teaching
Exercise Science	Social Science
German	Sociology
Health Education	Spanish
History	Speech
Humanities	Studio Art
Justice Studies	Theatre/Drama
Mathematics	Writing/Journalism

**UNIVERSITY LIBERAL ARTS FOUNDATION FOR THE COLLEGE OF LIBERAL ARTS AND SCIENCES † \*\***

The University Liberal Arts Foundation (ULAF) for the College of Liberal Arts and Sciences differs slightly from the University Liberal Arts Foundation found on page 38. Students majoring in the College of Liberal Arts and Sciences must complete all requirements listed below as part of the ULAF for the College of Liberal Arts and Sciences. Changes and additional requirements are indicated by italicized print.

**I. Christian Perspectives: 6 hours**

**Track 1:**

BIB 113 Old Testament History (3)

**AND**

BIB 123 New Testament History (3)

**Track 2: One of the following courses:**

BIB 103 Survey of the Bible (3)

BIB 113 Old Testament History (3)

BIB 123 New Testament History (3)

**AND**

**One of the following courses:**

UNV 305 The Christian Mind (3)

UNV 306 Foundations of the Christian Faith (3)

**II. Communication: 10 hours**

**A. English — 6 hours\***

Δ ENG 101 Academic Writing (3)

Δ ENG 102 Research Writing (3)

**B. Speech — 3 hours**

SPC 113 Fundamentals of Speech (3) or

COM-123 Dramatic Arts for Teachers (3) or

COM-198 Human Communication Theory (3)

**C. Computer Literacy — 1 hour**

SYM 180 Computer Information Systems  
Module (1)

**III. Heritage: 6 hours**

**A. History — 3 hours**

Any history course with an "HIS" prefix

Recommended courses include:

HIS 103 Early American History (3)

HIS 104 Recent American History (3)

HIS 105 Western Civilization to 1500 (3)

HIS 106 Western Civilization Since 1500 (3)

**B. Literary and Philosophical Tradition — 3 hours**

Any literature course with an "ENG" prefix

**OR**

Any philosophy course with a "PHI" prefix

**IV. Personal and Social Environment: 3 hours**

Any economics (ECN), foreign language (CHI, FLA, FRE, GER, ITA, RUS, and SPA.), geography (GEO), political science (POS), psychology (PSY), or sociology (SOC) course

**V. Mathematical Inquiry: 3 hours**

MAT 120 Intermediate Algebra or higher (3)

**VI. Scientific Inquiry: 4 hours**

Any biology (BIO), chemistry (CHM), geography (GEO), geology (GLG), physics (PHY) course that contains a laboratory component (4)

**VII. Fine Arts: 3 hours**

Any art, music, or theatre course (3)

*Additional requirement for College of Liberal Arts and Sciences majors*

*Any physical education activity courses*

*Recommended course:*

*PED 195 Lifetime Wellness (2)*

**Total University Liberal Arts Foundation Requirements 37 hours**

† Students in the College of Liberal Arts and Sciences with a Secondary Education major complete the University Liberal Arts Foundation requirements for the College of Education (see page 74).

\* Students who qualify for ENG 103, Honors Composition, may satisfy the requirements of the English section of Core Area II by successfully completing this course. This may reduce the total ULAF requirements to 34 hours for those students.

\*\* See individual departments for any required ULAF courses.

Δ Writing-Intensive course

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 towards 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.

# Department of Art

## DEPARTMENT DESCRIPTION

The education of an artist is best accomplished when there is an emphasis on the development of visual capacity together with the full realization of intellectual and spiritual growth. A Bachelor of Arts degree is offered in Art Education, Graphic Design, and Studio Art. The Art Education program offers the student the knowledge and skills necessary to teach art in the elementary or secondary classroom. Graphic Design majors receive classroom instruction from graphic artists, computer training, professional portfolio development, and internships. The Studio Art program provides a specialization in two-dimensional or three-dimensional art.

Both full- and part-time faculty bring professional experience and artistic talent to the classroom. Courses are designed to involve the student in active participation and to develop artistic skills in critical appreciation, historical understanding, the forming of art objects, and the teaching of art. Lower division courses are open to all students with no prerequisites.

Scholarships are available through portfolio review.

The A.P. Tell Gallery Series features international works, national and local artists, and student exhibitions.

### DEGREE REQUIREMENTS — ART EDUCATION (B.A. DEGREE; No Minor Required)

Entrance into the Art Education major requires successful completion of ART 111, DGN 112, DGN 115, and three hours in a selected art area. A 3.00 GPA must be achieved in the above courses. A review by art faculty will help to direct the student's academic pursuit.

University Liberal Arts Foundation for Secondary Education Program (see page 74).

Admission to Teacher Education programs (see page 73).

Secondary Education major required (see page 75).

Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

Anyone seeking K-12 endorsement must also student teach art at the elementary level.

Courses are listed alphabetically by prefix, not in the order they should be taken. See Academic Advisor for sequence.

#### Art Education Major \*

ARE 323	Art Media and Methods for the Elementary Teacher	3 hours
ARE 423	Art in the Secondary School	3 hours
ARH 233	Art History I	3 hours
ARH 234	Art History II	3 hours
ARH —	Art History Elective	3 hours
ART 111	Drawing I	3 hours
ART 201	Photography I	3 hours
ART 213	Basic Shop Techniques	3 hours
ART 223	Painting I	3 hours
ART 263	Ceramics I	3 hours
† ART —	Studio Art Electives	12 hours

DGN 112	Two-Dimensional Design	3 hours
DGN 115	Three-Dimensional Design	3 hours

---

**Total Major Hours** **48 hours**

\* Please refer to the College of Education for Secondary Education major requirements. K-12 Endorsement is available with 16 hours of student teaching (EED 480 -grades K-6 and SED 480 -grades 7-12).

† Six hours must be upper division credit.

### DEGREE REQUIREMENTS — GRAPHIC DESIGN (B.A. DEGREE; No Minor Required)

Entrance into the Graphic Design major requires successful completion of ART 111, DGN 112, DGN 223, and DGN 233. A 3.00 GPA must be achieved in the above courses. A review by art faculty will help to direct the student's academic pursuit.

University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).

Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

Courses are listed alphabetically by prefix, not in the order they should be taken. See Academic Advisor for sequence.

#### Graphic Design Major

##### Lower Division Core

ARH 233	Art History I	3 hours
ARH 234	Art History II	3 hours
ART 111	Drawing I	3 hours
ART 201	Photography I	3 hours
ART 211	Drawing II	3 hours
ART 318	Figure Drawing	3 hours
DGN 112	Two-Dimensional Design	3 hours
DGN 223	Advertising Design	3 hours
DGN 233	Graphic Design I	3 hours
DGN 263	Computer Graphics I	3 hours

##### Upper Division Core

DGN 411	Graphic Design Internship I	3 hours
DGN 431	Art Portfolio	3 hours

DGN 333	Graphic Design II	3 hours
DGN 363	Computer Graphics II	3 hours
DGN 433	Graphic Design III	3 hours
DGN 434	Graphic Design IV	3 hours
DGN 463	Computer Graphics III	3 hours
DGN 464	Computer Graphics IV	3 hours
Δ DGN 310	Communication Design	3 hours
DGN 498	Advanced Topics In Graphic Design	3 hours
Δ ENG 411	Creative Writing	3 hours

**Total Major Hours 63 hours**

Δ Writing-Intensive course

**DEGREE REQUIREMENTS — STUDIO ART  
(B.A. DEGREE; No Minor Required)**

Entrance into the Studio Art major requires successful completion of ART 111, DGN 112, DGN 115, and three hours in a selected art area. A 3.00 GPA must be achieved in the above courses. A review by art faculty will help to direct the student's academic pursuit.

University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).

Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

Studio Art majors will prepare and exhibit a Senior Art Show.

**Studio Art Core Hours 42 hours**

**Two-Dimensional or Three-Dimensional Emphasis Hours 21 hours**

**Total Major Hours 63 hours**

Courses are listed alphabetically by prefix, not in the order they should be taken. See Academic Advisor for sequence.

**Studio Art Core (Required for all Studio Art majors)**

ARH 233	Art History I	3 hours
ARH 234	Art History II	3 hours
Δ ARH _____	Art History elective	3 hours
ART 111	Drawing I	3 hours
ART 211	Drawing II	3 hours
ART 213	Basic Shop Techniques	3 hours
ART 223	Painting I	3 hours
ART 231	Sculpture I	3 hours
ART 263	Ceramics I	3 hours
ART 318	Figure Drawing	3 hours
Δ ART 401	Art Seminar	3 hours
ART 431	Portfolio Preparation	3 hours
DGN 112	Two-dimensional Design	3 hours
DGN 115	Three-dimensional Design	3 hours

**Total Studio Art Core Hours 42 hours**

**Additional Emphasis Requirements (Select one):**

1. *Two-Dimensional Emphasis* 9 hours

ART 201	Photography I (3)
ART 252	Printmaking I (3)
ART 323	Painting II (3)

**Upper Division Electives 12 hours  
(No more than two media represented)**

ART 311	Drawing III (3)
ART 411	Drawing IV (3)
ART 301	Photography II (3)
ART 351	Photography III (3)
ART 451	Photography IV (3)
ART 352	Printmaking II (3)
ART 452	Printmaking III (3)
ART 462	Printmaking IV (3)
ART 423	Painting III (3)

ART 433	Painting IV (3)
---------	-----------------

**Total Two-Dimensional Emphasis Hours 21 hours**

2. *Three-Dimensional Emphasis* 9 hours

ART 272	Jewelry I (3)
ART 331	Sculpture II (3)
ART 363	Ceramics II (3)

**Upper Division Electives 12 hours  
(No more than two media represented)**

ART 383	Ceramics III (3)
ART 483	Ceramics IV (3)
ART 372	Jewelry II (3)
ART 472	Jewelry III (3)
ART 482	Jewelry IV (3)
ART 341	Sculpture III (3)
ART 441	Sculpture IV (3)
Total	

**Total Three-Dimensional Emphasis Hours 21 hours**

Δ Writing-Intensive course

**MINOR REQUIREMENTS — PHOTOGRAPHY**

DGN 112 and ART 201 are required; the elective classes are listed by prefix, not in the order they should be taken. See academic advisor for sequence.

**Required Courses**

DGN 112	Two Dimensional Design	3 hours
ART 201	Photography 1	3 hours

**Elective Courses (from the following) 12 hours**

ART 301	Photography 2
ART 351	Photography 3
ART 451	Photography 4
ARH 498	Special Topics in Art History: History of Photography
JRN 341	Photojournalism I
JRN 343	Photojournalism II
JRN 383	Publications Photography

**Total Minor Hours 18 hours**

**MINOR REQUIREMENTS — STUDIO ART\***

Courses are listed alphabetically by prefix, not in the order they should be taken. See Academic Advisor for sequence.

ART 111	Drawing I	3 hours
ARH 233	Art History I	
	<b>OR</b>	
ARH 234	Art History II	3 hours
† ART _____	Studio Art electives	9 hours
DGN 112	Two-Dimensional Design	
	<b>OR</b>	
DGN 115	Three-Dimensional Design	3 hours

**Total Minor Hours 18 hours**

\* Students wanting to use Studio Art as a teaching minor must take ARE 323 and ARE 423 to increase hours to 24. Please refer to the College of Education for certification requirements.

† Three hours must be upper division credit.

Δ Writing-Intensive course

## ART EDUCATION

---

### ARE 323

#### **Art Media and Methods for the Elementary Teacher 3 hours**

Introduction to the language and structure of art education with an emphasis on practical hands-on experiences suitable for children at various elementary levels. Includes specific knowledge of two- and three-dimensional processes, classroom observation, and actual teaching experience. Attention is also given to the study of the artwork of children of all ages from early childhood to mid-adolescence. Prerequisites: Admission to the College of Education and junior status.

### ARE 423

#### **Art in the Secondary School 3 hours**

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 100

#### **Art Appreciation 3 hours**

Every semester. 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.

### ARH 233

#### **Art History I 3 hours**

A survey of ancient Near Eastern, Egyptian, Greek, Roman, and Medieval European art up to the Renaissance.

### ARH 234

#### **Art History II 3 hours**

A survey of Occidental Art during the Renaissance, Mannerist, Baroque, Rococo, Neo-Classic, Romantic and Modern epochs.

### ARH 439A

#### **Contemporary Art 3 hours**

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.

### ARH 442A

#### **American Art 3 hours**

An overview of the history of art in the United States from European settlement of the New World to today. A Writing-Intensive course.

### ARH 498

#### **Special Topics in Art History 3 hours**

On demand. Topics of interest in Art History not covered in other courses. Examples of topics might include specific subject matter such as the history of photography, aesthetics, or the art of a specific era, people or region. May be repeated for credit under different titles. Prerequisite: Instructor approval.

## ART STUDIO

---

### ART 111

#### **Drawing I 3 hours**

Every semester. An introduction to the basic elements of line, value, texture, and surface manipulation with emphasis on composition and dry media usage such as pencils and charcoal.

### ART 201

#### **Photography I 3 hours**

Every semester. 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 laboratory sessions.

### ART 211

#### **Drawing II 3 hours**

Every Spring. Exploration of rendering objects and landscapes through the use of a variety of wet and dry media, color pencils, pastels, as well as mixed media. Prerequisite: ART 111 or instructor's approval.

### ART 213

#### **Basic Shop Techniques 3 hours**

Every Fall. An introduction to shop techniques and how they relate to the various fields of art. Emphasis will be on construction of specific projects relating to other department courses and on the operation of shop equipment.

### ART 223

#### **Painting I 3 hours**

Every Fall. Introduction to the preparation, use of materials, and methods of painting with an emphasis on color theory and composition. Prerequisite: ART 111.

### ART 231

#### **Sculpture I 3 hours**

Every Fall. An introduction to the sculpting processes of carving, modeling, and fabricating, emphasizing volume, movement, and space.

### ART 252

#### **Printmaking I 3 hours**

Every Spring. An introduction to basic techniques of printmaking such as etching, monoprinting, aquatint, and linocut processes. Creative ideas will be emphasized as well as the development of basic technical skills.

### ART 263

#### **Ceramics I 3 hours**

Every semester. An introduction to the nature of clay and glazes, with an emphasis placed on the forming techniques of hand-building.

### ART 272

#### **Jewelry I 3 hours**

Every Fall. An introduction to the basic jewelry processes of working with metal and silversmithing techniques, lost-wax casting, ceramic jewelry, fused glass, mixed media, polyforms, and plastics.

### ART 301

#### **Photography II 3 hours**

Every Spring. 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. Prerequisite: ART 201.

### ART 311

#### **Drawing III 3 hours**

By arrangement. A study of advanced studio problems and techniques in drawing. Course may be repeated for up to six hours of credit. Prerequisites: Instructor's approval, ART 111, and ART 211.

### ART 318

#### **Figure Drawing 3 hours**

Every Spring. This course is designed to familiarize the student in rendering the human figure effectively and accurately. Using live models, the scope of this course includes studies in proportion, perception, anatomy, composition, and expression with a variety of drawing materials. Prerequisite: ART 211.

---

**ART 323**  
**Painting II** **3 hours**

An exploration of techniques of underpainting, glazing, impasto, and direct easel wets, with an emphasis on color thinning and experimentation. Prerequisite: ART 223 or instructor's approval.

---

**ART 331**  
**Sculpture II** **3 hours**

Every Spring. Continued exploration of sculpting processes of casting, carving, and plastics. Prerequisite: ART 231.

---

**ART 332**  
**Art Workshop** **3 hours**

Every Summer. Designed to offer the student the opportunity to experience the use of a special process or medium in a workshop setting. May be repeated for credit under different medium titles.

---

**ART 341**  
**Sculpture III** **3 hours**

By arrangement. A study of advanced studio problems and techniques in sculpture. Course may be repeated for up to six hours of credit. Prerequisites: Instructor's approval, ART 231, and ART 331.

---

**ART 351**  
**Photography III** **3 hours**

By arrangement. Advanced studio problems and techniques in photography. Course may be repeated for up to six hours of credit. Prerequisites: Instructor's approval, ART 201, and ART 301.

---

**ART 352**  
**Printmaking II** **3 hours**

Every Spring. In-depth exploration of printmaking processes with emphasis on developing awareness in contemporary application. Photographic processes will be examined. Prerequisite: ART 252.

---

**ART 363**  
**Ceramics II** **3 hours**

Every Spring. An exploration of using the potter's wheel and continued study of the process of forming clay. Emphasis is also placed on glaze application and surface decoration. Prerequisite: ART 263.

---

**ART 372**  
**Jewelry II** **3 hours**

Every Spring. A continuation of the techniques of jewelry-making with advanced problems in fabrication and casting. Emphasis will be on creative design and developing an awareness of contemporary trends. Prerequisite: ART 272.

---

**ART 383**  
**Ceramics III** **3 hours**

By arrangement. Advanced studio problems and techniques in ceramics. Course may be repeated for up to six hours of credit. Prerequisites: Instructor's approval, ART 263, and ART 363.

---

**ART 401A**  
**Art Seminar** **3 hours**

Fall and alternate years. Introduction to the business of art. Students will learn the techniques needed to successfully market themselves as professional artists and acquire the information and skills needed for application to graduate programs and careers in art. A Writing-Intensive course. Prerequisites: Senior standing or instructor approval.

---

**ART 411**  
**Drawing IV** **3 hours**

By arrangement. Continuation of advanced studio problems and techniques in drawing. Course may be repeated for up to six hours of credit. Prerequisites: Instructor's approval and ART 311.

---

**ART 423**  
**Painting III** **3 hours**

By arrangement. A study in advanced studio problems and techniques in painting. Course may be repeated for up to six hours of credit. Prerequisites: Instructor's approval, ART 223, and ART 323.

---

**ART 431**  
**Portfolio Preparation** **3 hours**

Every semester. The student will prepare and present a showing of upper division art in a specific area of concentration along with a slide portfolio and résumé. Prerequisite: Instructor's approval.

---

**ART 433**  
**Painting IV** **3 hours**

By arrangement. Continuation of advanced studio problems and techniques in painting. Course may be repeated for up to six hours of credit. Prerequisites: Instructor's approval and ART 423.

---

**ART 441**  
**Sculpture IV** **3 hours**

By arrangement. Continuation of advanced studio problems and techniques in sculpture. Course may be repeated for up to six hours of credit. Prerequisites: Instructor's approval and ART 341.

---

**ART 451**  
**Photography IV** **3 hours**

By arrangement. Continuation of advanced studio problems and techniques in photography. Course may be repeated for up to six hours of credit. Prerequisites: Instructor's approval and ART 351.

---

**ART 452**  
**Printmaking III** **3 hours**

By arrangement. A study in advanced studio problems and techniques in printmaking. Course may be repeated for up to six hours of credit. Prerequisites: Instructor's approval, ART 252, and ART 352.

---

**ART 462**  
**Printmaking IV** **3 hours**

By arrangement. Continuation of advanced studio problems and techniques in printmaking. Course may be repeated for up to six hours of credit. Prerequisites: Instructor's approval and ART 452.

---

**ART 472**  
**Jewelry III** **3 hours**

By arrangement. A study in advanced studio problems and techniques in jewelry. Course may be repeated for up to six hours of credit. Prerequisites: Instructor's approval, ART 272, and ART 372.

---

**ART 482**  
**Jewelry IV** **3 hours**

By arrangement. Continuation of advanced studio problems and techniques in jewelry. Course may be repeated for up to six hours of credit. Prerequisites: Instructor's approval and ART 472.

---

**ART 483**  
**Ceramics IV** **3 hours**

Every Spring. Continuation of advanced studio problems and techniques in ceramics. Course may be repeated for up to six hours of credit. Prerequisites: Instructor's approval and ART 383.

## DESIGN STUDIO

---

### **DGN 112** **Two-Dimensional Design** **3 hours**

Every Fall. Basic principles of art such as color, shape, line, and form are explored in laboratory and lecture. Also examines the communicative value of visual images.

### **DGN 115** **Three-Dimensional Design** **3 hours**

Every Spring. Explores basic principles of the structural aspects of plastic arts, with emphasis on the analysis of volume and space relationships.

### **DGN 223** **Advertising Design** **3 hours**

Every semester. An introduction to basic guidelines and principles for developing successful advertising designs will be explored through studio work and lecture. No drawing experience is necessary. Prerequisite: DGN 263.

### **DGN 233** **Graphic Design I** **3 hours**

Every Fall. Exploration of formal resources, conceptual principles and procedures underlying the practice of graphic design. Specific emphasis will be placed on the process of problem solving by design; the visualization of problems and solutions, and the correlation of forms with their content, function and context. Prerequisite: ART 111.

### **DGN 263** **Computer Graphics I** **3 hours**

Every semester. A fundamental overview of graphics programs. Emphasis on Quark and Illustrator.

### **DGN 310A** **Communication Design** **3 hours**

Every Fall. Introduction to practical design principles, layout, and comprehensive techniques. Students become familiar with the tools, methods, materials and media used in the fields of advertising and graphic design. Historical aspects of the field are discussed. Emphasis on copy, problem solving, conceptual thinking, and the development of a professional attitude. A Writing-Intensive course. Prerequisite: DGN 233.

### **DGN 333** **Graphic Design II** **3 hours**

Every Spring. Emphasis on strong visual concepts and economy of thought in basic graphic forms, focusing on typography as a medium and message of design. Solutions developed for realistic graphic design problems. Prerequisite: DGN 233.

### **DGN 363** **Computer Graphics II** **3 hours**

Every Spring. A fundamental overview of graphics programs. Emphasis on Photoshop and Dimensions. Prerequisite: DGN 263.

### **DGN 411** **Graphic Design Internship I** **3 hours**

Every semester. 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, acceptance into Graphic Design Program, and instructor's approval.

### **DGN 412** **Graphic Design Internship II** **3 hours**

Every semester. Continuation of DGN 411. Further experience practicing functional skills under the supervision of a practitioner. Prerequisites: Instructor's approval and DGN 411.

### **DGN 431** **Portfolio Preparation** **3 hours**

Every semester. Designed to prepare students to enter the work force. Individual attention provided to refine portfolios to make them more competitive and to produce a résumé and other self-promotion pieces. Also involves a seminar-style of psychological, physical, emotional, and spiritual issues related to the business of creativity and the promotion of successful attitudes and creative marketing abilities. Prerequisite: Instructor's approval.

### **DGN 433** **Graphic Design III** **3 hours**

Every Fall. Students develop sound conceptual thinking and problem-solving skills through the creation and implementation of specific design systems. Advanced application of the grid to facilitate the integration of typography and visuals. Prerequisite: DGN 333.

### **DGN 434** **Graphic Design IV** **3 hours**

Every Spring. Students develop sophisticated abilities through problem solving activities geared toward the increase of graphic design professionalism, awareness and skills. Portfolio work prepared. Prerequisite: DGN 433.

### **DGN 463** **Computer Graphics III** **3 hours**

Every Fall. A fundamental overview of 3-D graphics applications. Emphasis on Painter and 3-D programs. Prerequisite: DGN 363.

### **DGN 464** **Computer Graphics IV** **3 hours**

Every Spring. A fundamental overview of film and video applications. Emphasis on After-Effects and Premier. Prerequisite: DGN 463.

### **DGN 498** **Special Topics in Graphic Design** **3 hours**

On Demand. Topics of interest to graphic designers not covered in-depth in other courses will be offered. Prerequisite: Instructor's Approval.

Topics include:

- 498 A Advanced Advertising Design
- 498 B Animation and Video Design
- 498 C Digital Pre-press
- 498 D Editorial and Publication Design
- 498 E Exhibit Graphics
- 498 F Identity Systems
- 498 G Media Projects
- 498 H Package Design
- 498 I Public Signage and Graphics
- 498 J On-line Media Design
- 498 K Sequential Design
- 498 L Audio and Video Packaging
- 498 M Community Service Workshop



# Department of Biology

## DEPARTMENT DESCRIPTION

Courses in the Department of Biology are intended to help students understand and appreciate the structure, function, diversity, and interactions of living organisms. Degrees within the Department of Biology are designed to structure students' curricula to prepare them for careers or graduate studies in medicine, health sciences, education, research, environmental biology, and wildlife biology.

The faculty of the Department of Biology are broadly trained scientists who are committed to training modern, competent, and responsible professionals. Many of the faculty pursues research that involves undergraduate biology students. The professors recognize that involvement in research complements and strengthens their teaching, and also offer students a valuable view of the scientific process that leads to new discoveries and greater understanding of the natural world. Biology students can receive college credit towards their degrees for participation in research or for practical experience they gain from internships.

### UNIVERSITY LIBERAL ARTS FOUNDATION REQUIRED COURSES FOR THE DEPARTMENT OF BIOLOGY

The University Liberal Arts Foundation (ULAF) for the Department of Biology differs slightly from the ULAF found on page 38. Students majoring in the Department of Biology must complete all ULAF requirements for the College of Liberal Arts and Sciences as well as the following required courses.

#### Mathematical Inquiry: 5 hours

Two mathematics courses: Choose from MAT 121 College Algebra (3) and higher mathematics courses (2)

#### Scientific Inquiry: 4 hours

Satisfied by the major (4)

### DEGREE REQUIREMENTS – ALLIED HEALTH (B.S. DEGREE; No Minor Required)

The Bachelor of Science degree in allied health is restricted to outstanding students who gain early admission to master's degree programs in physical therapy, occupational therapy, or sports health care at the Arizona School of Health Sciences (ASHS). The degree is not available to students already holding a bachelor's degree.

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Prerequisites for appropriate ASHS master's degree program.
- No minor required.
- Electives (as needed to total 90 semester hours by the end of the Spring semester prior to matriculation at ASHS).

- Satisfactory completion of 30 semester hours at Grand Canyon University.
- Satisfactory completion of first year coursework at ASHS.

### DEGREE REQUIREMENTS – BIOLOGY (B.S. DEGREE; Minor Optional)

The Biology degree program is designed primarily to provide students with a strong foundation for a variety of graduate and professional programs and careers. Advisors assist students in tailoring their programs with appropriate electives to allow them to pursue careers including medicine, research, and environmental quality.

- University Liberal Arts Foundation for College of Liberal Arts and Sciences (see page 94).
- Minor optional.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

#### Biology Major

BIO 181	General Biology I	4 hours
BIO 182	General Biology II	4 hours
Δ BIO 301	Science Communication I	2 hours
Δ BIO 302	Science Communication II	2 hours
BIO 320	Fundamentals of Ecology	4 hours
BIO 332	Cell Biology	3 hours
BIO 340	Genetics	4 hours
BIO 360, 360L	Basic Physiology	4 hours
BIO _____	Biology Electives	17 hours
CHM 113, 113L	General Chemistry I	4 hours
CHM 115, 115L	General Chemistry II	4 hours
CHM 331, 331L	Organic Chemistry I	4 hours
CHM 332, 332L	Organic Chemistry II	4 hours
* PHY 111, 111L	General Physics I	4 hours
* PHY 112, 112L	General Physics II	4 hours

#### Biology Electives

Choose at least one course from each of the following:

##### Biodiversity

BIO 350	Comparative Invertebrate Zoology	4 hours
BIO 370	Arizona Flora	4 hours
BIO 411	Conservation Biology	3 hours
BIO 445	Evolutionary Biology	3 hours

BIO 481	Vertebrate Zoology I	4 hours
BIO 482	Vertebrate Zoology II	4 hours

**AND**

**Morphology/Advanced Physiology**

BIO 308	Pathophysiology	3 hours
BIO 373	Human Gross Anatomy and Dissection	4 hours
BIO 433	Histology	4 hours
BIO 444	Endocrinology	3 hours

**AND**

**Microbial and Molecular Biology**

BIO 205	Microbiology	4 hours
BIO 345	Immunology	3 hours
BIO 443	Molecular Genetics	3 hours
CHM 360, 360L	Principles of Biochemistry	4 hours

To complete the 17 hour Biology Electives requirement, students may take any course with a BIO prefix excluding BIO 100, 105, 201, 202, 305, 306, 307, 309, and all recitation courses.

---

**Total Major Hours** **68 hours**

Δ Writing-Intensive course

\* PHY 115, 115L University Physics I and PHY 116, 116L University Physics II may be substituted.

**DEGREE REQUIREMENTS – ENVIRONMENTAL BIOLOGY (B.S. DEGREE; No Minor Required)**

Environmental biology is designed to provide the necessary background for graduating students to apply for professional positions in environmental and resource management, including public agencies, private industry, and consulting firms. Emphasis is placed on field oriented coursework in ecology, organismal biology, and resource management.

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- No minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**Environmental Biology**

BIO 181	General Biology I	4 hours
BIO 182	General Biology II	4 hours
BIO 184	Plant Biology	4 hours
Δ BIO 301	Science Communication I	2 hours
Δ BIO 302	Science Communication II	2 hours
BIO 320	Fundamentals of Ecology	4 hours
BIO 340	Genetics	4 hours
BIO 350	Comparative Invertebrate Zoology	4 hours
BIO 360, 360L	Basic Physiology	4 hours
BIO 370	Arizona Flora	4 hours
BIO 411	Conservation Biology	3 hours
BIO 481	Vertebrate Zoology I	4 hours
BIO 482	Vertebrate Zoology II	4 hours
BIO 497	Environmental Biology Internship	1 hour
CHM 113, 113L	General Chemistry I	4 hours
CHM 115, 115L	General Chemistry II	4 hours
CHM —	Upper Division Chemistry Elective	4 hours
PHY 101, 101L	Intro. to Physical Science	4 hours

PSY 363	Intro. to Probability and Stat. (3)
---------	-------------------------------------

**OR**

MAT 213	Statistics (3)	3 hours
---------	----------------	---------

---

**Total Major Hours** **67 hours**

Δ Writing-Intensive course

**DEGREE REQUIREMENTS – HUMAN BIOLOGY (B.S. DEGREE; Minor Optional)**

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor optional.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirements).

**Human Biology Major**

BIO 181	General Biology I	4 hours
BIO 182	General Biology II	4 hours
BIO 201, 201L	Human Anatomy and Physiology I	4 hours
BIO 202, 202L	Human Anatomy and Physiology II	4 hours
BIO 205	Microbiology	4 hours
Δ BIO 301	Science Communication I	2 hours
Δ BIO 302	Science Communication II	2 hours
BIO —	One of the following:	2 hours
	BIO 305 Intro to Physical Therapy (2)	
	BIO 306 Intro to Occupational Therapy (2)	
	BIO 307 Practice of Medicine by Physician Assistants (2)	
	BIO 309 Introduction to Pharmacy (2)	
BIO 308	Pathophysiology	3 hours
BIO 340	Genetics	4 hours
BIO —	Electives	14 hours
CHM 113, 113L	General Chemistry I	4 hours
CHM 115, 115L	General Chemistry II	4 hours
PHY 111, 111L	General Physics I	4 hours
PHY 112, 112L	General Physics II	4 hours
PSY 101	General Psychology	3 hours
PSY 341	Lifespan Development	3 hours
PSY 466	Abnormal Psychology	3 hours

**Biology Electives**

Choose at least one course from Group I		
EXS 335	Kinesiology	3 hours
EXS 340	Exercise Physiology	3 hours
CHM 331, 331L	Organic Chemistry I	4 hours
CHM 332, 332L	Organic Chemistry II	4 hours
CHM 360, 360L	Principles of Biochemistry	4 hours

**AND**

Choose at least one course from Group II		
BIO 332	Cell Biology	3 hours
BIO 345	Immunology	3 hours
BIO 373	Human Gross Anatomy and Dissection	4 hours
BIO 383	Drug Abuse Seminar	3 hours
BIO 433	Histology	4 hours
BIO 443	Molecular Genetics	3 hours

---

**Total Major Hours** **72 hours**

Δ Writing-Intensive course

To complete the 14-hour Upper Division Biology electives requirement, students may take additional courses from Group I and Group II or any upper division courses with a BIO, CHM, or PHY prefix, excluding BIO, 100, BIO 105, BIO 360, CHM 101, CHM 101L, PHY 101, PHY 101L, and all recitation courses.

**DEGREE REQUIREMENTS – BIOLOGY FOR SECONDARY TEACHERS**

**(B.S. DEGREE; No Minor Required)**

- University Liberal Arts Foundation for the College of Education Secondary Education Programs (see page 74).
- Secondary Education major required.

**Biology for Secondary Teachers Major**

BIO	181	General Biology I	4 hours
BIO	182	General Biology II	4 hours
BIO	201, 201L	Human Anat. and Physiology I	4 hours
BIO	202, 202L	Human Anat. and Physiology II	4 hours
Δ	BIO 301	Science Communication I	2 hours
Δ	BIO 302	Science Communication II	2 hours
BIO	320	Fundamentals of Ecology	4 hours
BIO	340	Genetics	4 hours
BIO	480	Methods of Teaching Science in Secondary Schools	3 hours
BIO	___	Upper Division Bio. Elective(s)	4 hours
†	CHM 101, 101L	Introduction to Chemistry	4 hours
	CIS 180	Computer Info. System Modules	3 hours
	PHY 101, 101L	Introduction to Physical Science (4)	
		<b>OR</b>	
	PHY 111, 111L	General Physics I (4)	4 hours

**Total Major Hours 46 hours**

\* Please refer to the College of Education for secondary certification and minor requirements.

Δ Writing-Intensive course

† CHM 113, 113L General Chemistry I and CHM 115, 115L General Chemistry II are required for Chemistry minors.

**MINOR REQUIREMENTS -- BIOLOGY**

BIO	181	General Biology I	4 hours
BIO	182	General Biology II	4 hours
BIO	___	Biology Electives including 6 hours Upper Division (excluding recitations)	12 hours

**Total Minor Hours 20 hours**

**BIOLOGY**

**BIO 100**

**Biology Concepts 4 hours**

Every semester. A complete overview of the science of biology from a human perspective. Topics include cells, energetics, ecology, inheritance, evolution, embryology, anatomy, and physiology. Three hours lecture, three hours lab. This course does not apply toward Biology majors.

**BIO 105**

**Environmental Biology 4 hours**

Every Spring. A study of the fundamentals of ecology and their relevance to human impact on natural ecosystems. Three hours lecture, three hours lab. This course does not apply toward Biology majors.

**BIO 181**

**General Biology (Majors) I 4 hours**

Every Fall and Summer. A study of biological concepts emphasizing the interplay of structure and function, particularly at the molecular, cellular, and organismal levels of organization. Three hours lecture, three hour lab.

**BIO 182**

**General Biology (Majors) II 4 hours**

Every Spring and Summer. 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. Three hours lecture, three hour lab. Prerequisite: BIO 181 and BIO 182.

**BIO 184**

**Plant Biology 4 hours**

Spring 2004, and alternate years. A study of the principles and processes in plant biology with emphasis on vascular plants. Includes a survey of the plant kingdom, plant ecology, and economic botany. Three hours lecture, three hours lab.

**BIO 201**

**Human Anatomy and Physiology I 3 hours**

Every Fall and Summer. A study of the structure and function of cells and the following human systems: skeletal, muscular, and nervous. Three hours lecture. No credit for Biology (general) or Environmental Biology majors.

**BIO 201L**

**Human Anatomy and Physiology I: Laboratory 1 hour**

Every Fall and Summer. A study of the gross anatomy and functions of the skeletal, muscular, and nervous systems. Laboratory involves the integrated use of human cadavers, animal demonstrations, and computer-assisted instruction. Three hours lab. No credit for Biology (general) or Environmental Biology majors. Prerequisite: Concurrent enrollment in BIO 201 lecture.

**BIO 201R**

**Human Anatomy and Physiology I: Recitation 1 hour**

Every Fall and Summer. A recitation course designed to complement and support the principles being taught in BIO 201 lecture. One hour recitation. Prerequisite: Concurrent enrollment in BIO 201 lecture.

**BIO 202**

**Human Anatomy and Physiology II 3 hours**

Every Spring and Summer. A study of the structure and function of the following human systems: endocrine, cardiovascular, respiratory, digestive, renal, and reproductive. Three hours lecture. No credit for Biology (general) or Environmental Biology majors. Prerequisite: BIO 201 or instructor's approval.

**BIO 202L**

**Human Anatomy and Physiology II: Laboratory 1 hour**

Every Spring and Summer. A study of the gross anatomy and functions of the endocrine, cardiovascular, respiratory, digestive, renal, and reproductive systems. Laboratory involves the integrated use of human cadavers, animal demonstrations, and computer-assisted instruction. Three hours lab. No credit for Biology (general) or

Environmental Biology majors. Prerequisite: Concurrent enrollment in BIO 202 lecture.

---

**BIO 202R**  
**Human Anatomy and Physiology II: Recitation** **1 hour**

Every Spring and Summer. A recitation course designed to complement and support the principles being taught in BIO 202 lecture. One hour recitation. Prerequisite: Concurrent enrollment in BIO 202 lecture.

---

**BIO 205**  
**Microbiology** **4 hours**

Every semester and Summer. An introduction to the principles and applications of microbiology, with a study of the general characteristics of microorganisms and their relationship to humans. Three hours lecture, three hours lab. Prerequisites: BIO 181 and BIO 182.

---

**BIO 213**  
**Introduction to Wildlife Ecology and Management** **3 hours**

On demand. Introduction to the principles of wildlife management in the United States, including philosophy of wildlife management, environmental laws, public policy, and principles of applied conservation biology. Three hours lecture. Prerequisites: BIO 181 and BIO 182.

---

**BIO 301A**  
**Science Communication I** **2 hours**

Every semester. Also PHY 301 and CHM 301. A study of how to gather, analyze, and communicate scientific information. Topics covered include various forms of written communication, publishing research results, and oral presentation techniques. A Writing-Intensive course. Prerequisite: BIO 181 and BIO 182.

---

**BIO 302A**  
**Science Communication II** **2 hours**

Every semester. Also PHY 302 and CHM 302. A weekly seminar series of scientists presenting their current research to a mixed audience of students and faculty. A Writing-Intensive course. Prerequisite: BIO 301, and junior or senior status.

---

**BIO 304**  
**Applied Nutrition** **3 hours**

Every semester. 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 are used to promote health and prevent illness.

---

**BIO 305**  
**Introduction to Physical Therapy** **2 hours**

On demand. An introduction to the professional and practical field of physical therapy. A text supplements guest speakers, open discussions, question/answer sessions, and examinations. Students must also either observe a physical therapist in the field or present a case. Prerequisites: BIO 201.

---

**BIO 306**  
**Introduction to Occupational Therapy** **2 hours**

On demand. An introduction that includes observation of occupational therapists at work, experience with patients, writing of journals, discussions, public speaking, and interactions with guest speakers. Two hours lecture. May be repeated for up to four hours credit. Prerequisites: BIO 201.

---

**BIO 307**  
**Practice of Medicine by Physician Assistants** **2 hours**

On demand. An informative course on the history of the Physician Assistant (PA) profession from inception to current

status. Emphasis is on current practice venues. Interaction with practicing PA's will be accomplished by guest speakers. Two hours lecture. May be repeated for up to four hours credit. Prerequisites: BIO 201.

---

**BIO 308**  
**Pathophysiology** **3 hours**

Every semester and Summer. A study of manifestations of altered human physiology and disease. Systems theory is used to analyze the relationship between disease and physiology. Three hours lecture. Prerequisites: BIO 201 and BIO 202, or BIO 360.

---

**BIO 308R**  
**Pathophysiology: Recitation** **1 hour**

Every semester and Summer. A recitation course designed to complement and support the principles being taught in BIO 308 lecture. One hour recitation. Prerequisite: Concurrent enrollment in BIO 308 lecture.

---

**BIO 309**  
**Introduction to Pharmacy** **2 hours**

Every semester. An informative course on the history of the pharmacy profession from inception to current status. Emphasis is on current practice venues, including the clinical knowledge base required for a practicing pharmacist, plus hospital, retail, and managed care opportunities.

---

**BIO 320**  
**Fundamentals of Ecology** **4 hours**

Every semester. A study of plants and animals as individuals and in communities in relation to their physical and biological environment. Three hours lecture, three hours lab. Prerequisites: BIO 181 and BIO 182.

---

**BIO 332**  
**Cell Biology** **3 hours**

Every semester. A comprehensive study of the composition, structure, energetics, regulation, and growth of eukaryotic cells. Three hours lecture. Prerequisites: BIO 181 and BIO 182.

---

**BIO 340**  
**Genetics** **4 hours**

Every semester. A comprehensive examination of the principles of heredity and variation, including Mendelian genetics, molecular genetics, and population genetics. Three hours lecture, three hours lab. Prerequisites: BIO 181 and BIO 182.

---

**BIO 340R**  
**Genetics: Recitation** **1 hour**

Every semester. A recitation course designed to complement and support the principles being taught in the BIO 340 lecture. One hour recitation. Prerequisite: Concurrent enrollment in BIO 340 lecture.

---

**BIO 345**  
**Immunology** **3 hours**

Every Spring. 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.

---

**BIO 350**  
**Comparative Invertebrate Zoology** **4 hours**

Fall 2005, and alternate years. A study of the systematics, morphology, life history, and ecology of invertebrate organisms. Three hours lecture, three hours lab. Prerequisites: BIO 181 and BIO 182.

---

**BIO 360**  
**Basic Physiology** **3 hours**

---

Every Fall. A study of the functions of cells, organs, and systems of vertebrates, with emphasis on humans. Three hours lecture. Prerequisites: BIO 181 and BIO 182.

**BIO 360L**  
**Basic Physiology: Laboratory** **1 hour**

---

Every Fall. Laboratory exercises that complement topics of BIO 360 lectures. Three hours lab. Prerequisite: Concurrent enrollment in BIO 360 lecture.

**BIO 370**  
**Arizona Flora** **4 hours**

---

Spring 2005, and alternate years. A study of the principles of systematic botany with an emphasis on identification of the vascular flora of Arizona. Three hours lecture, three hours lab. Prerequisite: BIO 184.

**BIO 373**  
**Human Gross Anatomy and Dissection** **4 hours**

---

Every Summer. 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. Three hours lecture, three hours lab. This course cannot be taken as an audit. Prerequisites: BIO 181, BIO 182, and instructor's approval; students must apply for this course during the preceding Fall semester.

**BIO 383**  
**Drug Abuse Seminar** **3 hours**

---

Every semester. Also HLT 383 and SOC 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.

**BIO 411**  
**Conservation Biology** **3 hours**

---

Spring 2006, and alternate years. A survey of the science of conserving global biodiversity, including philosophies and values, species conservation, habitat protection, and sustainable development. Prerequisite: BIO 320.

**BIO 413**  
**Principles of Fisheries Management** **4 hours**

---

On demand. A survey of the principles of aquatic systems, ecology and fisheries management, and biology. Three hours lecture, three hours lab. Prerequisite: BIO 213, BIO 320.

**BIO 426**  
**Aquatic Ecology** **4 hours**

---

On demand. A study of the physical and biological components of aquatic ecosystems and adaptations of aquatic organisms. Laboratory investigations include methods of sampling and analyzing water and aquatic life. Three hours lecture, three hours lab. Prerequisite: BIO 320.

**BIO 430**  
**Developmental Biology** **4 hours**

---

On demand. A comprehensive examination of topics in developmental biology, including genetic regulation, nucleocytoplasmic interactions, morphogenesis, pattern formation, and cell differentiation. Three hours lecture, three hours lab. Prerequisites: BIO 181 and BIO 182.

**BIO 433**  
**Histology** **4 hours**

---

Every Spring. A study of the microscopic structure and function of human tissues. Three hours lecture, three hours lab. Prerequisites: BIO 181 and BIO 182.

**BIO 443**  
**Molecular Genetics** **3 hours**

---

On demand. This course will provide a comprehensive coverage of the present state of knowledge in the field of molecular genetics. It will include discussion of DNA and chromosome structure, contemporary molecular genetics laboratory techniques, including PCR and cloning, gene mapping, gene organization, mutation and repair, cancer genetics, and genetic testing. Prerequisites: BIO 340.

**BIO 444**  
**Endocrinology** **3 hours**

---

On demand. Advanced presentation of concepts in endocrinology with emphasis on the role of hormones in reproduction, development, metabolism and disease. Both systemic and molecular aspects of endocrinology are covered in this course. Prerequisites: BIO 201 and BIO 202, or BIO 360.

**BIO 445**  
**Evolutionary Biology** **3 hours**

---

Every Fall. An introduction to evolutionary biology including a historical overview and a modern understanding of the processes of biological evolution. Topics include history and philosophy of the theory, natural selection, historical geology, speciation, population genetics, phylogenetic systematics, evolutionary ecology, and the role of development in the evolutionary process. The nature of science is examined, and students are challenged to understand scientific and faith-based perspectives. Prerequisites: BIO 181, BIO 182; and BIO 340 strongly recommended.

**BIO 480**  
**Methods of Teaching Science in the Secondary School** **3 hours**

---

Every Fall. Methods of instruction, organization, and presentation of content in teaching science. Two hours lecture, two hours lab.

**BIO 481**  
**Vertebrate Zoology I** **4 hours**

---

Fall 2004, and alternate years. A study of the systematics, morphology, natural history, and ecology of fish, amphibians, and reptiles. Three hours lecture, three hours lab. Prerequisites: BIO 181 and BIO 182.

**BIO 482**  
**Vertebrate Zoology II** **4 hours**

---

Spring 2005, and alternate years. Systematics, morphology, natural history, and ecology of birds and mammals. Three hours lecture, three hours lab. Prerequisites: BIO 181 and BIO 182.

**BIO 496**  
**Advanced Topics in Biology** **1 - 4 hours**

---

On demand. Each year appropriate topics will be offered at an advanced level. Credit will range from one to four hours depending on the topic. May be repeated for credit. Prerequisite: Instructor's approval.

**BIO 497**  
**Internship** **1 - 4 hours**

---

On demand. The internship provides an opportunity for students to practice principles learned in their major area of study by working in an outside organization under the supervision of a professional. See Department Chair for specific information. Prerequisite: Instructor's approval.

**BIO 498**  
**Research in Biology** **3 hours**  
Every semester. A detailed study of one or more biological problems. May be repeated for up to nine hours of credit, three of which may count toward electives in biology. Prerequisites: BIO

181, BIO 182, CHM 113, 113L, CHM 115, 115L, and instructor's approval.

**BIO 499**  
**Independent Study** **1 - 4 hours**  
On demand. See page 30.

# Department of Christian Studies

---

## MISSION STATEMENT

---

The Department of Christian Studies prepares students called to ministry and Christian service; instructs students who want to understand more deeply the theological and philosophical implications of the Christian faith; and supports the University's liberal arts foundation by equipping all students with a working knowledge of the Bible and the Christian worldview.

---

## DEPARTMENT DESCRIPTION

---

The Department of Christian Studies exists to guide students in challenging learning experiences, to provide them with a strong Biblical foundation for ministry, and to equip them for service in the Christian community. 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 traditional degree programs. Each of these degree programs seeks 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. Students should examine and choose the degree program that best fits their goals in ministry.

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 two concentrations from the list of eight that follows: Biblical Studies, Biblical Languages, Christian Education-General\*, Christian Education-Youth\*, Christian Education-International Ministry, Historical/Theological, Philosophy, Worship.

The Bachelor of Arts in Philosophy degree is designed to equip students with the tools needed for developing Christian solutions to philosophical and ethical problems. More broadly, the degree aims at providing a sound grasp of philosophy in general and sharpening the analytical skills needed for meaningful participation in philosophy.

The Christian Leadership minor is designed to support the student's major by focusing on transferable management and leadership skills, styles, and models understood within a Christian context. An important facet of this minor is its internship component.

The Philosophy minor is designed to equip students with the tools needed for developing Christian solutions to philosophical and ethical problems. More broadly, the program aims to provide a sound grasp of philosophy in general and to sharpen the analytical skills needed for meaningful participation in philosophy.

The Christian Studies Minor is designed to provide students with a basic yet fundamentally sound foundation for understanding the essential beliefs and practices of Christianity.

The Department of Christian Studies also offers a non-traditional degree completion program in Christian Leadership. The Christian Leadership program at Grand Canyon University adopts a servant leadership perspective and applies it to 21<sup>st</sup> Century issues, responding to the particular needs of today and tomorrow's leaders. The program is designed to sharpen leadership capabilities in any setting, while introducing and applying Christian ideals to the workplace.

\* The student must choose either the "Christian Education: General" concentration or the "Christian Education: Youth" concentration and not both concurrently.

As a graduation requirement, all students must successfully complete four (**three for those students who substitute ENG 103 for ENG 101 and 102**) courses, which have been designated as Writing-Intensive. The purpose of the Writing-Intensive courses is two-fold: to introduce the student 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.

#### UNIVERSITY LIBERAL ARTS FOUNDATION REQUIRED COURSES FOR THE DEPARTMENT OF CHRISTIAN STUDIES

The University Liberal Arts Foundation (ULAF) for the Department of Christian Studies differs slightly from the ULAF found on page 38. Students majoring in the Department of Christian Studies must complete all ULAF requirements for the College of Liberal Arts and Sciences as well as the following required courses.

<b>Christian Perspectives:</b>	<b>6 hours</b>
BIB 113 Old Testament History (3)	
BIB 123 New Testament History (3)	

#### DEGREE REQUIREMENTS ---- CHRISTIAN STUDIES (B.A. DEGREE; No Minor Required)

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94)
- No minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement)
- The Christian Studies major consists of 15 semester core hours that all students in the major take. The student will then select two of eight available concentrations of 18 semester hours each for a total of 36 semester hours that, when added to the 15 core hours total 51 semester hours for the major. No minor is required. The student, after fulfilling ULAF requirements and major requirements, may add a minor, add an additional concentration, or simply take free elective hours.

#### CORE COURSES

HTH 373	Christian Doctrines	3 hours
MIN 202	Introduction to Ministry	3 hours
Δ MIN 315	Spiritual Formation	3 hours
Δ MIN 490	Senior Seminar	3 hours
MIN 497	Christian Studies Internship	3 hours

**Total Core Credit Hours 15 hours**

Δ Writing-Intensive course

#### Biblical Studies Concentration

BIB 313	Biblical Interpretation	3 hours
BIB 423	General Epistles & the Revelation	3 hours
<i>OR</i>		
BIB 453	Old Testament Poetry	
BIB 432	Old Testament Prophets	3 hours
BIB 433	The Gospels	3 hours
BIB 442	The Pentateuch	3 hours
BIB 443	Epistles of Paul	3 hours

**Total Concentration Hours 18 hours**

#### Biblical Languages Concentration

GRK 274	Beginning Greek I	4 hours
---------	-------------------	---------

GRK 284	Beginning Greek II	4 hours
GRK 373	Advanced Greek III	3 hours
GRK 383	Advanced Greek IV	3 hours
Elective (GRK 472 & 482 <i>OR</i> HEB 198)		4 hours
GRK 472	Textual Criticism (2) <i>and</i>	
GRK 482	Greek Reading (2)	
<b>OR</b>		
HEB 198	Biblical Hebrew (4)	

**Total Concentration Hours 18 hours**

#### Christian Education: General Concentration\*

MIN 213	Survey of Christian Education	3 hours
MIN 220	Management for Ministry	3 hours
MIN 373	Pastoral Ministry	3 hours
MIN 443	Leadership for Ministry	3 hours
MIN 498	Special Topics in Christian Ministry	3 hours
PHI 225	Introduction to Ethics	3 hours

**Total Concentration Hours 18 hours**

\* The student must choose either "Christian Education: General" concentration or "Christian Education: Youth" concentration and not both concurrently.

#### Christian Education: Youth Concentration\*

MIN 213	Survey of Christian Education	3 hours
MIN 223	Introduction to Youth Ministry	3 hours
MIN 343	Teaching & Guiding Youth	3 hours
MIN 443	Leadership for Ministry	3 hours
MIN 498	Special Topics in Youth Ministry	3 hours
PSY 373	Adolescent Psychology	3 hours

**Total Concentration Hours 18 hours**

\* The student must choose either "Christian Education: General" concentration or "Christian Education: Youth" concentration and not both concurrently.

#### Christian Education: International Ministry Concentration

INT 343	History of Christian Mission	3 hours
INT 303	Cross-Cultural Communication	3 hours
INT 333	Christianity and Culture	3 hours
INT 363	Issues in Contemp Missions	3 hours
INT 498	Special Topics in Cross Cultural Communication	3 hours
PHI 463	World Religions	3 hours

**Total Concentration Hours 18 hours**

#### Historical/Theological Concentration

Church History (take 3 different courses)		9 hours
HTH 303	History of Christianity in America	
HTH 316	Medieval and Reformation History	
HTH 343	Early Christian History	
HTH 498*	Special Topics in Christian History	
Theology (take 3 different courses)		9 hours
HTH 355	Biblical Theology	
HTH 365	Historical Theology	
HTH 375	Contemporary Theology	
HTH 498*	Special Topics in Theology	

**Total Concentration Hours 18 hours**

\* HTH 498 may be taken only once.

#### Philosophy Concentration

PHI 101	Introduction to Philosophy	3 hours
PHI 215	Introduction to Logic	3 hours
PHI 225	Introduction to Ethics	3 hours



History of Philosophy (take 1)		3 hours
PHI 312	Foundation of Western Thought (3)	
PHI 313	Shapers of the Modern Mind (3)	
PHI 314	Medieval Philosophy (3)	
PHI 318	Faith and Reason	3 hours
PHI —	Elective	3 hours
Any upper division PHI course except PHI 490		

**Total Concentration Hours 18 hours**

**Worship Concentration**

WOR 201	Introduction to Worship	3 hours
WOR 301	The Arts in Worship	3 hours
WOR 302	Personal Worship	3 hours
WOR 303	Planning Worship	3 hours
WOR 401	Leading Worship Seminar/Practicum	3 hours
WOR 498	Special Topics in Worship	3 hours

**Total Concentration Hours 18 hours**

**DEGREE REQUIREMENTS ---- PHILOSOPHY (B.A. DEGREE; Minor Required)**

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94)
- Minor required
- Electives (As needed to satisfy the 128 semester hour minimum graduation requirements)

**Philosophy Major**

PHI 101	Intro to Philosophy	3 hours
PHI 215	Intro to Logic	3 hours
PHI 225	Intro to Ethics	3 hours
PHI 312	Ancient Philosophy	3 hours
PHI 313	Modern Philosophy	3 hours
PHI 314	Medieval Philosophy	3 hours
Δ PHI 316	Metaphysics	3 hours
PHI 318	Faith & Reason	3 hours
PHI 319	Epistemology	3 hours
Δ PHI 490	Senior Seminar	3 hours
Electives (select 2 from the following)		6 hours
BIB 313	Biblical Interpretation (3)	
HTH 373	Christian Doctrines (3)	
HTH 375	Contemporary Theology (3)	
MAT 300	Intro to Mathematical Thought (3)	
POS 344	Political Thought (3)	
POS 370	Politics, Religion, and Ethics (3)	

**Total Major Hours 36 hours**

Δ Writing-Intensive course

**MINOR REQUIREMENTS -- CHRISTIAN STUDIES\***

BIB 313	Biblical Interpretation	3 hours
HTH 373	Christian Doctrines	3 hours
HTH* —	Elective (any upper division Christian Studies HTH course)	3 hours
MIN 202	Introduction to Ministry	3 hours
MIN 315	Spiritual Formation	3 hours
PHI 101	Introduction to Philosophy	3 hours
<b>OR</b>		
PHI 225	Introduction to Ethics	

**Total Minor Hours 18 hours**

\* Prerequisite are BIB 113 and BIB 123.

**MINOR REQUIREMENTS -- CHRISTIAN LEADERSHIP\***

HTH 373	Christian Doctrines	3 hours
MIN 202	Introduction to Ministry	3 hours
MIN 220	Management for Ministry	3 hours
MIN 315	Basic Christian Discipleship	3 hours
MIN 443	Leadership for Ministry	3 hours
MIN 497	Ministerial Internship	3 hours

**Total Minor Hours 18 hours**

\* Prerequisite are BIB 113 and BIB 123.

**MINOR REQUIREMENTS -- PHILOSOPHY**

PHI 101	Introduction to Philosophy	3 hours
PHI 215	Introduction to Logic	3 hours
PHI 225	Introduction to Ethics	3 hours
One of the following:		3 hours
PHI 312	Foundations of Western Thought (3)	
PHI 313	Shapers of the Modern Mind (3)	
PHI 314	Medieval Philosophy (3)	
PHI —	Philosophy Electives	6 hours

**Total Minor Hours 18 hours**

\* Prerequisite are BIB 113 and BIB 123.

**NON-TRADITIONAL DEGREE REQUIREMENTS -- CHRISTIAN LEADERSHIP**

**(B.A. DEGREE: No Minor Required)**

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94)

**Christian Leadership Major**

CHL 430	Dynamics of Groups	3 hours
CCS 431	Portfolio Assessment	3 hours
CHL 432	Leadership Theory and Praxis	3 hours
Δ CHL 434	Research Methodology	3 hours
CHL 436	Administration Aspects of Leadership	3 hours
CHL 438	Spiritual Formation of Leaders	3 hours
CHL 440	Building Interpersonal Relationships	3 hours
CHL 442	The Leader as Coach and Mentor	3 hours
CHL 444	Ethical Challenges for the Christian Leader	3 hours
CHL 446	Issues in Counseling	3 hours
CHL 448	Leadership in the Global Community	3 hours
CHL 450	Professional Project	3 hours
Elective (chose 1 of the following)		3 hours
CHL 330	Old Testament History & Theology (3)	
CHL 330	New Testament History & Theology (3)	

**Total Major Hours 39 hours**

Δ Writing-Intensive course

Students will need to complete enough electives to meet the 128, semester hour minimum requirement for graduation. Up to 30 hours of electives may be earned through Prior Learning Credit. Additional hours may be completed at a regionally accredited institution, earned through credit by examination, or taken through traditional courses at Grand Canyon University (traditional student tuition rates apply). (See "Evaluation of Transfer Credit" for

additional information.) Total elective hour requirements are 57 hours.

## CORE COURSES

---

### **HTH 373** **3 hours** **Christian Doctrines**

*(Fall 04/every fall).* 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.

### **MIN 202** **3 hours** **Introduction to Ministry**

*(Fall 04/every semester).* 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.

### **MIN 315Δ** **3 hours** **Spiritual Formation**

*(Fall 04/every semester).* 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.

### **MIN 490Δ** **3 hours** **Senior Seminar**

*(Spring 05/ every spring).* This course allows students to integrate their call to ministry and vocational intent with their academic activity. This course should be taken during the student's final semester. A writing intensive course. Prerequisites: Senior status, instructor's approval, HTH 373, MIN 202, and MIN 315.

### **MIN 497** **3 hours** **Ministerial Internship**

*(Fall 04/every semester).* 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.

## BIBLE CONCENTRATION

---

### **BIB 113** **3 hours** **Old Testament History**

*(Every Semester).* 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.

### **BIB 123** **3 hours** **New Testament History**

*(Every Semester).* A general historical survey of the New Testament, beginning with the inter-biblical period, with the main emphasis given to the Gospels and Acts.

### **BIB 313** **3 hours** **Biblical Interpretation**

*(Spring 05 and alternate years).* 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.

### **BIB 423** **3 hours** **General Epistles and The Revelation**

*(Spring 06 and alternate years).* A study of the historical background, authorship, and exegetical analysis of the General Epistles (Hebrew; James; I and II Peter; I, II, and III John; and Jude) and The Revelation. Prerequisites: BIB 113, and BIB 123.

### **BIB 432** **3 hours** **Old Testament Prophets**

*(Fall 06 and alternate years).* 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.

### **BIB 433** **3 hours** **The Gospels**

*(Spring 06 and alternate years).* A study of the life of Jesus, with special attention given to his person, teachings, and work. Prerequisites: BIB 113 and BIB 123.

### **BIB 442** **3 hours** **The Pentateuch**

*(Fall 05 and alternate years).* 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.

### **BIB 443** **3 hours** **The Epistles of Paul**

*(Spring 05 and alternate years).* 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.

### **BIB 453** **3 hours** **Old Testament Poetry**

*(Fall 05 and alternate years).* A study of the poetical books of the Old Testament, with reference to their literary style, occasion of writing, authorship, content, and interpretation. Prerequisites: BIB 113 and BIB 123.

### **BIB 463** **3 hours** **Biblical Backgrounds**

*On demand.* A geographical and archaeological survey of Palestine and the countries near it, and an examination of the important political, social and religious customs, and conditions which have a bearing on the Biblical History. Prerequisites: BIB 113 and BIB 123.

**BIB 498** **3 hours**  
**Special Topics**

---

Topics of interest to students not covered in-depth in other courses will be considered. Prerequisites: Sophomore status and three hours of Bible.

**BIB 499** **1-4 hours**  
**Independent Study**

---

*On demand.* Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This type of course may be taken for one, two, three, or four hours, depending upon the amount of time and work involved and may be repeated for up to four hours total credit per subject area unless specified otherwise in requirements for a major. 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.

**BIBLICAL LANGUAGES  
CONCENTRATION**

---

**GRK 274** **4 hours**  
**Beginning Greek I**

---

*(Fall 05 and alternate years).* Offered for persons who are studying Greek for the first time or for those whose preparation is not adequate for entering a more advanced class in Greek. Designed to give the fundamentals to read the Greek New Testament.

**GRK 284** **4 hours**  
**Beginning Greek II**

---

*(Spring 05 and alternate years).* Continuation of course GRK 274. A study of Greek grammar is completed, with simple exercises for reading and translation. Prerequisites: GRK 274 or equivalent.

**GRK 373** **3 hours**  
**Advanced Greek III**

---

*(Fall 04 and alternate years).* For second-year students of the Greek New Testament. Forms, syntax, and prose composition are reviewed. The student is required to translate a New-Testament book and is given, with each lesson a demonstration of the significance of Greek forms as vital to accurate translation. Prerequisites: GRK 284.

**GRK 383** **3 hours**  
**Advanced Greek IV**

---

*(Spring 05 and alternate years).* Continuation of course GRK 373. This course includes an exegesis of one short New Testament book, designed to help prepare the student for the use of the most effective methods of exegesis of the Greek New Testament. Prerequisite: GRK 373.

**GRK 472** **2 hours**  
**New Testament Textual Criticism**

---

*(Fall 06 and alternate years).* Ideal for those who have completed GRK 373 and 383. This course will lead the student into the study of the principles of New Testament textual criticism. The student will learn to understand and interpret the textual notations given in the major editions of the Greek New Testament. Prerequisites: GRK 274 and GRK 284.

**GRK 482** **2 hours**  
**Greek Reading**

---

*(Spring 05 and alternate years).* This course will take the Greek reader beyond the basic New Testament texts of Advanced Greek. A translation of a brief book or section of a longer book of the Greek New Testament will be done. Prerequisites: GRK 274, GRK284, GRK 373 and GRK 383.

**GRK 499** **1-4 hours**  
**Independent Study**

---

*(On-demand).* Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This type of course may be taken for one, two, three, or four hours, depending upon the amount of time and work involved and may be repeated for up to four hours total credit per subject area unless specified otherwise in requirements for a major. 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.

**HEB 198** **4 hours**  
**Biblical Hebrew**

---

*(Fall 2004 and alternate years).* An introduction to the language of the Old Testament. This course will give the students a basic introduction to the vocabulary and grammar of biblical Hebrew. The student will learn to translate at a basic level, using the book of Ruth.

**HISTORICAL/THEOLOGICAL  
CONCENTRATION**

---

**HTH 303** **3 hours**  
**History of Christianity in America**

---

*(Spring 05 and alternate years).* 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.

**HTH 316** **3 hours**  
**Medieval and Reformation History**

---

This course is a study of the significant ideas, movements, and people associated with the History of Christianity from the period of the sixth century Pope Gregory the great through the Council of Trent in 1547. Special emphasis is given to the development of Christian theology, polity, missions, monasticism and political thought.

**HTH 343** **3 hours**  
**Early Christian History**

---

*(Fall 04 and alternate years).* This course is a study of the significant ideas movements, and people associated with the History of Christianity from the late first century through the death of St. Augustine and the fall of the Western Roman Empire. Special emphasis is given to the development of Christian theology, polity, missions and monasticism.

**HTH 355** **3 hours**  
**Biblical Theology**

---

*(Fall 05 and alternate years).* This course is a study of the theology of the Bible. It will deal with the idea of theology of each book of the Bible and whether or not there can be a theology of the Old Testament or a theology of the new Testament and, if so, whether or not there is a unity of the Bible that permits a theology of the whole Bible. The course will then deal with the theological content of the Bible within the scope of books, Testaments and the Bible as a whole.

**HTH 365** **3 hours**  
**Historical Theology**

---

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.

**HTH 375** **3 hours**  
**Contemporary Theology**

*(Fall 04/ every fall)*. 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, and Liberation Theology.

**HTH 463** **3 hours**  
**World Religions**

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.

**HTH 498** **3 hours**  
**Special Topics**

*(Spring 05 and alternate years)*. Topics of interest not covered in-depth in other courses will be considered. Prerequisite: Sophomore status and three hours of Bible.

**HTH 499** **3 hours**  
**Independent Study**

*(On-demand)*. Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This type of course may be taken for one, two, three, or four hours, depending upon the amount of time and work involved and may be repeated for up to four hours total credit per subject area unless specified otherwise in requirements for a major. 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.

---

## CHRISTIAN EDUCATION: INTERNATIONAL MINISTRY CONCENTRATION

---

**INT 303** **3 hours**  
**Cross-Cultural Communication**

*(Fall 05 and alternate years)*. 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.

**INT 333** **3 hours**  
**Christianity and Culture**

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.

**INT 498** **3 hours**  
**Special Topics**

Topics of interest not covered in-depth in other courses will be considered. Prerequisites: Sophomore status and three hours of Bible.

---

## CHRISTIAN EDUCATION: GENERAL AND YOUTH CONCENTRATION

---

**MIN 213** **3 hours**  
**A Survey of Christian Education**

*(Fall 04 and every semester)*. 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.

**MIN 220** **3 hours**  
**Management for Ministry**

*(Fall 05 and alternate years)*. 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.

**MIN 223** **3 hours**  
**Introduction to Youth Ministry**

*(Fall 05 and alternate years)*. 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.

**MIN 373** **3 hours**  
**Pastoral Ministry**

*(Spring 05 and alternate years)*. 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.

**MIN 443** **3 hours**  
**Leadership for Ministry**

*(Spring 04 and every spring)*. An exploration of leadership within the context of Christian ministry. Special attention is given to the study of leadership theories, leadership behavior, and the implementation of leadership principles. Prerequisite: Junior status.

**MIN 498** **3 hours**  
**Special Topics**

Topics of interest not covered in-depth in other courses will be considered. Prerequisites: Sophomore status and three hours of Bible.

**MIN 499** **1-4 hours**  
**Independent Study**

*(On demand)*. Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This type of course may be taken for one, two, three, or four hours, depending upon the amount of time and work involved and may be repeated for up to four hours total credit per subject area unless specified otherwise in requirements for a major. 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.

## PHILOSOPHY CONCENTRATION

---

### **PHI 101** **3 hours**

#### **Introduction to Philosophy**

*(Fall 04 and every fall)*. 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?

### **PHI 215** **3 hours**

#### **Introduction to Logic**

*(Fall 04 and every fall)*. A study of the principles of correct reasoning with emphasis on distinguishing between good and bad arguments of various types.

### **PHI 222** **3 hours**

#### **Foundations of Analytical Thinking**

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.

### **PHI 225** **3 hours**

#### **Introduction to Ethics**

*(Spring 04 and every spring)*. 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 moral obligation, moral virtues and vices, and the relevance of religious beliefs to morality.

### **PHI 312** **3 hours**

#### **Foundations of Western Thought**

A survey of the development of Western thought from ancient Greece through the Middle Ages, with particular emphasis on the contributions of Plato and Aristotle. Prerequisite: PHI 101 or instructor's approval.

### **PHI 313** **3 hours**

#### **Shapers of the Modern Mind**

A study of thinkers from the Renaissance to contemporary times who have helped to form our understanding of ourselves and the world we live in. Focus will be on major philosophic systems of the modern period. Prerequisite: PHI 101 or instructor's approval.

### **PHI 314** **3 hours**

#### **Medieval Philosophy**

A survey of western philosophy from 400 AD to roughly the time of Descartes. Special attention will be given to the writings of Augustine, Anselm, and Thomas Aquinas. Prerequisite: PHI 101 or instructor's approval.

### **PHI 316Δ** **3 hours**

#### **Metaphysics**

A study of traditional questions raised in metaphysics or ontology (i.e., "the study of being"). Examples of these questions which may be considered are: Are there universals (i.e., objects which can exist in more than one place at a time)? Are all events determined by prior causes, or is there genuine human freedom? Are human persons purely physical objects or do they have immaterial souls? The course will encourage reflection on the relationship between worldview and metaphysics. A writing intensive course.

### **PHI 318** **3 hours**

#### **Faith and Reason**

*(Spring 05 and every spring)*. 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.

### **PHI 319** **3 hours**

#### **Epistemology**

A study of traditional questions raised in the theory of knowledge. Examples of questions to be considered are: What is the correct analysis of knowledge? Is sense perception a reliable source of knowledge? Is there any priori knowledge (i.e., knowledge independent of sensory experience)? The course will encourage reflection on the relationship between worldview and theory of knowledge.

### **PHI 322** **3 hours**

#### **Advanced Analytical Thinking: Case Studies**

Practical application of skills taught in various logic and writing courses, but especially PHI 222. Students will analyze current debates within a variety of fields. They will research, write, and present orally on these debates, with the objective of developing reasoned, philosophically based positions on the issues. Prerequisites: PHI 215 and PHI 222.

### **PHI 329** **3 hours**

#### **Biomedical Ethics**

*(Every Semester)*. 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.

### **PHI 490Δ** **3 hours**

#### **Senior Seminar**

This course will provide students the opportunity for intensified discussion and the development of individual interests leading to the central goal of crafting a piece of work which would be suitable for submission to an undergraduate journal in philosophy. A writing-intensive course. Prerequisites: Senior status and instructor's approval.

### **PHI 499** **3 hours**

#### **Independent Study**

Research, seminars, or readings on a special topic to be selected by the student and the faculty advisor are appropriate. This type of course may be taken for one, two, three, or four hours, depending upon the amount of time and work involved and may be repeated for up to four hours total credit per subject area unless specified otherwise in requirements for a major. 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.

## WORSHIP CONCENTRATION

---

### **WOR 201** **3 hours**

#### **Introduction to Worship**

*(Every Spring)*. 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.

---

**WOR 301** **3 hours**  
**The Arts in Worship**

---

*(Fall 2005 and alternate years).* 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** **3 hours**  
**Personal Worship**

---

*(Spring 04 and every spring).* 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** **3 hours**  
**Planning Worship**

---

*(Fall 05 and alternate years).* 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** **3 hours**  
**Worship Leading Seminar/Practicum**

---

*(Fall 04/every fall).* This course focuses on developing the leadership skills of those responsible for guiding corporate worship. Prerequisite: WOR 201

---

**WOR 498** **3 hours**  
**Special Topics in Worship**

---

*(As needed).* Topics relevant to the worship area of interest to students not covered in other courses will be considered. Prerequisite: Sophomore status and WOR 201

---

## NON-TRADITIONAL PROGRAM CHRISTIAN LEADERSHIP

---

---

**CHL 330** **3 hours**  
**Old Testament History and Theology**

---

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.

---

**CHL 332** **3 hours**  
**New Testament History and Theology**

---

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.

---

**CHL 430** **3 hours**  
**The Dynamics of Groups**

---

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.

---

**CCS 431Δ** **3 hours**  
**Portfolio Assessment**

---

A course that focuses on the preparation of students' personal portfolios and professional life-learning experiences. A writing intensive course.

---

**CHL 432** **3 hours**  
**Leadership Theory and Praxis**

---

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.

---

**CHL 434** **3 hours**  
**Research MethodologyΔ**

---

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. A writing-intensive course.

---

**CHL 436** **3 hours**  
**Administration Aspects of Leadership**

---

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.

---

**CHL 438** **3 hours**  
**Spiritual Formation of Leaders**

---

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** **3 hours**  
**Building Interpersonal Relationships**

---

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.

---

**CHL 442** **3 hours**  
**The Leader as Coach and Mentor**

---

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.

**CHL 444** **3 hours**  
**Ethical Challenges for The Christian Leader**

---

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.

**CHL 446** **3 hours**  
**Issues in Counseling**

---

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.

**CHL 448** **3 hours**  
**Leadership in Global Community**

---

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.

**CHL 450** **3 hours**  
**Professional Project**

---

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.

# Department of Communications & Speech

## DEPARTMENT DESCRIPTION

The Department of Communications and Speech seeks to enable students to communicate effectively, think critically, and develop skills in a variety of disciplines. Courses are designed to provide students with skills in the areas of art, business, English, journalism, and speech. This experience offers students preparation for professional work in the fields of communications and speech teaching. The department supports a competitive speech team and readers theatre ensembles that offer many performance opportunities.

## PERFORMANCE ENSEMBLES

Canyon Tales, comprised of prospective teachers, performs a variety of literature in both public and private schools.

Word Power, Inc. is dedicated to sharing and spreading Christ's love through dramatic presentations and creative worship.

Performance and participation scholarships are available by audition.

## PUBLICATION LABS

The following publication is staffed and edited by students under faculty leadership:

- campus student newspaper, *Canyon Echoes*

## THE COMMUNICATIONS DEGREE PROGRAM

The Communications major offers a unique interdisciplinary field of study. Coursework comes from the areas of art, business, English, journalism, and speech. The degree is broadly based in order to provide a wide variety of experiences. An area of emphasis is provided to help prepare the student for professional work in the field of broadcasting, journalism, photojournalism, and public relations.

## DEGREE REQUIREMENTS — COMMUNICATIONS (B.A. DEGREE; No Minor Required)

- Entrance into the Communications Major will require successful completion of the lower division (100-200 level) communications core courses and ENG 101 and 102, or ENG 103. A 2.5 grade point average must be achieved in the above courses. A review by communications faculty will help to direct the student's academic pursuit.
- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Additional emphasis hours required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

Courses are listed alphabetically by prefix, not in the order they should be taken. See Academic Advisor for sequence.

### Communications Lower Division Major Core

ART 201	Photography I	3 hours
---------	---------------	---------

COM 003	Communications Orientation	0 hours
DGN 223	Advertising Design	3 hours
DGN 263	Computer Graphics I	3 hours
ENG 201	Intermediate Grammar	3 hours
JRN 200	News Writing and Reporting	3 hours
JRN 201	Publications I	3 hours
SPC 113	Fundamentals of Speech	3 hours
SPC 292	Group Discussion	3 hours
SYM 180 A	Beginning Word	
	<i>OR</i>	
SYM 180 I	Accounting Principles	1 hours
SYM 180 __	Any additional SYM 180 module	1 hours

### Communications Upper Division Major Core

COM 301	Broadcasting	3 hours
COM 310	Principles of Public Relations	3 hours
Δ COM 314	Intercultural Communication	3 hours
Δ ENG 301	Advanced Composition	3 hours
Δ ENG 313	Business and Technical Writing	3 hours
JRN 314	Small Newspaper I	3 hours
SPC 311	Advanced Public Speaking	3 hours
SPC 398	Communications and the Media	3 hours

**Total Communications Core Hours 51 hours**

Δ Writing-Intensive course

### Additional Emphasis Requirements (*Select one*)

#### 1. Broadcasting Emphasis

COM 307	Sports Broadcasting	
	<i>OR</i>	
COM 399	Broadcasting Practicum	3 hours
COM 417	Broadcasting Internship I	3 hours
COM 418	Broadcasting Internship II	3 hours
COM 498	Advanced Topics	3 hours
SPC 318	Voice and Diction	3 hours
SPC 378	Oral Interpretation of Literature	3 hours

**Total Emphasis Hours 18 hours**

#### 2. Journalism Emphasis

COM 411	Journalism Internship I	3 hours
COM 412	Journalism Internship II	3 hours
ENG 315	Historical and Social Aspects of English	3 hours
JRN 300	Advanced News Writing & Reporting	3 hours



JRN 414	Small Newspaper II (two semesters)	6 hours
<b>Total Emphasis Hours</b>		<b>18 hours</b>
<b>3. Photojournalism Emphasis</b>		
ART 301	Photography II	3 hours
COM 413	Photojournalism Internship I	3 hours
COM 414	Photojournalism Internship II	3 hours
JRN 341	Photojournalism I	3 hours
JRN 343	Photojournalism II	3 hours
JRN 383	Publications Photography	3 hours

**Total Emphasis Hours 18 hours**

**4. Public Relations Emphasis**

COM 415	Public Relations Internship I	3 hours
COM 416	Public Relations Internship II	3 hours
COM 498	Advanced Topics	3 hours
JRN 300	Advanced News Writing & Reporting	3 hours
MKT 301	Principles of Marketing	3 hours
MKT 304	Promotion and Advertising	3 hours

**Total Emphasis Hours 18 hours**

**DEGREE REQUIREMENTS — SPEECH TEACHING  
(B.S. DEGREE; Minor Recommended)**

- University Liberal Arts Foundation for Secondary Education Program (see page 74).
- Admission to Teacher Education program (see page 73).
- Secondary major required (see page 75).
- Minor recommended.

Courses are listed alphabetically by prefix, not in the order they should be taken. See Academic Advisor for sequence. Writing-Intensive courses will be taken as part of the Secondary Education major.

**Speech Teaching Major Core**

COM 123	Dramatic Arts for Teachers	3 hours
COM 305	Parliamentary Procedure	3 hours
SPC 113	Fundamentals of Speech	3 hours
SPC 200	Speech Participation	1 hour
SPC 292	Group Discussion	3 hours
SPC 300	Speech Participation	1 hour
SPC 311	Advanced Public Speaking	3 hours
SPC 318	Voice and Diction	3 hours
SPC 378	Oral Interpretation of Literature	3 hours
SPC 398	Communications and the Media Advanced Studies	3 hours
SPC 399	Practicum	6 hours
SPC 420	Readers Theatre Workshop	3 hours

**Total Speech Teaching Hours 35 hours**

**DEGREE REQUIREMENTS — SPEECH/THEATRE**

For Speech/Theatre major, see Theatre Department (see page 165).

**MINOR REQUIREMENTS — SPEECH**

SPC 113	Fundamentals of Speech	3 hours
SPC 200	Speech Participation	
	<i>OR</i>	
SPC 300	Speech Participation	1 hour
SPC 292	Group Discussion	3 hours
SPC 311	Advanced Public Speaking	3 hours

SPC 318	Voice and Diction	3 hours
SPC 378	Oral Interpretation of Literature	3 hours
SPC 398	Communications and the Media	3 hours

**Total Minor Hours 19 hours**

**COMMUNICATIONS**

**COM 003**

**Communications Orientation 0 hours**

Every semester. Meets one time during the semester to acquaint students with the application process for the Communications degree. COM 003 is required of all Communications majors as part of the lower division core.

**COM 123**

**Dramatic Arts for Teachers 3 hours**

Every semester. Designed to acquaint prospective teachers with the importance of performance in the classroom. Emphasis is placed on teacher improvisation, performance, and individual style. Students will participate in group presentations, role playing, simulation, and individual performance. Required for undergraduate education majors.

**COM 301**

**Broadcasting 3 hours**

Every Fall. An overview of broadcasting and electronic media for radio and television. Prerequisite: Junior or senior status or instructor's approval.

**COM 305**

**Parliamentary Procedure 3 hours**

Every Summer. An in-depth study of Parliamentary Procedure both in theory and practice. Research in the history of Parliamentary Law is included. Prerequisite: SPC 113 or SPC 292 or instructor's approval.

**COM 307**

**Sports Broadcasting 3 hours**

Every Spring. Also PED 307. A course designed to teach students the basic components of sports related radio or television broadcasting.

**COM 310**

**Principles of Public Relations 3 hours**

Every Fall. 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.

**COM 314A**

**Intercultural Communication 3 hours**

Every Fall. 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.

**COM 399**

**Practicum 1 - 4 hours**

Every semester. See page 31.

**COM 411**

**Journalism Internship I 3 hours**

Every semester. 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.

---

**COM 412**  
**Journalism Internship II** **3 hours**

---

Every semester. Continuation of COM 411. Further experience practicing functional skills under the supervision of a practitioner. Prerequisites: COM 411 and instructor's approval.

**COM 413**  
**Photojournalism Internship I** **3 hours**

---

Every semester. 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.

**COM 414**  
**Photojournalism Internship II** **3 hours**

---

Every semester. Continuation of COM 413. Further experience practicing functional skills under the supervision of a practitioner. Prerequisites: COM 413 and instructor's approval.

**COM 415**  
**Public Relations Internship I** **3 hours**

---

Every semester. 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.

**COM 416**  
**Public Relations Internship II** **3 hours**

---

Every semester. Continuation of COM 415. Further experience practicing functional skills under the supervision of a practitioner. Prerequisites: COM 415 and instructor's approval.

**COM 417**  
**Broadcasting Internship I** **3 hours**

---

Every semester. 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.

**COM 418**  
**Broadcasting Internship II** **3 hours**

---

Every semester. Continuation of COM 417. Further experience practicing functional skills under the supervision of a practitioner. Prerequisites: COM 417 and instructor's approval.

**COM 498**  
**Advanced Topics** **3 hours**

---

On demand. Topics of interest in communications not covered in depth in other courses will be considered. Prerequisite: Instructor's approval.

**COM 499**  
**Independent Study** **3 hours**

---

Every semester. See page 30.

---

## JOURNALISM

---

**JRN 200**  
**News Writing and Reporting** **3 hours**

---

Every semester. A course designed for students wishing to learn the basic skills of news writing and reporting.

**JRN 201**  
**Publications I** **3 hours**

---

Every semester. A course designed to give the student basic skills and practical experience in the processes which lead to the production and distribution of a student publication. Laboratory experience provided.

**JRN 300**  
**Advanced News Writing and Reporting** **3 hours**

---

Every semester. A course designed for students who have completed JRN 200 or its equivalent. Students will have the opportunity to expand their news writing and reporting skills through story assignments and freelance writing. Prerequisite: JRN 200 or instructor's approval.

**JRN 301**  
**Publications II** **3 hours**

---

Every semester. Continuation of JRN 201. May be repeated for a maximum of six hours of credit. Prerequisite: JRN 201 or instructor's approval.

**JRN 314**  
**Small Newspaper I** **3 hours**

---

Every semester. A course that presents the principles of journalism as they apply to the small newspaper. Laboratory experience provided by the University newspaper. Prerequisite: JRN 200.

**JRN 341**  
**Photojournalism I** **3 hours**

---

Fall 2004, and alternate years. An exploration of techniques and skills necessary to take many different types of photographs which communicate and inform the public and appear in large and small publications. Topics include documentary, news, action, environmental, feature, and people photography. Prerequisite: ART 201.

**JRN 343**  
**Photojournalism II** **3 hours**

---

Spring 2005, and alternate years. A continuation of techniques and skills presented in JRN 341. In addition, students will take assignments in editorial, sequence, pictorial, portrait, and advertising photography. This class provides an opportunity for students to develop a portfolio. Prerequisite: JRN 341.

**JRN 383**  
**Publications Photography** **3 hours**

---

Every semester. A course designed to give students practical experience in producing photographs for college publications. Laboratory experience provided. May be repeated for a maximum of six hours of credit. Prerequisites: ART 201 and instructor's approval.

**JRN 399**  
**Practicum** **3 hours**

---

Every semester. See page 31.

**JRN 414**  
**Small Newspaper II** **3 hours**

---

Every semester. Continuation of JRN 314. May be repeated for a maximum of six hours of credit. Prerequisite: JRN 200 or JRN 314 or instructor's approval.

**JRN 499**  
**Independent Study** **1 - 4 hours**

---

Every semester. See page 30.

## SPEECH

---

**SPC 113**  
**Fundamentals of Speech** **3 hours**

Every semester. A basic course which emphasizes voice, diction, and basic principles of oral communication. It is normally a prerequisite to all other courses in speech and communications.

**SPC 200**  
**Speech Participation** **1 hour**

Every semester. A hands-on participation course, whereby students may choose the area of speech in which they are most interested and work in that area. Students should select from either assisting the organization and running of speech tournaments, judging in speech contests, or other activities in related fields. Prerequisite: Instructor's approval.

**SPC 292**  
**Group Discussion** **3 hours**

Every semester. The study of the communication process as it relates to the theory and techniques of group discussion. Participation in discussion groups. Prerequisite: SPC 113 or instructor's approval.

**SPC 300**  
**Speech Participation** **1 hour**

Every semester. Same as SPC 200.

**SPC 301**  
**Ensemble Performance (Word Power, Inc./Canyon Tales)** **1 hour**

Every semester. An auditioned ensemble. Provides opportunity for a wide variety of performance experiences in the church, the community, and competition. Prerequisites: Audition and instructor's approval.

**SPC 311**  
**Advanced Public Speaking** **3 hours**

Every semester. An intense study of the techniques and practice of public speaking. Emphasis is on the development of skills necessary to perform informative, persuasive, and entertaining speeches before audiences. Prerequisite: SPC 113 or instructor's approval.

**SPC 318**  
**Voice and Diction** **3 hours**

Every Fall. A basic study of phonetics, principles of voice production, vocabulary building, and the correction of weaknesses in voice production and enunciation.

**SPC 378**  
**Oral Interpretation of Literature** **3 hours**

Every Spring. A study of the methods and techniques of interpretative oral reading of varied types of literature. Prerequisite: SPC 113 or COM 123 or instructor's approval.

**SPC 398**  
**Communications and the Media** **3 hours**

Every Spring. A study of communication processes specifically within the context of mass media. Prerequisite: Junior or senior status or instructor's approval.

**SPC 399**  
**Practicum** **1 - 4 hours**

On demand. See page 31.

**SPC 420**  
**Readers Theatre Workshop** **3 hours**

Every Summer. This course is designed to give students opportunities for organization, production, and performance of readers theatre. A variety of literature will be explored. Audiences will vary. Prerequisite: COM 123 or SPC 378 or instructor's approval.

**SPC 499**  
**Independent Study** **1 - 4 hours**

On demand. See page 30.

# Department of Health, Exercise Science, & Physical Education

## DEPARTMENT DESCRIPTION

---

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 National Athletic Trainers Association 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 hours of study with a minor required. Department minors include: Athletic Coaching, Exercise Science, Health Education, Physical Education, and Recreation.

An Athletic Trainer is a qualified allied health care professional educated and experienced in the management of health care problems associated with sports participation. The Athletic Training major prepares the student to become a certified athletic trainer who 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 1000 hours of clinical experience that must be completed before graduation. Students are also required to take 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 75 observation hours and athletic training student prerequisite requirements. Students will be accepted to the program by June 1 for priority admission.

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.

## UNIVERSITY LIBERAL ARTS FOUNDATION REQUIRED COURSES FOR THE DEPARTMENT OF HEALTH, EXERCISE SCIENCE, AND PHYSICAL EDUCATION ‡

---

The University Liberal Arts Foundation (ULAF) for the Department of Health, Exercise Science, and Physical Education differs slightly from the ULAF found on page 38. Students majoring in the Department of Health, Exercise Science, and Physical Education must complete all ULAF requirements for the College of Liberal Arts and Sciences as well as the following required courses..

<b>Mathematical Inquiry:</b>	<b>5 hours</b>
Two mathematics courses: Choose from MAT 121 College Algebra (3) and higher mathematics courses (2)	
<b>Scientific Inquiry:</b>	<b>4 hours</b>
Satisfied by the major (4)	

## DEGREE REQUIREMENTS — ATHLETIC TRAINING (B.S. DEGREE; No Minor Required)

---

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor optional.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).
- Students must complete 1,000 supervised athletic training internship hours and clinical experience check sheet prior to graduation.

**Prerequisites**

PSY 101 General Psychology 3 hours

**Athletic Training Major**

BIO 201	Human Anatomy and Physiology I	4 hours
BIO 202	Human Anatomy and Physiology II	4 hours
PED 292	Teaching of Individual Activities II	2 hours
EXS 295	Clinical Instruction in Athletic Training 1	3 hours
EXS 314	Care and Prevention of Athletic Injuries	3 hours
EXS 324	Recognition & Eval of Athletic Injuries	3 hours
Δ EXS 335	Kinesiology	3 hours
EXS 340	Physiology of Exercise	3 hours
EXS 385	Therapeutic Modalities	3 hours
EXS 386	Pharmacological Agents in Sports Med	2 hours
EXS 395	Clinical Instruction in Athletic Training 2	2 hours
Δ EXS 414	Advanced Athletic Training	3 hours
EXS 424	Athletic Training Administration	3 hours
EXS 426	Theory of Prescribing Exercise	3 hours
EXS 426L	Theory of Prescribing Exercise Lab	1 hour
EXS 494	Clinical Instruction in Athletic Training 3	2 hours
EXS 495	Clinical Instruction in Athletic Training 4	2 hours
HLT 270	First Aid and Safety	3 hours

**Total Major Hours 49 hours**

Δ Writing-Intensive course

**DEGREE REQUIREMENTS — CORPORATE FITNESS AND WELLNESS (B.S. DEGREE; Minor Required)**

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**Corporate Fitness and Wellness Major**

BIO 201	Human Anatomy and Physiology I	4 hours
BIO 202	Human Anatomy and Physiology II	4 hours
Δ EXS 335	Kinesiology	3 hours
EXS 340	Physiology of Exercise	3 hours
EXS 383	Measurement in Physical Education	3 hours
EXS 497	Internship in Exercise Science	2 hours
EXS ___	Upper Division Electives	6 hours
HLT 200	Personal Health	3 hours
HLT 270	First Aid and Safety	3 hours
PED ___	Activities Classes (Any one-hour activity course)	4 hours
PED 240	Introduction to Physical Education	3 hours
Δ PED 246	Instructional Strategies in Phys Ed	3 hours
PED ___	Professional Activities (Select 3) (from 252, 262, 282, 292)	6 hours

**Total Major Hours 47 hours**

Δ Writing-Intensive course

**DEGREE REQUIREMENT — PHYSICAL EDUCATION\* (B.S. DEGREE; Minor Required)**

- Non-Teaching Candidates: University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).

- Teaching Candidates: University Liberal Arts Foundation for the Secondary Education Program (see page 75). Secondary Education major required.

- Minor required. No minor required for teaching candidates.

- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**Physical Education Major**

Δ EXS 335	Kinesiology	3 hours
EXS 340	Physiology of Exercise	3 hours
HLT 253	Anatomy and Physiology	3 hours
PED 195	Lifetime Wellness	2 hours
PED 240	Introduction to Physical Education	3 hours
Δ PED 246	Instructional Strategies in Phys Ed	3 hours
PED 363	Physical Education for the Exceptional Child	3 hours
PED 383	Measurement in Physical Education	3 hours
PED 403	Physical Education for the Elementary Grades	3 hours
PED 413	Physical Education for the Secondary School	3 hours
PED ___	Activities Classes (Any one-hour activity course)	4 hours
PED ___	Professional Activities (Select 4 (from 252, 262, 282, 292)	8 hours
PED ___	Upper Division Electives	3 hours

**Total Major Hours 44 hours**

Δ Writing-Intensive course

- \* Refer to the College of Education for Secondary Education major requirements. In order to graduate with a K-12 Endorsement, 16 hours of student teaching (EED 480 - grades K-6, and SED 480 - grades 7-12) must be completed.

**DEGREE REQUIREMENTS — RECREATION (B.S. DEGREE; Minor Required)**

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**Recreation Major**

HLT 270	First Aid and Safety	3 hours
Δ PED 246	Instructional Strategies in Phys. Ed.	3 hours
PED ___	Professional Activities (Select 2 from 252, 262, 282, 292)	4 hours
REC 203	Introduction to Recreation	3 hours
REC 213	Recreational Leadership	3 hours
REC 215	Recreational Programming	3 hours
REC 313	Outdoor Recreation	3 hours
REC 423	Recreation Administration	3 hours
REC 424	Recreation Facility Management	3 hours
Δ REC 425	Recreation for Special Populations	3 hours
REC 497	Internship in Recreation	9 hours

Select two of the following: 6 hours

BUS 307	Business Communication (3)	
MGT 301	Principles of Management (3)	
MKT 301	Principles of Marketing (3)	

**Total Major Hours 46 hours**

Δ Writing-Intensive course

**MINOR REQUIREMENTS — ATHLETIC COACHING**

EXS	314	Care and Prevention of Athletic Injuries	3 hours
HLT	253	Anatomy and Physiology	3 hours
Δ PED	246	Instructional Strategies in Physical Education	3 hours
PED	—	Professional Activities (Select 2 from 252, 262, 282, 292)	4 hours
PED	—	Athletic Coaching (Select 2 from 323, 333, 334, 343, or equivalent)	9 hours
PED	433	Theory of Coaching	3 hours
PED	497	Internship in Athletic Coaching	2 hours

**Total Minor Hours 27 hours**

Δ Writing-Intensive course

**MINOR REQUIREMENTS — EXERCISE SCIENCE**

EXS	314	Care and Prevention of Athletic Injuries	3 hours
Δ EXS	335	Kinesiology	3 hours
EXS	340	Physiology of Exercise	3 hours
EXS	383	Measurement in Physical Education	3 hours
EXS	497	Internship in Exercise	3 hours
EXS or HLT	—	Upper Division Electives	9 hours

**Total Minor Requirements**

Δ Writing-Intensive course

**MINOR REQUIREMENTS — HEALTH EDUCATION**

HLT	200	Personal Health	3 hours
HLT	253	Anatomy and Physiology	3 hours
HLT	270	First Aid and Safety	3 hours
HLT	382	Principles of Public Health	3 hours
HLT	383	Drug Abuse Seminar	3 hours
HLT	423	Health Administration	3 hours
HLT	480	Methods of Teaching Health	3 hours
HLT	497	Internship in Health Education	3 hours

**Total Minor Hours 24 hours****MINOR REQUIREMENTS — PHYSICAL EDUCATION**

Δ EXS	335	Kinesiology	3 hours
EXS	383	Measurement in Physical Educ.	3 hours
HLT	253	Anatomy and Physiology	3 hours
Δ PED	246	Instructional Strategies in Phys. Ed.	3 hours
PED	—	Professional Activities (Select 2 from 252, 262, 282, 292)	4 hours
PED	363	Phys. Ed. for the Exceptional Child	3 hours
PED	403	Phys. Ed. for the Elementary Grades (3)	3 hours
<b>OR</b>			
PED	413	Phys. Ed. for Secondary School (3)	3 hours
PED or EXS	—	Upper Division Electives	3 hours

**Total Minor Hours 25 hours**

Δ Writing-Intensive course

**MINOR REQUIREMENTS — RECREATION**

Δ PED	246	Instructional Strategies in Phys. Ed.	3 hours
PED	—	Professional Activities (Select 2 from 252, 262, 282, 292)	4 hours
REC	203	Introduction to Recreation	3 hours

REC	213	Recreational Leadership (3)	3 hours
<b>OR</b>			
REC	215	Recreational Programming (3)	3 hours
REC	313	Outdoor Recreation (3)	3 hours
<b>OR</b>			
Δ REC	425	Recreation for Special Populations (3)	3 hours
REC	423	Recreation Administration (3)	3 hours
<b>OR</b>			
REC	424	Recreation Facility Management (3)	3 hours
REC	497	Internship in Recreation	5 hours

**Total Minor Hours 24 hours**

Δ Writing-Intensive course

**EXERCISE SCIENCE****EXS 295****Clinical Instruction in Athletic Training 1 3 hours**

Every Fall. 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. (formerly EXS 297a)

**EXS 314****Care and Prevention of Athletic Injuries 3 hours**

Every Fall. 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. Two-and-one-half hours lecture, one-half hour lab.

**EXS 324****Recognition and Evaluation of Athletic Injuries 3 hours**

Every Spring. 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, BIO 201.

**EXS 335Δ****Kinesiology 3 hours**

Every Spring. 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. Two-and-one-half hours lecture, one-half hour lab. A Writing-Intensive course. Prerequisites: HLT 253 or BIO 201. Recommended: PHY 101 or PHY 111 (may be taken concurrently).

**EXS 340****Physiology of Exercise 3 hours**

Every Fall. 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 hours lecture, one-half hour lab. Prerequisites: HLT 253 or BIO 201 and BIO 202.

---

**EXS 383**  
**Measurement in Physical Education** **3 hours**

---

Every Spring. 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 hours of Professional Activities.

---

**EXS 385**  
**Therapeutic Modalities** **3 hours**

---

Every Fall. 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 laboratory experience. Prerequisites: EXS 314. (formerly EXS 496a)

---

**EXS 386**  
**Pharmacology and Neurology** **2 hours**

---

Every Spring. Examination of current theories and practices related to athletic training and sports medicine including performance-enhancing substances. Prerequisites: BIO 201 & 202, HLT 253, or instructor's approval. (formerly EXS 496b)

---

**EXS 395**  
**Clinical Instruction in Athletic Training 2** **2 hours**

---

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. (formerly EXS 497a)

---

**EXS 399**  
**Practicum** **1 - 4 hours**

---

On demand. See page 31.

---

**EXS 414Δ**  
**Advanced Athletic Training** **3 hours**

---

Every Spring. 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, EXS 496, EXS 497a.

---

**EXS 424**  
**Athletic Training Administration** **3 hours**

---

Every Fall. 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.

---

**EXS 426**  
**Theory of Prescribing Exercise** **3 hours**

---

Every Fall. 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 and EXS 340.

---

**EXS 426L**  
**Theory of Prescribing Exercise: Laboratory** **1 hour**

---

Every Fall. Practical application of exercise prescription and rehabilitation. Designed to complement and support principles being taught in EXS 426 lecture. Concurrent enrollment in EXS 426 lecture. Prerequisites: BIO 201 and EXS 340.

---

**EXS 494**  
**Clinical Instruction in Athletic Training 3** **2 hours**

---

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 Prerequisite: EXS 395 and instructor's approval. (formerly EXS 497b)

---

**EXS 495**  
**Clinical Instruction in Athletic Training 4** **2 hours**

---

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 Prerequisite: EXS 494 and instructor's approval. (formerly EXS 497c)

---

**EXS 496**  
**Special Topics in Sports Medicine** **2 - 3 hours**

---

Every Fall. 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 201 and BIO 202.

---

**EXS 497**  
**Clinical I** **1 - 5 hours**

---

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.

---

**EXS 499**  
**Independent Study** **1 - 4 hours**

---

On demand. See page 30.

---

## HEALTH EDUCATION

---

---

**HLT 200**  
**Personal Health** **3 hours**

---

Every Fall. A study of personal health concepts with emphasis on the importance of good health in the attainment of life's goals and aspirations.

---

**HLT 253**  
**Anatomy and Physiology** **3 hours**

---

Every Fall. 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.

**HLT 270**  
**First Aid and Safety** **3 hours**

---

Every Fall. 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.

**HLT 382**  
**Principles of Public Health** **3 hours**

---

Every Spring. 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. Prerequisite: HLT 200.

**HLT 383**  
**Drug Abuse Seminar** **3 hours**

---

Every semester. Also SOC 383 and BIO 383. 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.

**HLT 423**  
**Health Administration** **3 hours**

---

Every Fall and Summer. Also REC 423 and PED 423. 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. Prerequisite: HLT 200 or instructor's approval.

**HLT 480**  
**Methods of Teaching Health** **3 hours**

---

Every Fall. 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. Prerequisite: HLT 200.

**HLT 497**  
**Internship in Health Education** **1 - 5 hours**

---

On demand. 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.

**HLT 499**  
**Independent Study** **1 - 4 hours**

---

On demand. See page 30.

## PHYSICAL EDUCATION

---

**PED 103**  
**Varsity Athletics** **1 hour**

---

Every Fall. For athletes who compete on varsity intercollegiate athletic teams at Grand Canyon University. Each athlete may receive credit for this course once only.

**PED 104**  
**Varsity Athletics** **1 hour**

---

Every Spring. For athletes who compete on varsity intercollegiate athletic teams at Grand Canyon University. Each athlete may receive credit for this course once only.

**PED 121**  
**Individual Sports** **1 hour**

---

PED 121A	Weightlifting and Fitness
PED 121B	Tennis
PED 121C	Swimming
PED 121D	Golf
PED 121E	Badminton
PED 121F	Aerobics
PED 121G	Horseanship

Every semester. Instruction and practice in the skills and strategies of the sport. Activity selection is based on facility availability, instructor preference, and student input.

**PED 131**  
**Team Sports** **1 hour**

---

PED 131A	Basketball
PED 131B	Volleyball
PED 131C	Softball
PED 131D	Flag Football
PED 131E	Soccer

Every semester. Instruction and practice in the skills and strategies of the sport. Activity selection is based on facility availability, instructor preference, and student input.

**PED 195**  
**Lifetime Wellness** **2 hours**

---

Every semester. 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. Required of all majors and minors.

**PED 240**  
**Introduction to Physical Education** **3 hours**

---

Every semester. Also REC 203. A study of the goals and objectives of physical education, its history, and its current role. The course provides an overview of the various sub-disciplines and professions within the field. Required of all majors and minors.

**PED 246Δ**  
**Instructional Strategies in Physical Education** **3 hours**

---

Every semester. 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.

**PED 252**  
**Teaching of Team Sports I** **2 hours**

---

Every Fall. 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 hours per week. Prerequisite: PED 246 (may be taken concurrently).



**PED 262**  
**Teaching of Team Sports II** **2 hours**  
Every Spring. 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 hours per week. Prerequisite: PED 246 (may be taken concurrently).

**PED 282**  
**Teaching of Individual Sports I** **2 hours**  
Every Fall. 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 hours per week. Prerequisite: PED 246 (may be taken concurrently).

**PED 292**  
**Teaching of Individual Sports II** **2 hours**  
Every Spring. 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).

**PED 307**  
**Sports Broadcasting** **3 hours**  
Every Summer. A course designed to teach students the basic components of a sports-related radio or television broadcast. Topics include broadcast setup, preparation of written materials for use in the broadcast, play-by-play announcing, color commentary, delivery, and interviewing.

**PED 323**  
**Athletic Coaching: Baseball** **3 hours**  
Every Fall. A study of the fundamentals, drill habits, team organization, offensive and defensive play, and coaching philosophy of baseball.

**PED 333**  
**Athletic Coaching: Basketball** **3 hours**  
Every Spring. A study of the fundamentals, drill habits, team organization, offensive and defensive play, and coaching philosophy in basketball.

**PED 334**  
**Athletic Coaching: Volleyball and Softball** **3 hours**  
Every Summer. 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.

**PED 343**  
**Sports Officiating** **3 hours**  
Every Fall. A study of the rules and mechanics of officiating football, basketball, and baseball.

**PED 363**  
**Physical Education for the Exceptional Child** **3 hours**  
Every Spring. 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).

**PED 383**  
**Measurement in Physical Education** **3 hours**  
Every Spring. A study of tests and measurements in physical education. This course covers data analysis techniques for test evaluation, test construction, and grading; it also deals with tests of fitness and sports skills. Prerequisites: PED 246, four hours of Professional Activities, and MAT 121 or higher.

**PED 399**  
**Practicum** **1 - 4 hours**  
On demand. See page 31.

**PED 403**  
**Physical Education for the Elementary Grades** **3 hours**  
Every Spring. 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: PED 383 and four hours of Professional Activities.

**PED 413**  
**Physical Education for the Secondary School** **3 hours**  
Every Fall. 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 hours of Professional Activities.

**PED 423**  
**Organization and Administration of Physical Education and Athletics** **3 hours**  
Every Fall and Summer. Also HLT 423 and REC 423. 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.

**PED 433**  
**Theory of Coaching** **3 hours**  
Every Fall. 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.

**PED 496**  
**Special Topics in Physical Education** **2 hours**  
On demand. 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.

**PED 497**  
**Internship in Physical Education** **3 hours**  
On demand. 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.

**PED 499**  
**Independent Study** **1 - 4 hours**  
On demand. See page 30.

## RECREATION

---

### **REC 203**

#### **Introduction to Recreation** **3 hours**

---

Every semester. Also PED 240. 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.

### **REC 213**

#### **Recreational Leadership** **3 hours**

---

Every Fall. 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.

### **REC 215**

#### **Recreational Programming** **3 hours**

---

Every Spring. 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.

### **REC 313**

#### **Outdoor Recreation** **3 hours**

---

Every Summer. 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.

### **REC 423**

#### **Recreation Administration and Supervision** **3 hours**

---

Every Fall and Summer. Also HLT 423 and PED 423. 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 203 and REC 213 or instructor's approval.

### **REC 424**

#### **Recreation Facility Management** **3 hours**

---

Spring 2005, and alternate years. 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.

### **REC 425A**

#### **Recreation for Special Populations** **3 hours**

---

Every Fall. A course designed to develop methods and techniques of leading therapeutic recreation activities in institutions. A Writing-Intensive course. Prerequisites: REC 203 and REC 213 or REC 215.

### **REC 497**

#### **Internship in Recreation** **2 - 5 hours**

---

Every semester. 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 teacher. Prerequisite: REC 423.

# Department of Humanities

## DEPARTMENT DESCRIPTION

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 is committed to the concept that “all truth is God’s truth” and seeks to integrate historic Christian truths into the various disciplines.

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 majors in English Literature and English Teaching and minors in English and Writing/Journalism. English majors are given the opportunity to gain the knowledge and professional competence to effectively communicate in written and oral discourse. They also gain a wider knowledge in American literature, English literature, linguistics, grammar, and the history of English.

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 International Studies major is designed for students who may enter such varied fields as diplomacy, government service, international communications, world-wide religious service, and other fields where international understanding and expertise is required.

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.

### DEGREE REQUIREMENTS — ENGLISH LITERATURE (B.A. DEGREE; Minor Required)

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor Required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

#### English Literature Major

ENG 200	Analysis of World Literature	3 hours
ENG 221	English Literature I	3 hours
ENG 222	English Literature II	3 hours
ENG 341	American Literature I	3 hours
ENG 342	American Literature II	3 hours
ENG 201	Intermediate Grammar	
	<i>OR</i>	
ENG 314	English Syntax	3 hours
ENG 315	English in Its Social & Hist. Settings	3 hours
ENG 413	The Novel	3 hours
ENG 421	Shakespeare	3 hours

Δ	ENG 490	Senior Seminar	3 hours
Δ†	ENG —	Writing Electives	6 hours
	ENG —	English Electives	6 hours

**Total Major Hours 42 hours**

† Two of the following courses must be taken: ΔENG 301 (Advanced Composition), ΔENG 313 (Business and Technical Writing), ΔENG 411 (Creative Writing), or ENG 498 (Special Topics in English).

Δ Writing-Intensive course.

### DEGREE REQUIREMENTS — ENGLISH TEACHING\* (B.A. DEGREE)

- University Liberal Arts Foundation for the College of Education Secondary Education Program (see page 74).
- Secondary Education major required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

#### English Teaching Major

	ENG 200	Analysis of World Literature	3 hours
	ENG 221	English Literature I	3 hours
	ENG 222	English Literature II	3 hours
	ENG 300	English Practicum	2 hours
Δ	ENG 301	Advanced Composition	3 hours
	ENG 314	English Syntax	3 hours
	ENG 315	English in Its Social & Hist. Settings	3 hours
	ENG 341	American Literature I	3 hours
	ENG 342	American Literature II	3 hours
	ENG 413	The Novel	3 hours
	ENG 421	Shakespeare	3 hours
Δ	ENG 490	Senior Seminar	3 hours
	ENG —	Writing Electives	3 hours
	ENG —	English Electives	6 hours

**Total Major Hours 44 hours**

\* Please refer to the College of Education for secondary certification.

Δ Writing-Intensive course.

**DEGREE REQUIREMENTS — HISTORY**  
(B.A. DEGREE: Minor Required)

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**History Major**

	HIS	103	Early American History	3 hours
	HIS	104	Recent American History	3 hours
	HIS	105	Western Civilization to 1500	3 hours
	HIS	106	Western Civilization Since 1500	3 hours
Δ	HIS	246	History and Historians	3 hours
	HIS	___	American History	6 hours
	Select two of the following courses:			
	HIS	303	The History of Christianity in America (3)	
	HIS	343	Colonial America (3)	
	HIS	409	Civil War and Reconstruction (3)	
	HIS	345	America in the Twentieth Century (3)	
	HIS	498	Advanced Topics: American History	
	HIS	___	European History	6 hours
	Select two of the following courses:			
	HIS	322	Medieval History (3)	
	HIS	333	The Renaissance and Reformation (3)	
	HIS	352	History of England (3)	
	HIS	367	Modern Europe (3)	
	HIS	413	Russian History (3)	
	HIS	498	Advanced Topics: Non-Western History	
			<i>OR</i>	
	HIS	317	Studies in the Non-Western World	3 hours
Δ	HIS	490	Historical Research	3 hours
	HIS	___	Upper Division History Electives	3 hours

**Total Major Hours 36 hours**

Δ Writing-Intensive course.

**DEGREE REQUIREMENTS — INTERNATIONAL STUDIES**  
(B.A. DEGREE: Minor Required)

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**International Studies Major**

**Group I: Foundation 15 – 31 hours**

	GEO	121	World Geography	3 hours
	HIS	105	Western Civilization to 1500	
			<i>OR</i>	3 hours
	HIS	106	Western Civilization since 1500	
	PSY	101	Introduction to Psychology	3 hours
	PHI	225	Introduction to Ethics	3 hours
	SOC	101	Introduction to Sociology	3 hours
			Foreign Language of choice (16)	16 hours
			Students must pass 16 hours of coursework in a second language or demonstrate proficiency in listening, speaking, and reading by examination.	

**Group II: Core Development 15 hours**

Δ	COM	314	Intercultural Communications	3 hours
	PHI	463	World Religions	3 hours
	POS	323	International Relations	3 hours
	SOC	313	Cultural Anthropology	3 hours
	SOC	498	Adv. Topics: Third World Issues	3 hours

**Group III: Research Development 3 hours**

‡	UNV	300	Study Abroad	0 hours
Δ	UNV	490	International Studies Seminar	3 hours

**Group IV: Electives (Choose 4) 12 hours**

	HIS	413	Russia and Eastern Europe (3)	
	HIS	317	Studies in the Non-Western World (3)	
	HIS	498	Advanced Topics: Latin American History (3)	
	POS	380	Comparative Governments (3)	
	ENG	200	Analysis of World Literature (3)	
	ENG	315	English in its Social and Historical Settings (3)	
*	BUS	305	International Business I (3)	
*	BUS	306	International Business II (3)	
	HTH	323	Christian Missions (3)	
	HTH	498	Special Topics In Historical/Theological Studies (with Missions Emphasis) (3)	
	ECN	201	Macroeconomics (3)	
	ECN	202	Microeconomics (3)	
	POS	497	Political Science Internship (3)	
	POS	498	Advanced Topics: Public Policy (3)	
	SPA	373	Hispanic Civilization (3)	
	FIN	425	International Trade and Finance (3)	
	MKT	425	International Marketing (3)	

**Total Major Hours 45-61 hours\***

\* **Nine of these hours may be used to meet ULAF requirements)**

† An approved course of study at a recognized international college or university, an international program sponsored by the Council of Christian Colleges and Universities, or a Grand Canyon University international studies program. All students must register with the Grand Canyon Center for International Education before beginning these hours. A minimum of six weeks must be spent living abroad.

\* The College of Business and Professional Studies will waive prerequisites for BUS 305 and BUS 306.

Δ Writing-Intensive course.

**MINOR REQUIREMENTS — ENGLISH\***

	ENG	200	Analysis of World Literature	3 hours
	ENG	201	Intermediate Grammar	
			<i>OR</i>	
	ENG	314	English Syntax	3 hours
Δ	ENG	301	Advanced Composition	3 hours
	ENG	413	The Novel	3 hours
	ENG	421	Shakespeare	3 hours
			Electives chosen from:	9 hours
	ENG	221	English Literature I (3)	
	ENG	222	English Literature II (3)	
	ENG	341	American Literature I (3)	
	ENG	342	American Literature II (3)	

**Total Minor Hours 24 hours**

\* Students desiring teaching certification should refer to the College of Education for certification requirements.

Δ Writing-Intensive course.

**MINOR REQUIREMENTS — GERMAN\***

GER 201	Intermediate German I	4 hours
GER 202	Intermediate German II	4 hours
GER 311	German Conversation	3 hours
GER 312	German Composition	3 hours
GER 363	Civilization of Germany	3 hours
GER 423	Survey of German Literature	3 hours

**Total Minor Hours 20 hours**

\* Students desiring teaching certification should refer to the College of Education for certification requirements.

**MINOR REQUIREMENTS — HISTORY\***

HIS 103	Early American History	3 hours
HIS 104	Recent American History	3 hours
HIS 105	Western Civilization to 1500	3 hours
HIS 106	Western Civilization Since 1500	3 hours
Δ HIS 246	History and Historians	3 hours
HIS ___	Upper Division History Electives	6 hours

**Total Minor Hours 21 hours**

\* Students desiring teaching certification should refer to the College of Education for certification requirements.

Δ Writing-Intensive course.

**MINOR REQUIREMENTS— HUMANITIES**

From at least four of the following areas a student must complete 18 hours, six of them Upper Division.

Art	Literature	Philosophy	Theatre
Foreign Language	Music	Speech	

**MINOR REQUIREMENTS — SPANISH\***

SPA 201	Intermediate Spanish I	4 hours
SPA 202	Intermediate Spanish II	4 hours
SPA 311	Spanish Conversation	3 hours
SPA 312	Spanish Composition and Grammar	3 hours
SPA 342	Reading & Analysis of Literary Texts	3 hours
SPA 498	Contemporary Issues	3 hours

And choose one of the following courses; choose two for a teaching minor

SPA 319	Business and Professional Spanish	3 hours
SPA 362	Advanced Spanish Composition and Grammar	3 hours
SPA 363	Spanish Civilization	3 hours
SPA 373	Hispanic Civilization	3 hours
SPA 383	Civilization of the Spanish Southwest	3 hours
SPA 413	Spanish Literature	3 hours
SPA 423	Hispanic Literature	3 hours
FLA 480	Foreign Language Teaching Methods	3 hours

**Total Minor Hours 23-26 hours**

\* Students desiring teaching certification should refer to the College of Education for certification requirements.

**MINOR REQUIREMENTS — WRITING/JOURNALISM**

Δ ENG 301	Advanced Composition	3 hours
ENG 201	Intermediate Grammar	
	<i>OR</i>	
ENG 314	English Syntax	3 hours

Select electives from: 3 hours

Δ ENG 313	Business and Technical Writing (3)
ENG 315	English in its Social and Historical Settings (3)
Δ ENG 411	Creative Writing (3)
ENG 498	Special Topics in English
JRN 200	News Writing and Reporting (3)
JRN 201	Publications I (3)
JRN 300	Advanced News Writing and Reporting (3)
JRN 314	Small Newspaper I (3)
JRN 414	Small Newspaper II (3)

Emphasis (Writing or Journalism) 9 hours

Writing emphasis:

Δ ENG 313	Business and Technical Writing (3)
ENG 315	English in its Social and Hist. Settings (3)
Δ ENG 411	Creative Writing (3)

Journalism emphasis:

JRN 200	News Writing and Reporting (3)
JRN 314	Small Newspaper I (3)
JRN 414	Small Newspaper II (3)

**Total Minor Hours 18 hours**

Δ Writing-Intensive Course.

**ENGLISH**

**ENG 101A Academic Writing 3 hours**

Every semester. A course in writing academic prose, including various types of essays, arguments and constructions. A Writing-Intensive course.

**ENG 102A Research Writing 3 hours**

Every semester. 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.

**ENG 103A Honors Composition 3 hours**

Every Fall. 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.

**ENG 200 Analysis of World Literature 3 hours**

Every Fall. 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.

---

**ENG 201**  
**Intermediate Grammar** **3 hours**

Every Fall. 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.

---

**ENG 221**  
**English Literature I** **3 hours**

Every Fall. 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).

---

**ENG 222**  
**English Literature II** **3 hours**

Every Spring. 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).

---

**ENG 300**  
**English Practicum** **2 hours**

Every semester. Guided practical experience in tutoring and evaluating writing. Prerequisite: English Teaching majors only or instructor's approval.

---

**ENG 301A**  
**Advanced Composition** **3 hours**

Every Spring. 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.

---

**ENG 313A**  
**Business and Technical Writing** **3 hours**

Every semester. A course designed to present the best practices in writing business communications and technical reports. A Writing-Intensive course. Prerequisites: ENG 101 and ENG 102, or ENG 103.

---

**ENG 314**  
**English Syntax** **3 hours**

Every Fall and Spring on demand. A study of the syntax and mechanics of English grammar from contemporary linguistic perspectives. Prerequisite: Mastery of ENG 201 or diagnostic examination.

---

**ENG 315**  
**English in Its Social and Historical Settings** **3 hours**

Every Fall and Spring on demand. An exploration of the historical development of English and its variations across social contexts. Prerequisite: ENG 201 or instructor's approval.

---

**ENG 324**  
**Studies in Poetry** **3 hours**

Spring 2005 and alternate years. 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).

---

**ENG 341**  
**American Literature I** **3 hours**

Every Fall. 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).

---

**ENG 342**  
**American Literature II** **3 hours**

Every Spring. 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).

---

**ENG 352**  
**The Short Story** **3 hours**

Every Fall. A study of the short story, its development, the different types, and an analysis of technique. Prerequisite: ENG 101 and ENG 102, or ENG 103.

---

**ENG 399**  
**Practicum** **1 - 4 hours**

Every semester. A course which develops student learning through service in the community. Prerequisite: Junior standing or instructor's approval.

---

**ENG 411A**  
**Creative Writing** **3 hours**

Every Fall. A course for students who are particularly interested in writing fiction or poetry. May be repeated for a maximum of 6 hours. A Writing-Intensive course. Prerequisites: ENG 101 and ENG 102, or ENG 103.

---

**ENG 413**  
**The Novel** **3 hours**

Every Fall. 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.

---

**ENG 421**  
**Shakespeare** **3 hours**

Every Spring. A study of major Shakespearean comedies and tragedies and of Shakespeare's development as a dramatist. Prerequisite: ENG 221 or junior status.

---

**ENG 453**  
**Christianity and Literature** **3 hours**

Spring 2006 and alternate years. 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.

---

**ENG 471**  
**Adolescent Literature** **3 hours**

Every Spring. Also ENG 571 in the College of Education. A course for students who wish to read and examine the literature being written for adolescents. Novels from a variety of sub-genres will be studied and a variety of contemporary issues will be traced through adolescent literature.

---

**ENG 473**  
**Children's Literature and Storytelling** **3 hours**

Every Fall. Also EDU 573 in the College of Education. 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 this type of literature and the techniques of storytelling are also studied.

---

**ENG 490A**  
**Senior Seminar** **3 hours**

Every Fall. 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.

**ENG 498**  
**Special Topics in English** **3 hours**

On demand. Topics of interest to language and literature specialists not covered in-depth in other courses will be considered. Examples of topics might include: specific authors such as Milton or Chaucer; genre studies; studies in sociolinguistics; or studies in discourse analysis. May be repeated for credit. Prerequisite: Instructor's approval.

**ENG 499**  
**Independent Study** **1 - 4 hours**

On demand. See page 30.

---

## HISTORY

---

**HIS 103**  
**Early American History** **3 hours**

Every semester. A study of the history of the United States from pre European contact through the post Civil War reconstruction period which ended in 1877..

**HIS 104**  
**Recent American History** **3 hours**

Every semester. A study of the history of the United States from 1877 through the beginning of the twenty-first century.

**HIS 105**  
**Western Civilization to 1500** **3 hours**

Every Fall. A survey of the ancient and medieval world. Political, intellectual, socioeconomic, and religious factors are examined.

**HIS 106**  
**Western Civilization Since 1500** **3 hour**

Every semester. A continuation of HIS 105 (but students need not have taken HIS 105 before taking HIS 106). A survey of Western civilization since 1500.

**HIS 246A**  
**History and Historians** **3 hours**

Every Spring. 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: Nine hours from the following: HIS 103, HIS 104, HIS 105, or HIS 106, or instructor's approval.

**HIS 303**  
**The History of Christianity in America** **3 hours**

Every Spring. 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.

**HIS 317**  
**Studies in the Non-Western World** **3 hours**

Every Fall. A study of the non-western world. Geographic areas studied will vary. This course may be repeated for credit. Prerequisite: Three semester hours of history or instructor's approval.

**HIS 322**  
**Medieval History** **3 hours**

On demand. A survey of the medieval world. Political, intellectual, socioeconomic, aesthetic and religious factors will be considered. Prerequisites: HIS 105 and HIS 246.

**HIS 333**  
**The Renaissance and Reformation** **3 hours**

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.

**HIS 343**  
**Colonial America** **3 hours**

Fall 2004 and alternate years. 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.

**HIS 345**  
**Modern America** **3 hours**

Fall 2005 and alternate years. A political, economic, and cultural history of the United States in the twentieth century, with a particular focus on the past WWII era. Prerequisites: HIS 103, HIS 104, and HIS 246, or instructor's approval.

**HIS 352**  
**History of England to 1688** **3 hours**

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 105 and HIS 246, or instructor's approval.

**HIS 367**  
**Studies in Twentieth Century Europe** **3 hours**

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 106 and HIS 246, or instructor's approval.

**HIS 409**  
**Civil War and Reconstruction** **3 hours**

Spring 2005 and alternate years. An examination of the causes, conduct and consequences of the American Civil War and reconstruction. Prerequisites: HIS 103, HIS 104, and HIS 246, or instructor's approval.

**HIS 413**  
**Russian History** **3 hours**

A study of the Russian peoples and their rulers from the earliest times to the present. Prerequisites: HIS 105, HIS 106, and HIS 246, or instructor's approval.

**HIS 431**  
**American Military History** **3 hours**

On demand. 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. Prerequisites: HIS 103, HIS 104, and HIS 246, or instructor's approval.

---

**HIS 490A**  
**Historical Research** **3 hours**

---

Every Fall. An exploration of historical research. Required of all history majors. A Writing-Intensive course. Prerequisites: HIS 103, HIS 104, HIS 105, HIS 106, HIS 246, history major, and instructor's approval.

---

**HIS 497**  
**Internship in History** **1 - 4 hours**

---

Every semester. 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: 20 hours of history.

---

**HIS 498**  
**Advanced Topics** **3 hours**

---

On demand. Topics of interest to historians not covered in depth in other courses will be offered. Prerequisite: Instructor's approval.

---

**HIS 499**  
**Independent Study** **1 - 4 hours**

---

On demand. See page 30.

---

**MODERN LANGUAGES**

---

---

**CHINESE**

---

---

**CHI 101**  
**Elementary Chinese I** **4 hours**

---

On demand. A class stressing conversation; uses a text, practice tapes, and cultural information to develop basic understanding, speaking, reading, and some writing skills.

---

**CHI 102**  
**Elementary Chinese II** **4 hours**

---

On demand. Continuation of CHI 101. Prerequisite: CHI 101 or equivalent.

---

**FRENCH**

---

---

**FRE 101**  
**Elementary French I** **4 hours**

---

Every Fall. A study stressing conversation and the fundamentals of grammar and pronunciation, and simple composition, together with graded reading.

---

**FRE 102**  
**Elementary French II** **4 hours**

---

Every Spring. Continuation of FRE 101. Prerequisite: FRE 101 or equivalent.

---

**FRE 201**  
**Intermediate French I** **4 hours**

---

Every Fall. Review, composition, and extensive speaking and reading. Prerequisite: FRE 102.

---

**FRE 202**  
**Intermediate French II** **4 hours**

---

Every Spring. Continuation of FRE 201. Prerequisite: FRE 201.

---

**FRE 311**  
**French Conversation** **3 hours**

---

Every Fall. This course helps students improve their oral fluency in French through class discussions of contemporary issues, readings, and topics from popular media with practice in vocabulary, pronunciation, and intonation. Included will be a focus

on cultural awareness and customs. Prerequisite: FRE 202 or instructor's approval.

---

**FRE 312**  
**French Composition** **3 hours**

---

Every Spring. This course helps students improve their writing in French. They will develop skills in a variety of writing forms, such as portrait, description, narration and textual analysis. Organization of ideas and articulation will be emphasized. Prerequisite: FRE 311 or instructor's approval.

---

**FRE 498**  
**Special Topics in French** **3 hours**

---

On demand. Topics of interest to language and literature specialists not covered in-depth in other courses. May be repeated for credit. Prerequisite: Instructor's approval.

---

**FRE 499**  
**Independent Study** **1 - 4 hours**

---

On demand. See page 30.

---

**GERMAN**

---

---

**GER 101**  
**Elementary German I** **4 hours**

---

Every Fall. A program of study using a text-workbook, practice tapes, and classroom experience to develop the fundamentals of understanding, speaking, reading, and writing.

---

**GER 102**  
**Elementary German II** **4 hours**

---

Every Spring. Continuation of GER 101. Prerequisite: GER 101.

---

**GER 201**  
**Intermediate German I** **4 hours**

---

Every Fall. Reading of appropriate German texts, study-review of grammar, and practice in conversation to increase fluency in the basic skills. Prerequisite: GER 102.

---

**GER 202**  
**Intermediate German II** **4 hours**

---

Every Spring. Continuation of GER 201. Prerequisite: GER 201 or instructor's approval.

---

**GER 311**  
**German Conversation** **3 hours**

---

Every Fall. Contemporary topics and cultural comparisons are the basis of the conversation class. The class strengthens the student's command of spoken German. Prerequisite: GER 201 or instructor's approval.

---

**GER 312**  
**German Composition** **3 hours**

---

Every Spring. A course designed to give the student practice in writing in German about current issues and selected topics. Prerequisite: GER 201 or instructor's approval.

---

**GER 356**  
**Heidelberg, Germany Tour** **3 hours**

---

On demand. An opportunity to combine intensive communicative courses in the German language and culture in a centuries-old German setting. Prerequisite: Instructor's approval.

---

**GER 363**  
**Civilization of Germany** **3 hours**

---

Every Fall. Introduction to German Civilization through historic, social, political, and economic aspects from the beginning to the present time.



---

**GER 423**  
**Survey of German Literature** **3 hours**

---

Every Spring. Designed to expose the student to a wide range of German literary periods and styles and to advance the student's reading competence. Prerequisite: GER 312 or instructor's approval.

**GER 480**  
**Foreign Language Methods** **3 hours**

---

On demand. This course focuses on analysis and description of second language learning specific to the targeted language; evaluation procedures; methods and trends of teaching a modern foreign language. Prerequisite: GER 312.

**GER 497**  
**German Internship** **1 - 4 hours**

---

Every semester. 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.

**GER 498**  
**Special Topics in German** **3 hours**

---

On demand. In-depth study of chosen topics. Prerequisite: Instructor's approval.

**GER 499**  
**Independent Study** **1 - 4 hours**

---

On demand. See page 30.

---

**ITALIAN**

---

**ITA 101**  
**Elementary Italian** **4 hours**

---

Every Spring. A program of study using text, workbook, practice tapes, classroom experience, and lab to develop the fundamentals of understanding, speaking, reading and writing.

---

**RUSSIAN**

---

**RUS 101**  
**Elementary Russian I** **4 hours**

---

On demand. A study stressing conversation but including reading, writing, and grammar.

**RUS 102**  
**Elementary Russian II** **4 hours**

---

On demand. Continuation of RUS 101. Prerequisite: RUS 101.

---

**SPANISH**

---

**SPA 101**  
**Elementary Spanish I** **4 hours**

---

Every Fall. 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.

**SPA 102**  
**Elementary Spanish II** **4 hours**

---

Every Spring. Continuation of SPA 101. Prerequisite: SPA 101 or equivalent.

---

**SPA 201**  
**Intermediate Spanish I** **4 hours**

---

Every Fall. This course further builds Spanish vocabulary and language structure. Oral practice, short compositions, textbook readings, and cultural activities are stressed. Prerequisite: SPA 102.

**SPA 202**  
**Intermediate Spanish II** **4 hours**

---

Every Spring. Continuation of SPA 201. Prerequisite: SPA 201.

**SPA 311**  
**Spoken Spanish** **3 hours**

---

Every Spring. 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. Traditional mode of delivery. Prerequisites: SPA 311 or instructor's approval.

**SPA 312**  
**Composition and Grammar** **3 hours**

---

Every Spring. Designed to give the student practice in writing in Spanish. Prerequisite: SPA 304.

**SPA 342**  
**Introduction to Literature in Spanish** **3 hours**

---

Every Fall. Introduction to literary concepts, terminology, and theory with application to poetic, dramatics, and prose texts. Will include some study of Hispanic culture. Prerequisite: SPA 31

**SPA 362**  
**Advanced Grammar and Composition** **3 hours**

---

Every Spring. 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. Prerequisite: SPA 312.

**SPA 373**  
**Hispanic Civilization** **3 hours**

---

On demand. A study of the colonizing practices of Spain in the New World and their relevance to modern problems. Prerequisite: SPA 312.

**SPA 497**  
**Spanish Internship** **1-4 hours**

---

Every semester. 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.

**SPA 498**  
**Advanced Topics: Spanish** **3 hours**

---

On demand. In-depth study of chosen topics. Prerequisite: Instructor's approval.

**SPA 499**  
**Independent Study** **1-4 hours**

---

On demand. See page 30.

---

**OTHER FOREIGN LANGUAGES**

---

**FLA 198**  
**Less Commonly Taught Languages I** **3-4 hours**

---

A program of study in a less commonly taught foreign language, using text, audio-visual materials, and classroom experience to develop the fundamentals of understanding, speaking, reading, writing, and culture. Languages taught might include Arabic, Korean, Japanese, and Portuguese.

**FLA 298**

**Intermediate Level:**

**Special Topics in Foreign Language                      3-4 hours**

---

On demand. This course is a continuation of FLA 198, a study in a less commonly taught foreign language, using text, audio-visual materials, and classroom experience to develop and increase the fundamentals of communication and culture. Languages could include among others: Arabic, Latin, American Sign Language. The course may be repeated for credit. Traditional mode of delivery. Prerequisite: FLA 198 I and II, or instructor's approval

# Department of Mathematics

## DEPARTMENT DESCRIPTION

The breadth and applicability of the mathematical sciences fit well with the purposes of a Christian liberal arts university. The mathematical sciences seek to liberate, empower, and prepare people for servant-leadership. They can help liberate people from mental imprecision and from being intimidated or fooled by technical arguments. They can provide students with tools for solving problems; enlighten them with sudden but hard-won insights into structure; engage them in playful yet disciplined creativity; and encourage them to wonder at the beauty of abstract ideas and the mystery of their applicability in other fields. Mathematics demands courage and calm action in the face of complexity, honesty and humility in encounters with error, contradiction, and the limits of knowledge. As "queen and servant," mathematics gives leadership and service to other human endeavors, roles that fit well with the Christian purposes of Grand Canyon University. Thus the Department of Mathematics seeks to uphold the view that the vigorous communication, creation, and application of mathematical ideas can be a noble Christian calling.

Since every degree at Grand Canyon University has a mathematics requirement, the mission of the Mathematics Department faculty is to focus on the needs of students from all disciplines who have diverse interests and backgrounds. The faculty strive to prepare the students, whether they are majoring in Mathematics or some other area, by offering them a mathematical framework that may serve as a foundation for graduate studies or careers in teaching, industry, or business.

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 Department of Mathematics offers majors in Mathematics, Mathematics for Secondary Teaching, and Mathematics for Engineers.

Students who have completed advanced or accelerated courses in mathematics in high school may apply for advanced placement with regard to certain mathematics courses. An individualized program may be tailored for students who plan to continue their study elsewhere in an engineering program, but who also desire a strong foundation in mathematics and the advantages of a Christian liberal arts setting.

The facilities for mathematics include the Dynamical Systems Lab where students use computers to study fractals, chaos, and iterations.

## DEGREE REQUIREMENTS — MATHEMATICS (B.S. DEGREE; Minor Required)

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

### Mathematics Major

	CSC	105	Intro. to Programming Languages	3 hours
	CSC	205	High Level Programming	3 hours
	MAT	270	Analytical Geometry and Calculus I	4 hours
	MAT	271	Analytical Geometry and Calculus II	4 hours
	MAT	272	Analytical Geometry and Calculus III	4 hours
Δ	MAT	300	Introduction to Mathematical Thought	3 hours
	MAT	342	Linear Algebra	3 hours
	MAT	363	Probability and Statistics	3 hours
	MAT	371	Advanced Calculus I	3 hours
	MAT	372	Advanced Calculus II	3 hours
	MAT	373	Differential Equations	3 hours
	MAT	443	Abstract Algebra	3 hours
Δ	MAT	498A	Project in Mathematics <i>OR</i>	
	MAT	498B	Project in Dynamical Systems	3 hours
	MAT	—	Upper Division Math. Electives (excluding MAT 483)	6 hours
	PHY	115	University Physics I	4 hours
	PHY	116	University Physics 11	4 hours

---

**Total Major Hours** **56 hours**

- Δ Writing-Intensive course.

**DEGREE REQUIREMENTS — MATHEMATICS FOR ENGINEERS\***  
(3:2 PROGRAM: B.S. DEGREE; Minor Required or concurrent graduation)

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor required or concurrent graduation from an accredited engineering program.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**Mathematics for Engineers Major**

CHM 113	General Chemistry I	4 hours
CHM 115	General Chemistry II	4 hours
EGN 100	Introduction to Engineering	4 hours
EGN 311	Statics	3 hours
EGN 312	Dynamics	3 hours
MAT 270	Analytical Geometry and Calculus I	4 hours
MAT 271	Analytical Geometry and Calculus II	4 hours
MAT 272	Analytical Geometry and Calculus III	4 hours
Δ MAT 300	Intro. to Mathematical Thought	3 hours
MAT 342	Linear Algebra	3 hours
MAT 373	Differential Equations	3 hours
MAT —	Upper Division Mathematics Electives (excluding MAT 483)	12 hours
PHY 115	University Physics I	4 hours
PHY 116	University Physics II	4 hours
PHY —	Upper Division Physics, Chemistry, or Engineering	8 hours

**Total Major Hours** **67 hours**

- \* Concurrent graduation from an accredited engineering program. The student should consult with the Grand Canyon University engineering advisor and the requirements of the particular engineering program they plan to enter in order to select the most appropriate upper division math electives.

Δ Writing-Intensive course.

**DEGREE REQUIREMENTS — MATHEMATICS FOR SECONDARY TEACHERS\* (B.S. DEGREE)**

- University Liberal Arts Foundation for College of Education Secondary Teacher Education Program (see page 74).
- Secondary Education major required.

**Mathematics for Secondary Teachers Major**

CSC 105	Intro. to Programming Languages	3 hours
MAT 270	Analytical Geometry and Calculus I	4 hours
MAT 271	Analytical Geometry and Calculus II	4 hours
MAT 272	Analytical Geometry and Calculus III	4 hours
Δ MAT 300	Intro. to Mathematical Thought	3 hours
MAT 310	College Geometry	3 hours
MAT 342	Linear Algebra	3 hours
MAT 363	Probability and Statistics	3 hours
MAT 371	Advanced Calculus I	3 hours
MAT 373	Differential Equations	3 hours
MAT 443	Abstract Algebra	3 hours
Δ MAT 483	Mathematics in the Secondary School	3 hours
PHY 115	University Physics I	4 hours
PHY 116	University Physics II	4 hours

**Total Major Hours** **47 hours**

- \* Please refer to the College of Education for secondary certification requirements.

Δ Writing-Intensive course.

**MINOR REQUIREMENTS — MATHEMATICS\***

MAT 270	Analytical Geometry and Calculus I	4 hours
MAT 271	Analytical Geometry and Calculus II	4 hours
MAT 272	Analytical Geometry and Calculus III	4 hours
MAT 342	Linear Algebra	3 hours
MAT —	Mathematics Electives (at least three hours upper division, excluding MAT 483†)	6 hours

**Total Minor Hours** **21 hours**

- \* Students desiring teaching certification should refer to the College of Education for certification requirements.

† Those having a major in the College of Education may use MAT 483.

**COMPUTER SCIENCE**

**CSC 105**

**Introduction to Programming Languages** **3 hours**

Fall 2005 and alternate years. An introduction to higher-level programming languages. Topics include structured programming techniques, algorithm design, problem solving, program coding and program verification.

**CSC 205**

**High Level Programming** **3 hours**

Spring 2006 and alternate years. 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.

**MATHEMATICS**

**MAT 100**

**Mathematical Concepts** **3 hours**

Every Fall. 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.

**MAT 120**

**Intermediate Algebra** **3 hours**

Every semester. 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.

**MAT 121**

**College Algebra** **3 hours**

Every semester. 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.

**MAT 122**

**College Trigonometry** **2 hours**

Every Spring. 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.

---

**MAT 130**  
**Contemporary Mathematics** **3 hours**

---

Every semester. An integrated course emphasizing mathematical modeling and problem solving. Topics include: algebraic models, number theory, the real number system, systems of numeration, and trigonometry. Prerequisite: Grade of "C" or better in MAT 120 or two years of high school algebra with a grade of "C" or better.

---

**MAT 131**  
**Contemporary Mathematics II** **3 hours**

---

Every semester. A continuation and extension of the mathematical concepts presented in MAT 130 with continued emphasis on problem solving and manipulatives. Topics include: math of finance, logic and geometry, elementary probability, and elementary statistics. Prerequisite: MAT 130.

---

**MAT 213**  
**Statistics** **3 hours**

---

Every Spring. An introductory course in statistics for non-math majors, with emphasis on the concepts and tools for collecting, analyzing, and drawing conclusions from data. Prerequisite: MAT 120.

---

**MAT 270**  
**Analytical Geometry and Calculus I** **4 hours**

---

Every Fall. A study of concepts of limits, differentiation, and integration of algebraic and elementary functions. Prerequisites: MAT 121 and MAT 122, or high school equivalent.

---

**MAT 271**  
**Analytical Geometry and Calculus II** **4 hours**

---

Every Spring. A continuation of MAT 270, covering the techniques of integration, solid analytic geometry, and infinite series and sequences. Prerequisite: MAT 270 or equivalent.

---

**MAT 272**  
**Analytical Geometry and Calculus III** **4 hours**

---

Every Fall. A study of vector analysis, partial differentiation and multiple integration. Prerequisite: MAT 271 or equivalent.

---

**MAT 300Δ**  
**Introduction to Mathematical Thought** **3 hours**

---

Every Spring. 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.

---

**MAT 310**  
**College Geometry** **3 hours**

---

Fall 2005 and alternate years. 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.

---

**MAT 342**  
**Linear Algebra** **3 hours**

---

Every Fall. An introductory study of finite dimensional vector spaces, linear transformations, and matrices associated with them. Prerequisite: MAT 271 or instructor's approval.

---

**MAT 363**  
**Probability and Statistics for Mathematics and Science** **3 hours**

---

Every Spring. A study of elementary theories of probability, distribution, estimation and testing of statistical hypotheses. Prerequisite: MAT 271.

---

**MAT 371**  
**Advanced Calculus I** **3 hours**

---

Every Fall. A study of sets, functions, the real numbers, topological ideas, sequences, limits, continuity, and differentiation. Prerequisites: MAT 272 and MAT 300.

---

**MAT 372**  
**Advanced Calculus II** **3 hours**

---

Spring 2005 and alternate years. Integration, series, uniform convergence, and selected additional topics in analysis. Prerequisite: MAT 371.

---

**MAT 373**  
**Differential Equations** **3 hours**

---

Every Spring. A study of the methods of solution of ordinary differential equations and their application to geometry, mechanics, and physics. Prerequisite: MAT 272.

---

**MAT 443**  
**Abstract Algebra** **3 hours**

---

Spring 2005 and alternate years. An introduction to algebraic structures with particular emphasis on group theory. Prerequisite: MAT 300 or instructor's approval.

---

**MAT 461**  
**Complex Analysis** **3 hours**

---

Spring 2006 and alternate years. An introduction to the calculus and geometry of functions of a complex variable. Topics include complex numbers, analytic functions, integration. Taylor and Laurent series, the residue calculus, and selected additional topics. Prerequisite: MAT 272.

---

**MAT 462**  
**Partial Differential Equations** **3 hours**

---

Fall 2004 and alternate years. An introduction to the partial differential equations of applied mathematics, Laplace's, wave, and diffusion equations and their solution by characteristics, separation of variables, integral transforms, and selected numerical methods. Prerequisite: MAT 373.

---

**MAT 464**  
**Numerical Methods** **3 hours**

---

On demand. An introduction to selected topics in numerical analysis chosen from among the following: numerical linear algebra, interpolation, numerical solution of ordinary and partial differential equations, quadrature, and solution of nonlinear equations and optimization. Choice of topics varies. Prerequisites: CSC 105, MAT 271, and instructor's approval.

---

**MAT 483A**  
**Mathematics in the Secondary School** **3 hours**

---

Fall 2004 and alternate years. 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.

---

**MAT 496**  
**Advanced Topics in Mathematics** **3 hours**

---

On demand. Upper division topics such as history of mathematics, topology, number theory, advanced algebra, advanced

analysis, advanced linear algebra and dynamical systems will be offered. May be repeated for credit. Prerequisite: Instructor's approval.

**MAT 497**  
**Research in Dynamical Systems** **3 hours**

---

Every Fall (on demand other times). A detailed study in dynamical systems. Prerequisite: Instructor's approval.

**MAT 498AA**  
**Project in Mathematics** **3 hours**

---

Every semester. A detailed study in dynamical systems or some other related area of mathematical sciences. Required course for Mathematics majors. A Writing-Intensive course. Prerequisites: MAT 372, MAT 373, and instructor's approval.

**MAT 498B**  
**Project in Dynamical Systems** **3 hours**

---

Every semester. Projects in dynamical systems, or some other related area of mathematical sciences. May be repeated up to six credit hours. Required course for Mathematics majors. Prerequisites: MAT 372, MAT 373, MAT 443, and instructor's approval.

**MAT 499**  
**Independent Study** **1-4 hours**

---

Every semester. See page 30.

# Department of Music

## DEPARTMENT DESCRIPTION

The Music Department offers various areas of study for the student desiring to pursue music as a profession. It provides classes, ensembles, and private music instruction for students majoring in other fields, and contributes to the cultural environment of the University community. Students may choose programs leading to the Bachelor of Music, Bachelor of Arts, and Bachelor of Science degrees.

The department is dedicated to developing the musicianship of each student through excellence in the classroom and all performing areas. Students from the entire University join with music majors and minors in performing in a variety of ensembles, opera, and musical productions each year.

Recitals and concerts by students, ensembles, and faculty provide the University community and the Phoenix area with opportunities to hear some of the finest music being performed today.

Scholarships are available by audition.

### DEGREE REQUIREMENTS — APPLIED MUSIC (B.A. DEGREE; Minor Required)

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Select Emphasis in Instrumental, Piano/Organ, or Vocal.
- Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirements).

Courses are listed alphabetically by prefix, not in the order they should be taken. See Academic Advisor for sequence.

M__	___	Applied Piano (Keyboard Majors: Voice)	4 hours
MAP	390	Junior Recital	0 hours
MAP	490	Senior Recital	0 hours
* MEN	___	Major Ensemble	8 hours
# MUS	009	Recital Attendance (maximum 8 semesters)	0 hours
MUS	191A	Aural Perception	2 hours
MUS	191B	Harmony I	2 hours
MUS	192A	Aural Perception II	2 hours
MUS	192B	Harmony II	2 hours
MUS	291A	Advanced Aural Perception I	2 hours
MUS	291B	Advanced Harmony I	2 hours
MUS	292A	Advanced Aural Perception II	2 hours
MUS	292B	Advanced Harmony II	2 hours
Δ MUS	371	Music History I	3 hours
Δ MUS	372	Music History II	3 hours
MUS	381	Conducting I	2 hours
MUS	391	Counterpoint	2 hours
MUS	392	Form and Analysis	3 hours
† MUS	001	Piano Proficiency	0 hours

**Total Music Core Hours 41 hours**

- # All music majors and music minors must be enrolled in MUS 009 every semester of private applied study through Grand Canyon residency up to 8 semesters (4 for music minors).

\* ALL music majors pursuing B.A. or B.M. degrees must complete eight semesters of ensemble participation according to emphasis. Additional hours beyond the eight may be taken for credit or audit.

† The Department of Music includes a minimal level of piano performance as a requirement for graduation for all music majors. Four semesters of piano are required to strengthen keyboard skills and assist the student in passing the piano proficiency examination. If the proficiency is completed early, the student must still meet the four semester requirement. Students must pass the piano proficiency examination before student teaching and before the senior recital.

Δ Writing-Intensive course.

### Additional Emphasis Requirements (Select one)

#### I. Instrumental

Students planning to choose an instrumental concentration must demonstrate an acceptable level of technique, performance, and musical ability as determined by the instrumental faculty. Students unable to do this will be admitted to the program on a two semester probationary status. During this time they must achieve the proper technical and musical levels to be allowed to continue as an instrumental major. This applies to all degree plans.

#### *Brass, Percussion, Strings, Woodwinds Emphasis*

M__	___	Major Applied Instrument	16 hours
MPL	___	Applied Piano	1 hour
MUS	391	Counterpoint	2 hours

**Total Emphasis Hours 19 hours**

#### *Classical Guitar Emphasis*

M__	___	Applied Classical Guitar	14 hours
M__	___	Applied Studio Guitar	2 hours
MPL	___	Applied Piano	1 hour
MUS	391	Counterpoint	2 hours

**Total Emphasis Hours 19 hours**

### Studio Guitar Emphasis

M— —	Applied Studio Guitar	12 hours
M— —	Applied Classical Guitar	4 hours
MED 351	Instrumental Organization	2 hours

**Total Emphasis Hours 18 hours**

### 2. Piano/Organ

Students pursuing a music degree with piano as the major instrument must audition for the piano faculty at the completion of the first semester of study. At this time, students must demonstrate an acceptable level of technical proficiency and musical ability as determined by the piano faculty. Students must perform standard advanced piano literature (Beethoven Sonatas, Bach Preludes and Fugues, Schubert Impromptus, etc.). Students unable to perform at the acceptable level will be admitted to the program on a two semester probationary status. At the end of the second semester of probation, they must re-audition demonstrating the required technical and musical abilities necessary for admission to piano major status. This applies to all degree plans.

#### Piano — Emphasis:

M— —	Applied Piano	16 hours
MUS 373	Piano Literature I	2 hours
MUS 374	Piano Literature II	2 hours
MUS 420	Advanced Keyboard Skills	1 hour
MUS 425	Piano Pedagogy I	3 hours
MUS 426	Piano Pedagogy II	3 hours
MUS 429	Accompanying	1 hour

**Total Emphasis Hours 28 hours**

#### Organ — Emphasis:

M— —	Applied Organ	16 hours
MUS 421	Organ Literature and Accompaniment	1 hour
MUS 429	Accompanying	1 hour

**Total Emphasis Hours 18 hours**

### 3. Vocal

Students planning to choose voice as their major performing emphasis must demonstrate an acceptable level of technique, performance and music ability as determined by the vocal faculty. Students unable to do this will be admitted to the program on a two semester probationary status. During this time they must achieve the proper technical and musical levels to be allowed to continue as a vocal major. This applies to all degree plans.

#### Voice --- Emphasis:

M— —	Applied Voice	16 hours
MUS 111	Italian Diction	1 hour
MUS 112	French Diction	1 hour
MUS 211	German Diction	1 hour
Δ MUS 375	Song Literature I	2 hours
Δ MUS 376	Song Literature II	2 hours
MUS 481	Vocal Pedagogy	2 hours

**Total Emphasis Hours 25 hours**

### DEGREE REQUIREMENTS — CHURCH MUSIC PIANO PERFORMANCE; VOCAL PERFORMANCE (B.M. DEGREE; NO MINOR REQUIRED)

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).

- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

Courses are listed alphabetically by prefix, not in the order they should be taken. See Academic Advisor for sequence.

### Music Core Hours for Bachelor of Music

MAP — —	Applied Piano (Keyboard Majors: Voice)	4 hours
MAP 390	Junior Recital	0 hours
MAP 490	Senior Recital	0 hours
* MEN — —	Major Ensemble (one per semester)	8 hours
# MUS 009	Recital Attendance (maximum 8 semesters)	0 hours
MUS 191A	Aural Perception I	2 hours
MUS 191B	Harmony I	2 hours
MUS 192A	Aural Perception II	2 hours
MUS 192B	Harmony II	2 hours
MUS 291A	Advanced Aural Perception	2 hours
MUS 291B	Advanced Harmony	2 hours
MUS 292A	Advanced Aural Perception II	2 hours
MUS 292B	Advanced Harmony II	2 hours
Δ MUS 371	Music History I	3 hours
Δ MUS 372	Music History II	3 hours
MUS 381	Conducting I	2 hours
MUS 391	Counterpoint	2 hours
MUS 392	Form and Analysis	3 hours
† MUS 001	Piano Proficiency	0 hours

**Total Music Core Hours 41 hours**

# All music majors and music minors must be enrolled in MUS 009 every semester of private applied study through Grand Canyon residency up to 8 semesters (4 for music minors).

\* All Bachelor of Music (B.M.) majors must complete eight semesters of ensemble participation according to emphasis (one ensemble per semester). Additional hours beyond the eight may be taken for credit or audit.

† The Department of Music includes a minimal level of piano performance as a requirement for all music majors. Four semesters of piano are required to strengthen keyboard skills and assist the student in passing the piano proficiency examination. If the proficiency is completed early, the student must still meet the four-semester requirement. Students must pass the piano proficiency examination before student teaching and before the senior recital.

Δ Writing-Intensive course.

## CHURCH MUSIC

Students select emphasis from Choral Conducting, Instrumental, Keyboard, or Vocal Performance.

### Church Music Core

CAW 201	Introduction to Christian Worship	3 hours
CAW 300	Worship Participation	2 hours
Δ MCH 393	Hymnology	3 hours
MCH 378	Music in Worship	3 hours
MCH 387	Survey of Choir Methods	3 hours
MCH 405	Church Music Internship	3 hours
MCH 471	Choral Literature	3 hours
MED 403	Advanced Rehearsal Techniques	2 hours
MUS 382	Conducting II	2 hours

Electives chosen from the following: 8 hours

MED 232	Woodwind Instrument Class (1)
MED 241	Brass Instrument Class (1)
MED 251	Percussion Instrument Class (1)



MED 252	String Instrument Class (1)
MIN 202	Introduction to Ministry (3)
MUS 219	Opera Workshop (1-3)
MUS 411	Choral Arranging (2)
MUS 462	Orchestration (2)
SPC 398	Communications and the Media (3)
TRE 140	Stagecraft (3)
TRE 270	Christian Drama (3)

---

**Total Church Music Core Hours 32 hours**

**Additional Emphasis Requirements (Select one):**

*1. Choral Conducting Emphasis*

M_ _	Major Applied	12 hours
M_ _	Secondary Applied	2 hours
M_ _	Applied Voice (Instrument Majors Only)	(2 hours)
M_ _	Applied Conducting	4 hours
MUS 111	Italian Diction	1 hour
MUS 112	French Diction	1 hour
MUS 211	German Diction	1 hour
MUS 405	Conducting Practicum	1 hour
MUS 481	Vocal Pedagogy	2 hours

---

**Total Emphasis Hours 24 - 26 hours**  
**Total Church Music Core Hours 32 hours**  
**Total Music Core Hours 41 hours**  
**TOTAL HOURS 97 - 99 hours**

*2. Instrumental Emphasis*

M_ _	Major Applied Instrument	16 hours
MVL 119, 219	Applied Voice	3 hours

---

**Total Emphasis Hours 19 hours**  
**Total Church Music Core Hours 32 hours**  
**Total Music Core Hours 41 hours**  
**TOTAL HOURS 92 hours**

*3. Keyboard Emphasis*

MP_ _	Major Applied Piano	16 hours
M_ _	Secondary Applied	2 hours
MVL _ _	Applied Voice	2 hours
MUS 429	Accompanying	2 hours
MUS _ _	Advanced Keyboard Skills	1 hour

---

**Total Emphasis Hours 23 hours**  
**Total Church Music Core Hours 32 hours**  
**Total Music Core Hours 41 hours**  
**TOTAL HOURS 96 hours**

*4. Vocal Emphasis*

MV_ _	Applied Voice	16 hours
M_ _	Secondary Applied	2 hours
MUS 111	Italian Diction	1 hour
MUS 112	French Diction	1 hour
MUS 211	German Diction	1 hour
MUS 481	Vocal Pedagogy	2 hours

---

**Total Emphasis Hours 23 hours**  
**Total Church Music Core Hours 32 hours**  
**Total Music Core Hours 41 hours**  
**TOTAL HOURS 96 hours**

## PIANO PERFORMANCE

Students pursuing a music degree with piano as the major instrument must audition for the piano faculty at the completion of the first semester of study. At this time, students must demonstrate an acceptable level of technical proficiency and musical ability as determined by the piano faculty. Students must perform standard advanced piano literature (Beethoven Sonatas, Bach Preludes and Fugues, Schubert Impromptus, etc.). Students unable to perform at the acceptable level will be admitted to the program on a two semester probationary status. At the end of the second semester of probation, the student must re-audition demonstrating the required technical and musical abilities necessary for admission to piano major status. This applies to all degree plans.

M_ _	Applied Piano	30 hours
MUS 373	Piano Literature I	2 hours
MUS 374	Piano Literature II	2 hours
MUS 420	Advanced Keyboard Skills	1 hour
MUS 425	Piano Pedagogy I	3 hours
MUS 426	Piano Pedagogy II	3 hours
MUS 429	Accompanying	1 hour
_ _	Electives	6 hours

---

**Piano Performance Hours 48 hours**  
**Bachelor of Music Core Hours 41 hours**  
**TOTAL HOURS 89 hours**

## VOCAL PERFORMANCE

Students planning to choose voice as their major performing emphasis must demonstrate an acceptable level of technique, performance, and musical ability as determined by the vocal faculty. Students unable to do this will be admitted to the program on a two semester probationary status. During this time they must achieve the proper technical and musical levels to be allowed to continue as a vocal major. This applies to all degree plans.

FRE 101	Elementary French I	4 hours
GER 101	Elementary German I	4 hours
_ _	Additional Foreign Language Electives (French, German, Italian)	8 hours
MV_ _	Applied Voice	28 hours
MUS 111	Italian Diction	1 hour
MUS 112	French Diction	1 hour
MUS 211	German Diction	1 hour
MUS 219	Opera Workshop	1 hour
MUS 375	Song Literature I	2 hours
MUS 376	Song Literature II	2 hours
MUS 481	Vocal Pedagogy	2 hours

---

**Vocal Performance Hours 54 hours**  
**Bachelor of Music Core Hours 41 hours**  
**TOTAL HOURS 95 hours**

## DEGREE REQUIREMENTS — MUSIC EDUCATION (B.S. DEGREE; No Minor Required)

- University Liberal Arts Foundation for the Secondary Education Program (see page 74).
- Additional Emphasis hours required.
- Admission to Teacher Education programs (see page 72).
- Secondary Education major required (see page 75).

In order to graduate with K-12 Endorsement, 16 hours of student teaching (EED 480 - grades K 6, and SED 480 - grades 7 -12) must be completed.

The Bachelor of Science degree in Music Education is offered with an emphasis in Choral Conducting or Instrumental Conducting. Students pursuing a music education major must meet the requirements for Music Core, Music Education Core, and Emphasis.

All music majors and music minors must be enrolled in MUS 009 every semester of private applied study through Grand Canyon residency up to 9 semesters (4 for music minors).

All Music Education majors must complete seven semesters of ensemble participation according to emphasis. Additional hours beyond the seven may be taken for credit or audit.

The Department of Music includes a minimal level of piano performance as a requirement for all music majors. Four semesters of piano are required to strengthen keyboard skills and assist the student in passing the piano proficiency examination. If the proficiency is completed early, the student must still meet the four semester requirement. Students must pass the piano proficiency examination before student teaching and before the senior recital.

Courses are listed alphabetically by prefix, not in the order they should be taken. See Academic Advisor for sequence.

### Music Core

MED	003	Music Educator's National Conference (4 semesters membership)	0 hours
M__	___	Major Applied Instrument or Voice	7 hours
M__	___	Applied Piano (Keyboard Majors: Voice)	4 hours
MEN	___	Major Ensemble (one per semester)	7 hours
MUS	009	Recital Attendance (seven semesters)	0 hours
MUS	191A	Aural Perception I	2 hours
MUS	191B	Harmony I	2 hours
MUS	192A	Aural Perception II	2 hours
MUS	192B	Harmony II	2 hours
MUS	291A	Advanced Aural Perception I	2 hours
MUS	291B	Advanced Harmony I	2 hours
MUS	292A	Advanced Aural Perception II	2 hours
MUS	292B	Advanced Harmony II	2 hours
Δ	MUS 371	Music History I	3 hours
Δ	MUS 372	Music History II	3 hours
MUS	381	Conducting I	2 hours
MUS	392	Form and Analysis	3 hours
___	___	Piano Proficiency	0 hours

**Total Music Core Hours 45 hours**

### Music Education Core

#### Secondary Certification 36 hours

MED	232	Woodwind Instrument Class	1 hour
MED	241	Brass Instrument Class	1 hour
MED	251	Percussion Instrument Class	1 hour
MED	252	String Instrument Class	1 hour
*	MED 381	Music in the Elementary Grades	3 hours
MED	382	Music in the Junior & Senior High School	3 hours
MUS	382	Conducting II	2 hours

**Total Music Education Core Hours 45 hours**

\* MED 381 is not required for Secondary certification but is required for K - 12 Endorsement.

Δ Writing-Intensive course.

### Additional Emphasis Requirements (Select one):

1. Choral Conducting (Major applied instrument, voice or piano)

MAP	390	Junior Recital (Conducting)	0 hours
M__	___	Applied Conducting	2 hours
MUS	111	Italian Diction	1 hour
MUS	112	French Diction	1 hour
MUS	211	German Diction	1 hour
MUS	391	Counterpoint	2 hours
MUS	411	Choral Arranging	2 hours
MUS	471	Choral Literature	3 hours
MUS	481	Vocal Pedagogy	2 hours

**Total Emphasis Hours 14 hours**

### 2. Instrumental Conducting

MAP	390	Junior Recital (Conducting)	0 hours
M__	___	Applied Conducting	2 hours
MED	351	Instrumental Music Organization	2 hours
MED	403	Advanced Rehearsal Techniques	2 hours
MED	442	Instrumental Literature and Pedagogy	2 hours
MUS	167	Classic Guitar	1 hour
MUS	320	Jazz Improvisation	1 hour
MUS	391	Counterpoint	2 hours
MUS	462	Orchestration	2 hours

**Total Emphasis Hours 14 hours**

### MINOR REQUIREMENTS — INSTRUMENTAL EMPHASIS

M-L	___	Private Applied Instrument	4 hours
MPC	109/209/ 309/409	Class Piano	
		<i>OR</i>	
MVH/ MVL	109	Class Voice/Private Applied Voice	3 hours
MEN	___	Major Ensemble	3 hours
#	MUS 009	Recital Attendance (four semesters)	0 hours
MUS	191A	Elementary Theory: Aural Perception I	2 hours
MUS	191B	Elementary Theory: Harmony I	2 hours
MUS	381	Conducting I	2 hours
Δ	MUS 371	Music History I	
		<i>OR</i>	
Δ	MUS 372	Music History II	3 hours

**Total Minor Hours 19 hours**

### MINOR REQUIREMENTS — PIANO EMPHASIS

M_L	___	Private Applied Piano	4 hours
MVL	109/M-L—	Class Voice/Private Applied Voice	3 hours
MEN	___	Major Ensemble	
		<i>OR</i>	
MUS	429	Accompanying	
		<i>OR</i>	
MUS	420	Advanced Keyboard Skills	
		<i>OR</i>	
MEN	304	Piano Ensemble	3 hours
#	MUS 009	Recital Attendance (four semesters)	0 hours
MUS	191A	Elementary Theory: Aural Perception I	2 hours
MUS	191B	Elementary Theory: Harmony I	2 hours
MUS	381	Conducting I	2 hours
Δ	MUS 371	Music History I	
		<i>OR</i>	
Δ	MUS 372	Music History II	3 hours

**Total Minor Hours 19 hours**

**MINOR REQUIREMENTS — VOCAL EMPHASIS**

M-L	Private Applied Voice	4 hours
MPC 109/209/309	Class Piano	3 hours
MEN	Major Ensemble	3 hours
MUS 009	Recital Attendance (4 semesters)	0 hours
MUS 111	Italian Diction	1 hour
MUS 112	French Diction	1 hour
MUS 211	German Diction	1 hour
MUS 191A	Elementary Theory: Aural Perception I	2 hours
MUS 191B	Elementary Theory: Harmony I	2 hours
MUS 381	Conducting I	2 hours
Δ MUS 371	Music History I OR	
Δ MUS 372	Music History II	3 hours
<b>Total Minor Hours</b>		<b>22 hours</b>

Δ Writing-Intensive course.

**CHURCH MUSIC**
**MCH 378**  
**Music in Worship** **3 hours**

Fall 2005 and alternate years. 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.

**MCH 387**  
**Survey of Choir Methods** **3 hours**

Spring 2005 and alternate years. Study and practice of current and traditional philosophies, methods, and materials for use with preschool through sixth grade children's choirs, junior high and high school youth choirs, and adult and senior adult choirs. Prerequisite: Junior status.

**MCH 393A**  
**Hymnology** **3 hours**

Fall 2004 and alternate years. A survey of hymnology during the history of the Christian church designed to bring about a more meaningful use of the hymn in congregational singing and in all areas of Christian life and worship. Emphasis is placed upon American hymnology. No musical background is required. A Writing-Intensive course.

**MCH 405**  
**Church Music - Internship** **3 hours**

Every semester. An experiential learning opportunity for students to combine classroom knowledge and theories with real-world ministry applications under the supervision of a minister in the area of church music. Prerequisites: Senior status, ~~CAW 300~~ (this course is no longer offered) and instructor's approval.

**MCH 471**  
**Choral Literature** **3 hours**

Spring 2006 and alternate years. Also MUS 471. A survey of choral literature from the Renaissance to the present with emphasis on style, aesthetics, and musical terminology. Compositions are performed and analyzed for stylistic interpretation, musical and textual merit, and usefulness. Prerequisites: MUS 292, MUS 371, and MUS 372, or instructor's approval.

**MUSIC**
**MUS 001**  
**Piano Proficiency** **0 hours**

Every semester. Course for all music majors enrolled in their final semester of required piano (class or private). Details listed in the music handbook.

**MUS 005**  
**Recital Chorale** **0 hours**

On demand. A non-credit ensemble designed to provide choral lab for conducting students fulfilling practicum and recital requirements. Choral literature from all of the stylistic periods is performed. One performance is given each semester.

**MUS 009**  
**Recital Attendance** **0 hours**

Every semester. Studio, area, and department recitals of all music and performing arts majors and minors. All music majors and music minors must be enrolled in MUS 009 every semester of private applied study through Grand Canyon with a maximum of 8 for majors, 4 for minors. Details listed in the Music Handbook.

**MUS 105**  
**Fundamentals of Music** **2 hours**

On demand. Designed for individuals and elementary education majors interested in acquiring creative skills in the reading, performance, and understanding of music for personal enjoyment or use in the elementary classroom. Previous musical experience not required. No credit toward degree for music majors.

**MUS 111**  
**Diction: Italian** **1 hour**

Every Fall. A laboratory devoted to phonetic sounds of Italian as used by a singer. Prerequisite course to upper division Applied Voice.

**MUS 112**  
**Diction: French** **1 hour**

Every Fall. A laboratory devoted to phonetic sounds of French as used by a singer. Prerequisite course to upper division Applied Voice. Students having two years of high school French or one year of college French may test out of this course.

**MUS 167**  
**Class Guitar** **1 hour**

Every Fall. A practical introduction to the guitar, designed especially for beginners. Students will learn to play the guitar with both the plectrum style (pick only) and classical finger style approaches. Emphasis on guitar pedagogy as applied to elementary and secondary education levels. Required of Music Education majors. Open to all non-music majors and minors. Prerequisite: Knowledge of basic musical notation.

**MUS 189**  
**Music Workshop** **1 hour**

Every semester. Practice, study, and performance of music in a workshop setting. May be repeated for credit. Prerequisite: Instructor's approval.

**MUS 191A**  
**Aural Perception I** **2 hours**

Every Fall. Designed for music majors and minors. MUS 191A and MUS 191B must be taken concurrently. Includes rhythmic, melodic and harmonic dictation, basic keyboard performance, and sight singing. Computer-assisted ear training will be utilized. Prerequisite: MUS 105 or a satisfactory score on the freshman theory placement examination, administered during enrollment week.

---

**MUS 191B**  
**Harmony I** **2 hours**

---

Every Fall. Designed for music majors and minors. MUS 191A and MUS 191B must be taken concurrently. Study is devoted to the structure of music which includes harmony, melody, form, and rhythm. Skill development in analysis and composition is emphasized. The music of the "common practice period" will be studied.

**MUS 192A**  
**Aural Perception II** **2 hours**

---

Every Spring. Continuation of MUS 191A. Designed for music majors only. Prerequisites: MUS 191A or equivalent and concurrent enrollment in MUS 192B.

**MUS 192B**  
**Harmony II** **2 hours**

---

Every Spring. Continuation of MUS 191B. Designed for music majors only. Skill development through analysis and composition is emphasized. Prerequisite: MUS 191B or equivalent and concurrent enrollment in MUS 192A.

**MUS 211**  
**Diction: German** **1 hour**

---

Every Spring. A laboratory devoted to phonetic sounds of German as used by a singer. Prerequisite course to upper division Applied Voice. Students having two years of high school German or one year of college German may test out of this course.

**MUS 219**  
**Opera Workshop** **1 - 3 hours**

---

Every Fall or Spring. Also MUS 319. Participation and production of a full length opera or two one-act operas. Provides activities in all phases of opera production (set design, costuming, make-up, staging, and publicity). May be repeated for credit hours. Prerequisites: Audition and instructor's approval.

**MUS 226**  
**Handbell Techniques** **2 hours**

---

On demand. A study of handbell techniques, materials, and methods of organizing and training handbell choirs for school and church. Prerequisite: Music reading ability.

**MUS 252**  
**Music Appreciation** **3 hours**

---

Every semester. 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.

**MUS 281**  
**Fundamentals of Conducting** **2 hours**

---

Spring 2006 and alternate years. A study of the fundamentals of conducting hymns, anthems, and other choral music. Designed for the music minor and non-music major. Emphasis on choral conducting and rehearsal techniques, score reading, and artistic interpretation. Prerequisite: MUS 191 or instructor's approval.

**MUS 291A**  
**Advanced Aural Perception I** **2 hours**

---

Every Fall. Designed for music majors only. Advanced sight singing, keyboard performance, and rhythmic, harmonic, and melodic dictation will be emphasized. Computer-assisted ear training will be utilized. Music examples will be selected from

Bach through Wagner. Prerequisites: MUS 192A or equivalent and concurrent enrollment in MUS 291B.

**MUS 291B**  
**Advanced Harmony I** **2 hours**

---

Every Fall. Designed for music majors only. Advanced study in analysis and part writing utilizing modulation and chromatic harmony. Prerequisites: MUS 192B or equivalent and concurrent enrollment in MUS 291A.

**MUS 292A**  
**Advanced Aural Perception II** **2 hours**

---

Every Spring. Designed for music majors only. Continuation of MUS 291A. Ear training material will include music from the 20th century. Prerequisites: MUS 291A or equivalent and concurrent enrollment in MUS 292B.

**MUS 292B**  
**Advanced Harmony II** **2 hours**

---

Every Spring. Designed for music majors only. Continuation of MUS 291B. Analysis and composition of music of the late 19th through the 20th century. Prerequisites: MUS 291B or equivalent and concurrent enrollment in MUS 292A.

**MUS 319**  
**Opera Workshop** **1 - 3 hours**

---

Every Fall or Spring. Also MUS 219. May be repeated for credit hours. Prerequisites: Audition and instructor's approval.

**MUS 371A**  
**Music History I** **3 hours**

---

Every Fall. A survey of music from primitive times to the mid-18th century. Study presents the growth of music in the Middle Ages and Renaissance through the contrapuntal schools culminating in the work of J.S. Bach and the development of opera and oratorio during the Baroque. Designed for music majors and minors. A Writing-Intensive course. Prerequisites: MUS 191A, MUS 191B, and junior or senior status, or instructor's approval.

**MUS 372A**  
**Music History II** **3 hours**

---

Every Spring. A survey of music from the mid-18th century to modern times. Study is devoted to the rise of homophonic music, the art song, the nationalistic schools, and the principal composers of the Classical, Romantic, and Contemporary style periods. Designed for music majors and minors. A Writing-Intensive course. Prerequisites: MUS 191A, 191B, and junior or senior status, or instructor's approval.

**MUS 373**  
**Piano Literature I** **2 hours**

---

Fall 2004 and alternate years. A survey of Baroque and Classical periods. Emphasis on learning the standard piano repertoire through reading and listening assignments. Prerequisite: MUS 371 or instructor's approval.

**MUS 374**  
**Piano Literature II** **2 hours**

---

Spring 2005 and alternate years. A survey of Romantic and Contemporary periods. Emphasis on learning the standard piano repertoire through reading and listening assignments. Prerequisite: MUS 371 or instructor's approval.

**MUS 375A**  
**Song Literature I** **2 hours**

---

Fall 2005 and alternate years. A survey study of the composers, their styles, and literature from the beginning of solo song through the early Romantic period. Designed for music majors and minors. A

Writing-Intensive Course. Prerequisite: Junior or senior status or instructor's approval.

---

**MUS 376A**  
**Song Literature II** **2 hours**

---

Spring 2006 and alternate years. Continuation of MUS 375. A survey study of the composers, their styles, and literature from the middle Romantic period of solo song through the contemporary period. Designed for music majors and minors. A Writing Intensive Course. Prerequisite: Junior or senior status or instructor's approval.

---

**MUS 381**  
**Conducting I** **2 hours**

---

Every Fall. A study of the fundamentals and techniques of conducting. Special emphasis is placed on conducting choral music and the special techniques required to conduct vocal groups. Prerequisites: Junior status and instructor's approval.

---

**MUS 382**  
**Conducting II** **2 hours**

---

Every Spring. Continuation of MUS 381 with emphasis on instrumental music. Rehearsal and conducting techniques, score reading, and artistic interpretation will be covered. Prerequisite: MUS 381.

---

**MUS 387**  
**Aria Prep: Audition Techniques** **2 hours**

---

On demand. An advanced performance technique class, including instruction in preparation of text and score, as well as development of subtext. This course prepares students for more effective vocal auditions, in anticipation of careers in vocal performance.

---

**MUS 391**  
**Counterpoint** **2 hours**

---

Every Spring. A survey of contrapuntal practice from the Eighteenth Century. Background reference is made to early polyphonic music. Emphasis is given to sixteenth-century species counterpoint and to analyzing and writing inventions and fugues in the eighteenth century style of J.S. Bach. An introduction is given to the use of counterpoint in twentieth-century composition. Prerequisite: MUS 292.

---

**MUS 392**  
**Form and Analysis** **3 hours**

---

Every Fall. A study of the various organizational structures in music, from motive, phrase, and period through binary and ternary forms to the most complex, such as the variation, rondo, and sonata. Works of the masters are analyzed from the standpoint of form. Prerequisite: MUS 292.

---

**MUS 399**  
**Practicum** **1 - 4 hours**

---

On demand. See page 31.

---

**MUS 405**  
**Conducting Practicum** **1 hour**

---

Every semester. A conducting apprenticeship among the Music Department's various choral and instrumental ensembles and with Opera Workshop. The apprentice will observe and participate in rehearsal as instructed by each director. Prerequisites: MUS 382 and MED 403, or instructor's approval.

---

**MUS 411**  
**Choral Arranging** **2 hours**

---

Fall 2004 and alternate years. A course designed to teach the prospective music teacher the skill of choral arranging and to

help the student meet the day-to-day demands placed on a general music teacher or a secondary choral director. Prerequisites: MUS 292 and instructor's approval.

---

**MUS 420**  
**Advanced Keyboard Skills** **1 hour**

---

Every Spring. Designed for piano majors to develop basic keyboard proficiency in sight-reading, transposition, modulation, open score reading, improvisation, and ensemble playing. Structured to help piano majors pass the functional section of the piano proficiency examination. Prerequisite: Piano major or instructor's approval.

---

**MUS 425**  
**Piano Pedagogy I** **3 hours**

---

Fall 2005 and alternate years. A study of skills for teaching piano to children and adult beginners emphasizing technique, style, and musicianship. Includes review and recommendations of graded method materials available. Supervised student teaching in a laboratory setting. Prerequisite: Instructor's approval.

---

**MUS 426**  
**Piano Pedagogy II** **3 hours**

---

Spring 2006 and alternate years. Continuation of MUS 425. Emphasis on intermediate piano literature and group piano teaching techniques. Survey of appropriate materials, observation, and supervised student teaching in a laboratory setting. Prerequisite: Instructor's approval.

---

**MUS 429**  
**Accompanying** **1 hour**

---

Every Spring. A study and application of accompanying techniques in vocal, choral, and instrumental music. Students are assigned a vocalist, instrumentalist, or choir. May be repeated for credit. Prerequisite: Instructor's approval.

---

**MUS 462**  
**Orchestration** **2 hour**

---

On demand. A course designed to present the practical fundamentals of orchestration of all of the content instruments in the string, woodwind, brass, and percussion families. Prerequisites: MUS 292 and instructor's approval.

---

**MUS 471**  
**Choral Literature** **3 hours**

---

Spring 2006 and alternate years. Also MCH 471. A survey of choral literature from the Renaissance to the present with emphasis on style, aesthetics, and musical terminology. Compositions are performed and analyzed for stylistic interpretation, musical and textual merit, and usefulness. Prerequisites: MUS 292, MUS 371, and MUS 372 or instructor's approval.

---

**MUS 481**  
**Vocal Pedagogy** **2 hours**

---

Every Spring. A study of skills for the teaching of voice to individuals or groups. The physical voice is studied and potential vocal problems analyzed; historical methods of correction are presented. Prerequisite: Private vocal studies or instructor's approval.

---

**MUS 492**  
**Twentieth-Century and American Music** **2 hours**

---

On demand. A survey of twentieth-century compositional practices and styles, providing opportunities for practical understanding through experiences in listening, analyzing, and composing. Specific attention is given to American composers and their music. Prerequisite: MUS 292 or equivalent.

---

**MUS 499**  
**Independent Study** **1 - 4 hours**

---

On demand. See page 30.

## MUSIC — APPLIED

---

### **MAP 390** **Junior Recital** **0 hours**

Every semester. Public recital approximately 30-minutes in length. Applied and Church Music majors will perform as designated in the Music Handbook. Conducting concentrations will conduct a 30-minute program.

### **MAP 490** **Senior Recital** **0 hours**

Every semester. Same format as MAP 390, only one hour in length.

## MUSIC — CLASS INSTRUCTION (MAJORS)

---

Class instruction in piano or voice for music majors. Will fulfill the secondary performance area requirement in the major. (Keyboard majors usually complete their secondary performance area in voice; other majors complete their secondary performance area in piano.)

### **MPC 109** **Class Piano (Majors)** **1 hour**

Every Fall. Class instruction for the music major with limited or no previous piano training. Instruction in the study of piano technique and literature including passing Part I of the Piano Proficiency Examination. The piano proficiency requirements are listed in the Music Handbook (available from the Department of Music). Meets two hours per week.

### **MPC 209** **Class Piano (Majors)** **1 hour**

Every Spring. Continuation of MPC 109. Includes passing Part II of the Piano Proficiency Examination. Meets two hours per week. Prerequisite: MPC 109 or instructor's approval.

### **MPC 309** **Class Piano (Majors)** **1 hour**

Every Fall. Continuation of MPC 209. Includes passing Part III of the Piano Proficiency Examination. Meets two hours per week. Prerequisite: MPC 209 or instructor's approval.

### **MPC 409** **Class Piano (Majors)** **1 hour**

Every Spring. Continuation of MPC 309. Includes passing Part IV of the Piano Proficiency Examination. Meets two hours per week. Prerequisite: MPC 309 or instructor's approval.

### **MPJ 109** **Class Piano - Jazz (Majors)** **1 hour**

On demand. Class instruction for the advanced pianist focusing on voicings, jazz-related scales, and improvisation. Meets two hours per week. Prerequisite: Instructor's approval.

### **MPS 109** **Class Piano - Arranging for the Church Pianist** **1 hour**

Every semester. Class instruction in arranging and improvisation for today's church pianist. Functional skills covered include: congregational, choir, and solo accompanying; modulation, transposition, chord chart reading; and original arrangements of hymn/contemporary songs suitable for solo performance (e.g., offertories). Meets two hours per week. Prerequisite: Instructor's approval.

### **MPS 209** **Class Piano - Arranging for the Church Pianist** **1 hour**

Every semester. Continuation of MPS 109. Meets two hours per week. Prerequisite: MPS 109 or instructor's approval.

### **MPS 309** **Class Piano - Arranging for the Church Pianist** **1 hour**

Every semester. Continuation of MPS 209. Meets two hours per week. Prerequisite: MPS 209 or instructor's approval.

### **MPS 409** **Class Piano - Arranging for the Church Pianist** **1 hour**

Every semester. Continuation of MPS 309. Meets two hours per week. Prerequisite: MPS 309 or instructor's approval.

### **MVC 109** **Class Voice (Majors)** **1 hour**

Every semester. Required for those music majors whose audition indicated limited vocal training. Meets two hours per week.

### **MVC 209** **Class Voice (Majors)** **1 hour**

On demand. Continuation of MVC 109. Meets two hours per week. Prerequisite: MVC 109 or instructor's approval.

### **MVC 309** **Class Voice (Majors)** **1 hour**

On demand. Continuation of MVC 209. Meets two hours per week. Prerequisite: MVC 209 or instructor's approval.

### **MVC 409** **Class Voice (Majors)** **1 hour**

On demand. Continuation of MVC 309. Meets two hours per week. Prerequisite: MVC 309 or instructor's approval.

## MUSIC — CLASS INSTRUCTION (NON-MAJORS)

---

Class instruction in piano or voice for non-music majors with no previous training. Will meet Fine Arts requirements for University Liberal Arts Foundation.

MPH = Class Piano (non-majors)  
MVH = Class Voice (non-majors)

### **MPH/MVH 109** **Class Piano/Class Voice (non-majors)** **1 hour**

Every semester. Class instruction for the non-music major with no previous training. A jury examination is not required. Does not count toward a music major or minor. Meets two hours per week.

### **MPH/MVH 209** **Class Piano/Class Voice (non-majors)** **1 hour**

Every semester. Continuation of MPH/MVH 109. Meets two hours per week. Prerequisite: MPH/MVH 109 or instructor's approval.

### **MPH/MVH 309** **Class Piano/Class Voice (non-majors)** **1 hour**

Every semester. Continuation of MPH/MVH 209. Meets two hours per week. Prerequisite: MPH/MVH 209 or instructor's approval.

### **MPH/MVH 409** **Class Piano/Class Voice (non-majors)** **1 hour**

Every semester. Continuation of MPH/MVH 309. Meets two hours per week. Prerequisite: MPH/MVH 309 or instructor's approval.

## MUSIC — PRIVATE APPLIED INSTRUCTION

### (PRIMARY PERFORMANCE AREA FOR MAJORS)

---

Private applied study for music majors in their major instrument or area. The applied course is identified by a three letter and a three number system.

*Example:* MVA 129

The first letter indicates the department:

M = Music

The second letter indicates the major emphasis:

B = Brass

C = Conducting

G = Guitar

I = Percussion

P = Piano

S = Strings

T = Theory/Composition

V = Voice

W = Woodwinds

The third letter indicates the degree program:

G = General semester (first semester in private study in preparation for audition into a degree program)

P = Probationary status

A = Bachelor of Arts

E = Bachelor of Science (Music Education)

M = Bachelor of Music

The first number indicates the level:

1 = 100 level

2 = 200 level

3 = 300 level

4 = 400 level

The second number indicates the semester:

1 = First semester

2 = Second semester

3 = Third semester

4 = Fourth semester

The third number indicates the department:

9 = Music

#### **M-G 119**

##### **Private Applied Instruction (Emphasis Area) 1 - 4 hours**

Every semester. The first general semester of private study in the major instrument or area. Emphasis is on advanced technique and literature. Includes preparation for a mandatory audition to qualify for music major status.

#### **M-A, M-E, M-M 129**

##### **Private Applied Instruction (Emphasis Area) 1 - 4 hours**

Every semester. Continuation of M-G 119. Private instruction for music majors who have passed the qualifying audition admitting them into a degree program. Includes study of advanced technique and literature. Prerequisite: Formal audition.

#### **M-P 119/M-P 129**

##### **Private Applied Instruction (Emphasis Area) 1 - 4 hours**

Every semester. Students unable to perform at the advanced level required may be admitted to the music program on a two semester probationary status. At the end of the second semester of probation, students may re-audition, demonstrating the required technical and musical abilities necessary for admission

to music major status. This applies to all degree plans. Prerequisite: Audition for appropriate faculty.

#### **M-A, M-E, M-M 219**

##### **Private Applied Instruction (Emphasis Area) 1 - 4 hours**

Every semester. Continuation of M-A, M-E, M-M 129. Prerequisite: M-A, M-E, or M-M 129.

#### **M-A, M-E, M-M 229**

##### **Private Applied Instruction (Emphasis Area) 1 - 4 hours**

Every semester. Continuation of M-A, M-E, M-M 219. Prerequisite: M-A, M-E, or M-M 219.

#### **M-A, M-E, M-M 319**

##### **Private Applied Instruction (Emphasis Area) 1 - 4 hours**

Every semester. Continuation of M-A, M-E, M-M 229. Prerequisite: M-A, M-E, or M-M 229.

#### **M-A, M-E, M-M 329**

##### **Private Applied Instruction (Emphasis Area) 1 - 4 hours**

Every semester. Continuation of M-A, M-E, M-M 319. Prerequisite: M-A, M-E, or M-M 319.

#### **M-A, M-E, M-M 419**

##### **Private Applied Instruction (Emphasis Area) 1 - 4 hours**

Every semester. Continuation of M-A, M-E, M-M 329. Prerequisite: M-A, M-E, or M-M 329.

#### **M-A, M-E, M-M 429**

##### **Private Applied Instruction (Emphasis Area) 1 - 4 hours**

Every semester. Continuation of M-A, M-E, M-M 419. Prerequisite: M-A, M-E, or M-M 419.

## MUSIC — PRIVATE APPLIED INSTRUCTION (NON-MAJORS AND SECONDARY PERFORMANCE AREA FOR MAJORS)

---

Private applied study for non-music majors or for music majors in their secondary performance area. The applied course is identified by a three letter and three number system. A full explanation is provided above in "MUSIC PRIVATE APPLIED INSTRUCTION (Primary Performance Area for Majors)"

#### **M-L 119**

##### **Private Applied Instruction (Emphasis Area) 1 - 2 hours**

Every semester. Private instruction for students who have completed class instruction studies or have successfully passed audition. Prerequisite: Audition or instructor's approval.

#### **M-L 129**

##### **Private Applied Instruction (Emphasis Area) 1-2 hours**

Every semester. Continuation of M-L 119. Prerequisite: M-L 119 or instructor's approval.

#### **M-L 219**

##### **Private Applied Instruction (Emphasis Area) 1 - 2 hours**

Every semester. Continuation of M-L 129. Prerequisite: M-L 129 or instructor's approval.

#### **M-L 229**

##### **Private Applied Instruction (Emphasis Area) 1 - 2 hours**

Every semester. Continuation of M-L 219. Prerequisite: M-L 219 or instructor's approval.

#### **M-L 319**

##### **Private Applied Instruction (Emphasis Area) 1 - 4 hours**

Every semester. Continuation of M-L 229. Prerequisite: M-L 229 or instructor's approval.

**M-L 329**  
**Private Applied Instruction (Emphasis Area) 1 - 4 hours**  
Every semester. Continuation of M-L 319. Prerequisite: M-L 319 or instructor's approval.

**M-L 419**  
**Private Applied Instruction (Emphasis Area) 1 - 4 hours**  
Every semester. Continuation of M-L 329. Prerequisite: M-L 329 or instructor's approval.

**M-L 429**  
**Private Applied Instruction (Emphasis Area) 1 - 4 hours**  
Every semester. Continuation of M-L 419. Prerequisite: M-L 419 or instructor's approval.

---

## MUSIC EDUCATION

---

**MED 003**  
**Music Educator's National Conference 0 hours**  
Every semester. 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.

**MED 232**  
**Woodwind Instrument Class 1 hour**  
Every Spring. A practical study of the high and low woodwind instruments. The student learns to play, care for, and teach each instrument. Prerequisite: Sophomore status.

**MED 241**  
**Brass Instrument Class 1 hour**  
Every Fall. A practical study of the high and low brass instruments. The student learns to play, care for and teach each instrument. Prerequisite: Sophomore status.

**MED 251**  
**Percussion Instrument Class 1 hour**  
Every Fall. Same format as MED 241, except pertaining to percussion instruments. Prerequisite: Sophomore status.

**MED 252**  
**String Instrument Class 1 hour**  
Every Spring. A practical study of the high and low string instruments. The student learns to play, care for, and teach each instrument. Prerequisite: Sophomore status.

**MED 351**  
**Instrumental Music Organization 2 hours**  
Fall 2004 and alternate years. An introduction to the organizational facets of an instrumental music program, elementary through high school. The course includes philosophy, marching band techniques, repair of instruments, scheduling, public relations, contests and festivals, public performance, music rooms and equipment, library, uniforms, inventory, tests and measurements, and finance and development of a complete instrumental program. Prerequisites: MED 232, MED 241, MED 251, MED 252, and MUS 292.

**MED 381**  
**Music in the Elementary Grades 3 hours**  
Fall 2004 and alternate years. A study and demonstration of methods and materials for the first six grades. A study is made of activities implemented with each grade level. Lesson plans are

prepared. Visits are made to observe actual teaching situations. Prerequisite: MUS 292 or instructor's approval.

**MED 382**  
**Music in the Junior and Senior High School 3 hours**  
Spring 2005 and alternate years. A study of methods for developing and conducting the music program in junior and senior high schools. Methods, materials, topics, and issues in music education will be used to prepare music education majors to enter the teaching profession. Prerequisite: MUS 292, MUS 381, or instructor's approval.

**MED 403**  
**Advanced Rehearsal Techniques 2 hours**  
On demand. A study of advanced problems in rehearsing and conducting at the high school level. An examination and analysis of the prevailing choral and instrumental philosophies, including rehearsal techniques, performance practices, and score preparation. Prerequisite: MUS 381.

**MED 442**  
**Instrumental Literature and Pedagogy 2 hours**  
On demand. Study of outstanding literature (secular and sacred) for junior and senior high school band, orchestra, stage band, jazz ensembles, and chamber ensembles. Special rehearsal skills and interpretation are emphasized. Prerequisites: MUS 292 and junior status.

---

## MUSIC ENSEMBLES

---

**MEN 109**  
**University Chorale 1 hour**  
Every semester. A choral ensemble drawn from the student body by competitive audition. Membership is not limited to music majors and minors. A broad scope of choral literature encompassing all of the stylistic periods is performed. One major choral/orchestral work is performed in the Spring. Strong emphasis is placed on individual commitment to the ensemble.

**MEN 110**  
**President's Singers 1 hour**  
Every semester. A premier choral ensemble comprised of 16 - 20 voices. Members are selected through an annual audition open to both music and non-music majors at Grand Canyon University. Singers will perform all styles of choral repertoire. Strong emphasis is placed on music excellence and individual commitment. Preparation and availability for extended touring in conjunction with the President of the University is expected of all members.

**MEN 111**  
**University Singers 1 hour**  
Every semester. 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.

**MEN 129**  
**Small Jazz Ensemble 1 hour**  
Every semester. A performance ensemble designed to give the student experience performing jazz material in a small ensemble setting.

**MEN 139**  
**Wind Ensemble 1 hour**  
Every semester. The Wind Ensemble is made up of music majors, minors, and students from other disciplines. The musicians are



provided an opportunity to increase their performance skills through an active and challenging involvement with the creative process. The Wind Ensemble offers non-music majors an avenue in which to continue making music throughout their college career. The literature performed is selected from the finest contemporary and traditional repertoire.

**MEN 149**  
**Concert Jazz Band** **1 hour**

---

Every semester. Performance of jazz-oriented material written or arranged for the Concert Jazz Band.

**MEN 152**  
**Beginning Handbells** **1 hour**

---

On demand. Beginning Handbells is a course designed for those with minimal handbell ringing experience. Prerequisite: Basic music reading skills.

**MEN 169**  
**Chamber Orchestra** **1 hour**

---

On demand. Study and performance of chamber orchestral literature and styles. Also, utilized on demand for accompaniment of yearly opera workshop and musical theatre productions.

**MEN 252**  
**Advanced Handbells** **1 hour**

---

On demand. A handbell ensemble. The literature performed is selected from the finest contemporary and traditional repertoire. Open to all students with instructor's approval.

**MEN 300**  
**New Life Ensemble** **1 hour**

---

Every semester. Select, auditioned ensemble of eight voices, drums, piano and bass guitar. Performs only contemporary Christian music. Students must be enrolled in University Chorale

before being considered for this ensemble. Prerequisites: University Chorale, audition and instructor's approval.

**MEN 303**  
**Chorale Ensemble** **1 hour**

---

On demand. Designed to provide a quality performance experience for music majors and non-majors in an ensemble setting.

**MEN 304**  
**Piano Ensemble** **1 hour**

---

Every semester. Sight-reading, practice, and performance of piano music for four hands. May be repeated for credit. Prerequisite: Instructor's approval.

---

## MUSIC/THEATRE

---

**MTH 289**  
**Musical Theatre** **1 - 3 hours**

---

Every Fall or Spring. Participation and production of a full-length musical or operetta. Provides activities in all phases of musical theatre production (set design, costuming, make-up, staging, and publicity). May be repeated for a maximum of three credit hours. Prerequisites: Audition and instructor's approval.

**MTH 389**  
**Musical Theatre** **1 - 3 hours**

---

Every Fall or Spring. Continuation of MTH 289. May be repeated for a maximum of three credit hours. Prerequisites: MTH 289, audition, and instructor's approval.

# Department of Physical Sciences

## DEPARTMENT DESCRIPTION

The Department of Physical Sciences provides curricula for students wishing to major in biochemistry, chemistry, chemistry for secondary teachers, physical science, physics for secondary teachers, and science for elementary teachers. These majors are designed to prepare students for graduate school, medical, veterinary, or dental school, engineering, technician careers in industry, government or business, or employment in high school or elementary school science teaching. Minors are offered in biophysical science, chemistry, physics, and science teaching. Students with advanced placement credit from high school physics or chemistry courses are encouraged to apply for departmental credit in General Physics or General Chemistry. See page 14 for specific information.

The diverse backgrounds of the faculty, with expertise in biochemistry, biophysics, material science, meteorology, solid state chemistry, analytical chemistry, catalysis and organometallics, science education, and technology enhanced education, ensure each student a broad exposure to the physical sciences. Each faculty member is committed to serving students, whether in providing service courses in chemistry and physics, leading students in their choice of major, or helping well-qualified students find educational internships or research experiences. The Department of Physical Sciences emphasizes teaching excellence, analytical thinking, practical laboratory experiences, spiritual growth, and social awareness, all within a Christian liberal arts setting.

### UNIVERSITY LIBERAL ARTS FOUNDATION REQUIRED COURSES FOR THE DEPARTMENT OF PHYSICAL SCIENCES †

The University Liberal Arts Foundation (ULAF) for the Department of Physical Sciences differs slightly from the ULAF found on page 38. Students majoring in the Department of Physical Sciences must complete all ULAF requirements for the College of Liberal Arts and Sciences as well as the following required courses.

#### Mathematical Inquiry: 5 hours

Two mathematics courses: Choose from MAT 121 College Algebra (3) and higher mathematics courses (2)

#### Scientific Inquiry: 4 hours

Satisfied by the major (4)

### DEGREE REQUIREMENTS — BIOCHEMISTRY (B.A. DEGREE; NO MINOR REQUIRED)

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- No minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

#### Biochemistry Major

BIO 181, 181L	General Biology I	4 hours
BIO 182 182L	General Biology II	4 hours

BIO 332	Cell Biology	3 hours
BIO 340 340L	Genetics	4 hours
BIO 360 360L	Physiology	4 hours
CHM 113, 113L	General Chemistry I	4 hours
CH 115, 115L	General Chemistry II	4 hours
Δ CHM 301	Science Communication I	2 hours
Δ CHM 302	Science Communication II	2 hours
CHM 314, 314L	Analytical Chemistry	5 hours
CHM 331, 331L	Organic Chemistry I	4 hours
CHM 332, 332L	Organic Chemistry II	4 hours
CHM —	Upper Division Chemistry Elective (excluding CHM 360, CHM 396, CHM 480 and recitation classes)	4 hours
CHM 461	Biochemistry I	3 hours
CHM 462	Biochemistry II	3 hours
CHM 463	Biochemistry Laboratory	1 hour
CIS 180	Comp. Information Systems Modules	3 hours
MAT 213	Statistics	3 hours
PHY 111, 111L	General Physics I	4 hours
PHY 112, 112L	General Physics II	4 hours

**Total Major Hours 69 hours**

Δ Writing-Intensive course

### DEGREE REQUIREMENTS — CHEMISTRY (B.S. DEGREE; Minor Required)

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

#### Chemistry Major

CHM 113, 113L	General Chemistry I	4 hours
CHM 115, 115L	General Chemistry II	4 hours
Δ CHM 301	Science Communication I	2 hours
Δ CHM 302	Science Communication II	2 hours
CHM 314, 314L	Analytical Chemistry	5 hours

CHM 331, 331L	Organic Chemistry I	4 hours
CHM 332, 332L	Organic Chemistry II	4 hours
CHM 441, 441L	Physical Chemistry I	4 hours
CHM 442, 442L	Physical Chemistry II	4 hours
CHM —	Upper Division Chemistry Electives (excluding CHM 396, CHM 480, and recitation classes)	7 hours
CIS 180	Comp. Info. Systems Modules	3 hours
MAT 270	Analytical Geometry and Calc. I	4 hours
MAT 271	Analytical Geometry and Calc. II	4 hours
MAT 272	Analytical Geometry and Calc. III	4 hours
PHY 115, 115L	University Physics I	4 hours
PHY 116, 116L	University Physics II	4 hours

**Total Major Hours 63 hours**

Δ Writing-Intensive course

**DEGREE REQUIREMENTS — CHEMISTRY FOR SECONDARY TEACHERS\* (B.S. DEGREE; No Minor Required)**

- University Liberal Arts Foundation for College of Education Secondary Education Programs (see page 74).
- Secondary Education major required.
- No Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**Chemistry for Secondary Teachers Major**

** BIO 100, 100L	Biology Concepts	4 hours
** BIO 105, 105L	Environmental Biology	4 hours
CHM 113, 113L	General Chemistry I	4 hours
CHM 115, 115L	General Chemistry II	4 hours
Δ CHM 301	Science Communication I	2 hours
Δ CHM 302	Science Communication II	2 hours
CHM 314, 314L	Analytical Chemistry	5 hours
CHM 331, 331L	Organic Chemistry I	4 hours
CHM 332, 332L	Organic Chemistry II	4 hours
CHM 480	Methods of Teaching Science in the Secondary Schools	3 hours
CHM —	Upper Division Chemistry Electives (excluding CHM 396 and recitation classes)	4 hours
CIS 180	Comp. Info. Systems Modules	3 hours
PHY 101, 101L	Introduction to Physical Science	4 hours

**Total Major Hours 47 hours**

\* Please refer to the College of Education for certification requirements.

\*\* BIO 181 and BIO 182 are required for biology minors.

Δ Writing-Intensive course

**DEGREE REQUIREMENTS — PHYSICAL SCIENCE (B.S. DEGREE; Minor Required)**

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**Physical Science Major**

CHM 113, 113L	General Chemistry I	4 hours
CHM 115, 115L	General Chemistry II	4 hours

Δ CHM 301	Science Communication I	2 hours
Δ CHM 302	Science Communication II	2 hours
CHM 314, 314L	Analytical Chemistry	5 hours
CHM 331, 331L	Organic Chemistry I	4 hours
CHM 332, 332L	Organic Chemistry II	4 hours
CIS 180	Comp. Info. Systems Modules	3 hours
ENG 313	Business and Technical Writing	3 hours
GLG 101, 101L	General Geology	4 hours
* MAT 121	College Algebra	3 hours
* MAT 122	College Trigonometry	2 hours
PHY 107, 107L	Astronomy	4 hours
PHY 111, 111L	General Physics I	4 hours
PHY 112, 112L	General Physics II	4 hours
PHY / CHM —	Upper Division Electives from Physics/Chemistry (excluding PHY/CHM 480, and PHY/CHM 396)	8 hours
PSY 363	Intro. to Probability and Statistics	3 hours

**Total Major Hours 63 hours**

\* May substitute MAT 270 Analytical Geometry and Calculus I for MAT 121 and MAT 122.

Δ Writing-Intensive course

**DEGREE REQUIREMENTS — PHYSICS FOR SECONDARY TEACHERS\* (B.S. DEGREE; No Minor Required)**

- University Liberal Arts Foundation for College of Education Secondary Education Program (see page 74).
- Secondary Education major required.
- No minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**Physics for Secondary Teachers Major**

CIS 180	Comp. Info. Systems Modules	3 hours
MAT 270	Analytical Geometry & Calculus I	4 hours
MAT 271	Analytical Geometry & Calculus II	4 hours
MAT 272	Analytical Geometry and Calc. III	4 hours
PHY 101, 101L	Introduction to Physical Science	4 hours
PHY 101R	Introduction to Physical Science Recitation	1 hour
PHY 107, 107L	Astronomy	4 hours
PHY 115, 115L	University Physics I	4 hours
PHY 115R	University Physics I Recitation	1 hour
PHY 116, 116L	University Physics II	4 hours
PHY 116R	University Physics II Recitation	1 hour
Δ PHY 301	Science Communication I	2 hours
Δ PHY 302	Science Communication II	2 hours
PHY 311	Engineering Mechanics: Statics	3 hours
PHY 312	Engineering Mechanics: Dynamics	3 hours
PHY 361	Introduction to Modern Physics	3 hours
PHY 480	Methods of Teaching Science in the Secondary School	3 hours
PHY ___/	Upper Division Electives from Physics, Chemistry <b>OR</b>	10 hours
CHM ___/		
MAT ___	Mathematics	

**Total Major Hours 60 hours**

\* Please refer to the College of Education for secondary certification requirements.

Δ Writing-Intensive course

Any student wishing to minor in mathematics may, with College of Science approval, use the 12 hours of analytical geometry and calculus from the Physics for Secondary Teachers major as part of their minor. They can then be certified with a minor in mathematics (12 calculus + eight upper division mathematics hours) for a total of 136 hours.

Similarly, any student wishing to major in physics for secondary teachers and minor in chemistry may, with College of Science approval, use up to eight hours of upper division chemistry electives from the Physics for Secondary Teachers major as part of their minor. They can then be certified with a minor in chemistry for a total of 140 hours.

#### DEGREE REQUIREMENTS — SCIENCE FOR ELEMENTARY TEACHERS\* (B.S. DEGREE; No Minor Required)

The teaching major or minor in science is designed to give prospective teachers a broad introduction to science rather than specialization in one field. It is particularly useful for teachers in grades 4 - 8 who will be teaching both life and physical sciences.

- University Liberal Arts Foundation for College of Education Elementary Teacher Education Programs (see page 73).
- Elementary Education major required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

#### Science for Elementary Teachers Major

BIO	105, 105L	Environmental Biology	4 hours
BIO	181, 181L	General Biology I	4 hours
BIO	182, 182L	General Biology II	4 hours
CHM	113, 113L	General Chemistry I *	4 hours
CHM	115, 115L	General Chemistry II *	4 hours
CIS	180	Comp. Info. Systems Modules	3 hours
GLG	101, 101L	Introduction to Geology	4 hours
PHY	101, 101L	Introduction to Physical Science	4 hours
PHY	107, 107L	Astronomy	4 hours
Δ	CHM/PHY 301	Science Communication I	2 hours
Δ	CHM/PHY 302	Science Communication II	2 hours

**Total Major Hours 39 hours**

\* Please refer to the College of Education for certification requirements.

\* Concurrent enrollment in recitation sections for CHM and PHY courses strongly recommended.

Δ Writing-Intensive course

#### MINOR REQUIREMENTS — CHEMISTRY\*

CHM	113, 113L	General Chemistry I	4 hours
CHM	115, 115L	General Chemistry II	4 hours
CHM	331, 331L	Organic Chemistry I	4 hours
CHM	332, 332L	Organic Chemistry II	4 hours
CHM	___	Upper Division Chemistry (excluding CHM 396, 480, and recitation classes)	4 hours

**Total Minor Hours 20 hours**

\* Students desiring teaching certification should take 24 hours for a minor. Please refer to the College of Education for certification requirements.

#### MINOR REQUIREMENTS — PHYSICS\*

**	PHY	115, 115L	University Physics I	4 hours
	PHY	116, 116L	University Physics II	4 hours
	PHY	361	Introduction to Modern Physics	3 hours
+	PHY	___	Physics Electives (excludes recitation classes; six hours must be upper division)	9 hours

**Total Minor Hours 20 hours**

\* Students desiring teaching certification should take 24 hours for a minor. Please refer to the College of Education for certification requirements.

\*\* PHY 115 requires a prerequisite of MAT 271 Calculus.

+ Upper Division Electives may include: CHM 441, CHM 442, PHY 311, PHY 312, PHY 361, or PHY 496.

#### MINOR REQUIREMENTS — BIOPHYSICAL SCIENCE

	BIO	201, 201L	Human Anatomy and Physiology I	4 hours
	BIO	202, 202L	Human Anatomy and Physiology II	4 hours
	BIO	___	Upper Division Biology Elective	4 hours
Δ	EXS	335	Kinesiology	3 hours
	PHY /	___	Upper Division Physics/ Chemistry Electives (excluding PHY/ CHM 396, PHY/CHM 480)	6 hours
	CHM	___		

**Total Minor Hours 21 hours**

Δ Writing-Intensive course

#### MINOR REQUIREMENTS — SCIENCE TEACHING\*

	BIO	181, 181L	General Biology I	4 hours
	BIO	182, 182L	General Biology II	4 hours
	CHM	101, 101L	Introduction to Chemistry	4 hours
	PHY	101, 101L	Intro. to Physical Science (4)	4 hours
			<b>OR</b>	
	PHY	111, 111L	General Physics (4)	
	BIO /	___	Electives in Science	8 hours
	PHY /	___	(6 hours must be upper division)	
	CHM	___		

**Total Minor Hours 24 hours**

\* Please refer to the College of Education for certification requirements. Elementary certification is required rather than secondary certification.

## CHEMISTRY

### CHM 101

#### Introduction to General, Organic, and Biochemistry 3 hours

Every semester. 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. Three hours lecture. Prerequisites: Concurrent enrollment in CHM 101L and CHM 101R.

**CHM 101L**  
**Introduction to General, Organic, and Biochemistry:**  
**Laboratory** **1 hour**

Every semester. A laboratory course designed to complement and support the principles being learned in Chemistry 101 lecture. Prerequisites: Concurrent enrollment in CHM 101 lecture and CHM 101R.

**CHM 101R**  
**Introduction to General, Organic, and Biochemistry:**  
**Recitation** **1 hour**

Every semester. Problem solving techniques as assistance for students taking Introduction to Chemistry (CHM 101). One hour recitation. Prerequisites: Concurrent enrollment in CHM 101 lecture and CHM 101L.

**CHM 113**  
**General Chemistry I** **3 hours**

Every semester. 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. Three hours lecture. Prerequisites: MAT 121 or equivalent and concurrent enrollment in CHM 113L and CHM 113R.

**CHM 113L**  
**General Chemistry I: Laboratory** **1 hour**

Every semester. A laboratory course designed to complement and support the principles being learned in CHM 113 lecture. Prerequisites: MAT 121 or equivalent and concurrent enrollment in CHM 113 lecture and CHM 113R.

**CHM 113R**  
**General Chemistry I: Recitation** **1 hour**

Every semester. Problem solving techniques as assistance for students taking General Chemistry I. One hour recitation. Prerequisites: Concurrent enrollment in CHM 113 lecture and CHM 113L.

**CHM 115**  
**General Chemistry II** **3 hours**

Every semester. Continuation of CHM 113. Topics include thermodynamics, kinetics, descriptive chemistry, analytical chemistry, electrochemistry, and nuclear chemistry. Three hours lecture. Prerequisites: Concurrent enrollment in CHM 115L and CHM 115R.

**CHM 115L**  
**General Chemistry II: Laboratory** **1 hour**

Every semester. A laboratory course designed to complement and support the principles being learned in CHM 115 lecture. Prerequisites: Concurrent enrollment in CHM 115 lecture and CHM 115R.

**CHM 115R**  
**General Chemistry II: Recitation** **1 hour**

Every semester. Problem solving techniques as assistance for students taking General Chemistry II. One hour recitation. Prerequisites: Concurrent enrollment in CHM 115 lecture and CHM 115L.

**CHM 296**  
**Special Topics in Chemistry** **1-3 hour**

On Demand. To include topics at the introductory level.

**CHM 301A**  
**Science Communication I** **2 hours**

Every semester. Also BIO 301 and PHY 301. Study of how to gather, analyze, and communicate scientific information. Topics covered include various types of written communication, publishing research results, and oral presentation techniques. A Writing-Intensive course. Prerequisites: CHM 113 and CHM 115.

**CHM 302A**  
**Science Communication II** **2 hours**

Every semester. Also BIO 302 and PHY 302. A weekly seminar series of scientists presenting their current research to a mixed audience of students and faculty. A Writing-Intensive course. Prerequisites: CHM 301 and junior or senior status.

**CHM 314**  
**Analytical Chemistry** **3 hours**

Every Fall. A survey of methods of chemical analysis based on reactions, physical properties, kinetics, and equilibrium using both chemical and instrumental techniques. Three hour lecture. Prerequisites: CHM 115 and concurrent enrollment in CHM 314L.

**CHM 314L**  
**Analytical Chemistry: Laboratory** **2 hours**

Every Fall. Laboratory emphasis on developing skills and technique, data analysis, and effective communication of experimental results. Both instrumental and wet chemical techniques are explored. Prerequisite: Concurrent enrollment in CHM 314 lecture.

**CHM 331**  
**Organic Chemistry I** **3 hours**

Every Fall and Summer on demand. 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 and concurrent enrollment in CHM 331L and CHM 331R.

**CHM 331L**  
**Organic Chemistry I: Laboratory** **1 hour**

Every Fall and Summer on demand. Laboratory course to develop basic laboratory skills useful for synthesis of compounds, isolation of natural products, and study of reaction mechanisms. Prerequisites: Concurrent enrollment in CHM 331 lecture and CHM 331R.

**CHM 331R**  
**Organic Chemistry I: Recitation** **1 hour**

Every Fall. Problem solving techniques as assistance for students taking CHM331 lecture. One hour recitation. Prerequisites: Concurrent enrollment in CHM 331 lecture and CHM 331L.

**CHM 332**  
**Organic Chemistry II** **3 hours**

Every Spring and Summer on demand. Continuation of CHM 331. Topics include reaction mechanisms, kinetics, approaches to chemical synthesis, and qualitative analysis of organic compounds. Three hours lecture. Prerequisites: CHM 331 and concurrent enrollment in CHM 332L and CHM 332R.

**CHM 332L**  
**Organic Chemistry I: Laboratory** **1 hour**

Every Spring and Summer on demand. Continuation of CHM 331L involving more complicated techniques for synthesis, instrumental analysis, and structure elucidation. Prerequisites: Concurrent enrollment in CHM 332 lecture and CHM 332R.

**CHM 332R**  
**Organic Chemistry II: Recitation** **1 hour**  
Every Spring. Problem solving techniques as assistance for students taking CHM 332 lecture. One hour recitation. Prerequisites: Concurrent enrollment in CHM 332 lecture and CHM 332L.

**CHM 360**  
**Principles of Biochemistry** **3 hours**  
Every Spring. Practical introduction to lab techniques used in biological preparations, analysis, and functional studies of proteins, carbohydrates, lipids, and nucleic acids. Three hours lecture. Prerequisites: CHM 331 or CHM 332, and concurrent enrollment in CHM 360L and CHM 360R.

**CHM 360L**  
**Principles of Biochemistry: Laboratory** **1 hour**  
Every Spring. Laboratory course designed to augment CHM 360 lecture topics. Practical experience in laboratory technique, data collection, and analysis related to biological molecules. Prerequisite: Concurrent enrollment in CHM 360 lecture and CHM 360R.

**CHM 360R**  
**Principles of Biochemistry: Recitation** **1 hour**  
Every Spring. A recitation course designed to complement and support the principles being learned in the CHM 360 lecture. One hour recitation. Prerequisites: Concurrent enrollment in CHM 360 lecture and CHM 360L.

**CHM 399**  
**Practicum** **1 - 4 hours**  
On demand. See page 31.

**CHM 441**  
**Physical Chemistry I** **3 hours**  
Fall 2005, and alternate years. A study of the physical and chemical behavior of substances at the macroscopic and molecular levels. Topics include behavior of single substances and mixtures, thermodynamics, chemical reactions, and equilibria. Three hours lecture. Prerequisites: CHM 115, MAT 271, and concurrent enrollment in CHM 441L.

**CHM 441L**  
**Physical Chemistry: Laboratory** **1 hour**  
Fall 2005, and alternate years. A laboratory course designed to complement and support the principles being learned in CHM 441 lecture. Three hour lab. Prerequisites: CHM 115, MAT 271, and concurrent enrollment in CHM 441 lecture.

**CHM 442**  
**Physical Chemistry II** **3 hours**  
Spring 2006, and alternate years. Continuation of CHM 441. Topics include chemical kinetics, spectroscopy, atomic and molecular structure. Three hours lecture. Prerequisites: CHM 441, MAT 272 (may be taken concurrently), and concurrent enrollment in CHM 442L.

**CHM 442L**  
**Physical Chemistry II: Laboratory** **1 hour**  
Spring 2006, and alternate years. A laboratory course using physical experiments and computer exercises designed to support the principles being learned in CHM 442 lecture. Three-hour lab. Prerequisites: CHM 441, MAT 272 and concurrent enrollment in CHM 442 lecture.

**CHM 450**  
**Advanced Inorganic Chemistry** **3 hours**  
On demand. A course designed to add depth and scope in the area of inorganic chemistry. Concepts such as group theory and inorganic reaction mechanisms will be introduced. Particular emphasis will be placed on current topics including bioinorganic chemistry and solid state materials. Expanded discussions include molecular orbital diagrams of coordination complexes, non-aqueous acid-base chemistry, and the use of Latimer diagrams to describe oxidation-reduction reactions. Three hours lecture. Prerequisite: CHM 332.

**CHM 461**  
**Biochemistry I** **3 hours**  
Fall 2004, and alternate years. Study of the chemical basis for biological functions in living organisms. Topics include structure and function of proteins, carbohydrates, lipids, and nucleic acids. Three hours lecture. Prerequisites: CHM 332 and concurrent enrollment in CHM 463 (either semester).

**CHM 462**  
**Biochemistry II** **3 hours**  
Spring 2005, and alternate years. Continuation of CHM 461. Topics covered include molecular mechanism of genetics, biological energy production, and regulation of cell growth. Three hours lecture. Prerequisites: CHM 461 and enrollment in CHM 463 (either semester).

**CHM 463L**  
**Biochemistry: Laboratory** **1 hour**  
Fall 2004, Spring 2005, and alternate years. Practical introduction to lab techniques used in biological preparations, analysis, and functional studies of proteins, carbohydrates, lipids, and nucleic acids. Three hours lab. Prerequisite: Concurrent enrollment in either CHM 461 or CHM 462.

**CHM 480**  
**Methods of Teaching Chemistry in the Secondary School** **3 hours**  
On demand. Methods of instruction, organization, and presentation of content in chemistry to secondary school students. Topics include curriculum, stockroom organization, laboratory safety and liability, visual aid preparation, computer use in the classroom, and research issues in education. Two hours lecture, two hours lab. May not be applied to chemistry major. Prerequisite: CHM 115.

**CHM 496**  
**Advanced Topics in Chemistry** **3 hours**  
On demand. Study of chemical topics beyond the introductory level. Course topics may include polymers, computational chemistry, chemical synthesis, spectroscopy, or structure-function relationships. May be repeated for credit. Prerequisite: Instructor's approval.

**CHM 497**  
**Internship** **1 - 4 hours**  
On demand. 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.

**CHM 498**  
**Research in Chemistry** **1 - 6 hours**  
On demand. A detailed study of one or more chemical problems. May be repeated for up to nine hours of credit. Prerequisite: Instructor's approval.

**CHM 499**  
**Independent Study** **1 - 4 hours**  

---

On demand. See page 30.

## ENGINEERING

---

**EGN 100**  
**Introduction to Engineering** **4 hours**  

---

On demand. An introduction to engineering design, computer analysis, group problem solving, modeling, optimization, and graphic documentation of engineering processes will also be examined. Three hours lecture, three hours lab.

**EGN 211**  
**Engineering Mechanics I: Statics** **3 hours**  

---

On demand. Also PHY 311. Statics involves the study of forced systems, resultants, equilibrium, distributed forces, area moments, internal stresses, and friction. Prerequisites: MAT 272 and PHY 116.

**EGN 212**  
**Engineering Mechanics II: Dynamics** **3 hours**  

---

On demand. Also PHY 312. Dynamics involves the study of the kinematics of particles, translating, and rotating coordinate systems, rigid body kinematics, and energy/momentum principles. Prerequisite: EGN 211 and MAT 272.

## GEOLOGY

---

**GLG 101**  
**General Geology** **3 hours**  

---

Every Spring. 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. Three hours lecture. Prerequisite: concurrent enrollment in GLG 101L.

**GLG 101L**  
**General Geology: Laboratory** **1 hour**  

---

Every Spring. A lab course designed to complement the topics covered in the geology lecture. Three hours lab. Prerequisite: Concurrent enrollment in GLG 101 lecture.

## PHYSICS

---

**PHY 101**  
**Introduction to Physical Science** **3 hours**  

---

Every semester and Summer on demand. A survey of physical science emphasizing applications of physical science to modern life. Three hours lecture. Prerequisites: Concurrent enrollment in PHY 101L and PHY 101R.

**PHY 101L**  
**Introduction to Physical Science: Laboratory** **1 hour**  

---

Every semester and Summer on demand. A laboratory course designed to complement the physical principles covered in the PHY 101 lecture. Prerequisites: Concurrent enrollment in PHY 101 lecture and PHY 101R.

**PHY 101R**  
**Introduction to Physical Science: Recitation** **1 hour**  

---

Every semester. Problem-solving techniques to assist students taking PHY 101 lecture, and to enhance understanding for education majors. May be taken to replace the lab for pre-allied health majors. One hour recitation. Prerequisites: Concurrent enrollment in PHY 101 lecture and PHY 101L.

**PHY 107**  
**Astronomy** **3 hours**  

---

Every Fall. 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. Three hours lecture. Prerequisite: Concurrent enrollment in PHY 107L.

**PHY 107L**  
**Astronomy: Laboratory** **1 hour**  

---

Every Fall. A laboratory course designed to complement the topics covered in the PHY 107 lecture. Three hours lab. Prerequisite: Concurrent enrollment in PHY 107 lecture.

**PHY 111**  
**General Physics I** **3 hours**  

---

Every semester and Summer on demand. 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. Three hours lecture. Prerequisites: PHY 101 and MAT 121, or instructor's approval, and concurrent enrollment in PHY 111L and PHY 111R. MAT 122 highly recommended.

**PHY 111L**  
**General Physics I: Laboratory** **1 hour**  

---

Every semester and Summer on demand. Laboratory experiments demonstrating the physical principles in the PHY 111 lecture. Three hours lab. Prerequisites: Concurrent enrollment in PHY 111 lecture and PHY 111R.

**PHY 111R**  
**General Physics I: Recitation** **1 hour**  

---

Every semester. Designed to help students in problem-solving techniques for the PHY 111 lecture. One-hour recitation. Prerequisites: Concurrent enrollment in PHY 111 lecture and PHY 111L.

**PHY 112**  
**General Physics II** **3 hours**  

---

Every semester and Summer on demand. Continuation of PHY 111. Topics covered include wave motion, electrostatics, optics, and magnetism. Three hours lecture. Prerequisites: PHY 111 and concurrent enrollment in PHY 112L and PHY 112R.

**PHY 112L**  
**General Physics II: Laboratory** **1 hour**  

---

Every semester and Summer on demand. Laboratory experiments demonstrating the physical principles in the PHY 112 lecture. Three hours lab. Prerequisites: Concurrent enrollment in PHY 112 lecture and PHY 112R.

**PHY 112R**  
**General Physics II: Recitation** **1 hour**  

---

Every semester. Designed to help students with problem solving techniques for the PHY 112 lecture. One hour recitation. Prerequisites: Concurrent enrollment in PHY 112 lecture and PHY 112L.

**PHY 115**  
**University Physics I** **3 hours**  
Every Fall. Rigorous treatment of physical principles and concepts using mathematical descriptions based on calculus. Topics covered include mechanics, thermodynamics, and wave motion. Three hours lecture. Prerequisites: MAT 271 and concurrent enrollment in PHY115L and PHY 115R.

**PHY 115L**  
**University Physics I: Laboratory** **1 hour**  
Every Fall. Laboratory experiments demonstrating the physical principles in the PHY 115 lecture. Three hours lab. Prerequisites: Concurrent enrollment in PHY 115 lecture and PHY 115R.

**PHY 115R**  
**University Physics I: Recitation** **1 hour**  
Every Fall. Designed to help students with problem solving techniques for the PHY 115 lecture. One-hour recitation. Prerequisites: Concurrent enrollment in PHY 115 lecture and PHY 115L.

**PHY 116**  
**University Physics II** **3 hours**  
Every Spring. Continuation of PHY 115. Topics covered include electromagnetism, optics, and quantum theory. Three hours lecture. Prerequisites: PHY 115 and concurrent enrollment in PHY 116L and PHY 116R.

**PHY 116L**  
**University Physics II: Laboratory** **1 hour**  
Every Spring. Laboratory experiments demonstrating the physical principles in the PHY 116 lecture. Three hours lab. Prerequisites: Concurrent enrollment in PHY 116 lecture and PHY 116R.

**PHY 116R**  
**University Physics II: Recitation** **1 hour**  
Every Spring. Designed to help students with problem solving techniques for the PHY 116 lecture. One hour recitation. Prerequisites: Concurrent enrollment in PHY 116 lecture and PHY 116L.

**PHY 301Δ**  
**Science Communication I** **2 hours**  
Every semester. Also BIO 301 and CHM 301. Study of how to gather, analyze, and communicate scientific information. Topics include various forms of written communication, publishing research results, and oral presentation techniques. A Writing-Intensive course. Prerequisite: PHY 111 and PHY 112.

**PHY 302Δ**  
**Science Communication II** **2 hours**  
Every semester. Also BIO 302 and CHM 302. A weekly seminar series of scientists presenting their current research to a mixed audience of students and faculty. A Writing-Intensive course. Prerequisite: PHY 301 and junior or senior status.

**PHY 311**  
**Engineering Mechanics I: Statics** **3 hours**  
On demand. Also EGN 211. Statics involves the study of forced systems, resultants, equilibrium, distributed forces, area moments, internal stresses, and friction. Prerequisites: MAT 272 and PHY 116.

**PHY 312**  
**Engineering Mechanics II: Dynamics** **3 hours**  
On demand. Also EGN 312. Dynamics involves the study of the kinematics of particles, translating and rotating coordinate systems, rigid body kinematics, and energy/momentum principles. Prerequisite: PHY 311.

**PHY 361**  
**Introduction to Modern Physics** **3 hours**  
Fall 2004, and alternate years. Special relativity and introductory quantum theory with applications drawn from atomic, condensed matter, nuclear, and high energy physics. Prerequisite: PHY 116 or instructor's approval.

**PHY 480**  
**Methods of Teaching Science in the Secondary School** **3 hours**  
On demand. Methods of instruction, organization, and presentation of content in physics to secondary school students. Topics include curriculum, stockroom organization, laboratory safety and liability, visual aid preparation, computer use in the classroom, and research issues in education. Two hours lecture, two hours lab. Prerequisite: PHY 112.

**PHY 496**  
**Advanced Topics in Physics** **1 - 4 hours**  
On demand. Courses such as thermodynamics, material science, electricity and magnetism, biophysics, and electronics will be offered. May be repeated for credit. Prerequisite: Instructor's approval.

**PHY 497**  
**Internship** **1 - 3 hours**  
On demand. 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.

**PHY 498**  
**Research in Physics** **1 - 6 hours**  
Every semester. A detailed study of one or more physical problems. May be repeated for up to nine hours of credit, three of which may count toward electives in physics. Prerequisite: Instructor's approval.

**PHY 499**  
**Independent Study** **1 - 4 hours**  
On demand. See page 30.



# 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.

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.

Organizational Sociology is a non-traditional degree for adults (25 or older) seeking a degree completion program. It encourages students to study and enrich their workplace experience, by giving them a Christian and an academic perspective from which to understand their personal behavior and that of their organization.

Political Science is the study of politics and government through an integrated approach that recognizes global and normative perspectives as well as the local and empirical. Leaders of the new millennium should learn what is, and ponder what should be, regarding topics such as the relationship between the individual citizen and the collective body politic.

The Political Science major is designed for students with interest and career goals that are more empirically rather than philosophically driven. Those seeking graduate study in Political Science might prefer this course of study to the Political Science major: Political Thought emphasis. Each student should discuss their options with an advisor.

The Political Science major; Political Thought emphasis is designed for students with interest and career goals that are more philosophically rather than empirically driven. Pre-Law students might prefer this course of study to the Political Science major. Each student should discuss their options with an advisor.

The Critical Thinking and Expression minor helps students develop skills necessary for success in law school and a career in the law, or any endeavor requiring these talents; basic objectives include the development of comprehensive, articulate communication, a critical understanding of human institutions, and analytical skills.

Psychology offers a broad array of courses that increase our understanding of human actions in the past and present. Individualized instruction is encouraged through practicums 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.

### DEGREE REQUIREMENTS — JUSTICE STUDIES (B.S. DEGREE: MINOR REQUIRED)

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement.)

### Justice Studies Major

#### Group I: Foundation 6 hours

- \* JUS 100 Introduction to Justice Studies (3)
- JUS 101 Issues in Justice Studies (3)

#### Group II: Group Core Development 18 hours

- JUS 303 Criminal Justice Theory (3)
- \* JUS 306 The Police Function (3)
- Δ \* JUS 308 Adjudication Function (3)
- JUS 310 Correctional Function (3)
- \* JUS 461 Substantive Law (3)
- \* JUS 462 Procedural Law (3)

#### Group III: Research and Development 12 hours

- JUS 296 Social Research (3)
- JUS 363 Intro to Probability and Statistics
- Δ JUS 490 Senior Seminar (3)
- JUS 497 Internship in Justice Studies (3)

#### Group IV: Justice Studies Electives 9 hours

- A. Choose two JUS 498 electives
- AND
- B. Choose one of the following courses:
  - SOC 350 Social Psychology (3)
  - SOC 341 Social Problems (3)
  - SOC 423 American Minority Peoples (3)

**Total Major Hours 45 hours**

\* Graduates from the Phoenix Regional Police Academy or the Arizona Law Enforcement Training Academy may receive credit for these courses. Additional credit for HLT 270 and physical education may also be awarded.

Δ Writing-Intensive course.

### DEGREE REQUIREMENTS – ORGANIZATIONAL SOCIOLOGY (B.S. DEGREE: NO MINOR REQUIRED)

#### University Liberal Arts Foundation for Professional Studies Programs (35 hours total)

English	6 hours
Oral Communications	3 hours
Computer Applications	1 hour
History	3 hours
Literature	3 hours
Philosophy/Religion	6 hours
Mathematics (120 or higher)	3 hours
Physical Science with lab	4 hours
Fine Arts	3 hours

#### Organizational Sociology Core

SCS 430 Social Psychology	3 hours
CCS 431 Portfolio Assessment	3 hours
SCS 432 Urban Social Issues	3 hours

SCS 450 Sociological Analysis of Organizations	3 hours
SCS 433 Research Methodology	3 hours
SCS 437 Comparative Social Structures	3 hours
SCS 438 Human Resources	3 hours
SCS 435 Race and Gender Issues	3 hours
CCS 436 Literary Analysis	3 hours
SCS 439 Social Leadership Theories	3 hours
SCS 440 Social Ethics	3 hours
SCS 441 Social Research Project Presentation	3 hours

---

**Total Major Hours** **36 hours**

Students will need to complete a minimum of 128 semester hours for graduation including a minimum of 45 upper-division hours. Up to 30 hours of electives may be earned through Prior Learning Credit. Additional hours may be completed at a regionally accredited institution or earned through credit by examination.

**DEGREE REQUIREMENTS — POLITICAL SCIENCE**  
(B.A. DEGREE: Minor Required)

---

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**Political Science Major**

**Group I: Foundations 6 hours**

POS 100	Introduction to Political Science (3)
POS 252	Federal Government (2)
POS 262	Arizona Government (1)

**Group II: Core Development 12 hours**

POS 323	International Relations (3)
POS 344	Political Thought (3)
POS 380	Comparative Governments (3)
POS 416	American Diplomatic History (3)
	<i>OR</i>
POS 417	American Constitutional History (3)

**Group III: Research and Development 12 hours**

POS 296	Social Research (3)
POS 363	Introduction to Probability and Statistics (3)
POS 370	Politics, Religion and Ethics (3) (capstone)
POS 497	Internship (3)

**Group IV: Electives 6 hours**

POS 498	Select two (2) special study courses
---------	--------------------------------------

---

**Total Major Hours** **36 hours**

**Political Science Major; Political Thought Emphasis**

**Group I: Foundations 9 hours**

POS 100	Introduction to Political Science (3)
PHI 101	Introduction to Philosophy (3)
PHI 225	Introduction to Ethics (3)

**Group II: Core Development 19 hours**

POS 252	Federal Government (2)
POS 262	Arizona Government (1)
POS 323	International Relations (3)
POS 344	Political Thought (3)
POS 380	Comparative Governments (3)

POS 416	American Diplomatic History (3)
	<i>OR</i>
POS 417	American Constitutional History (3)
	Foreign Language Requirement (4)

**Group III: Research and Development 6 hours**

POS 370	Politics, Religion and Ethics (capstone) (3)
POS 497	Internship (3)

**Group IV: Electives 6 hours**

POS 498	Select two (2) special study courses
---------	--------------------------------------

---

**Total Major Hours** **40 hours**

It is recommended that students take elective courses in the following areas: economics, history, geography, philosophy, and English literature. Those intending on going to law school should consider the Critical Thinking & Expression minor and meet with the Pre-Law advisor at the earliest opportunity.

**DEGREE REQUIREMENTS — PSYCHOLOGY**  
(B.S. DEGREE: Minor Required)

---

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**Psychology Major**

**Group I Foundations 6 hours**

PSY 101	General Psychology (3)
PSY 253	Personality Development (3)

**Group II: Core Development 15 hours**

PSY 324	Learning and Cognition (3)
Δ PSY 350	Social Psychology (3)
Δ PSY 414	History and Systems of Psychology (3)

Select a course from each category: (6)

*Clinical Psychology*

PSY 315	Personality Psychology (3)
PSY 443	Fund. of Counseling and Guidance (3)
PSY 466	Abnormal Psychology (3)
PSY 498	Advanced Topic: Psychology of Death and Dying (3)

*Developmental Psychology*

PSY 341	Lifespan Development (3)
PSY 353	Child Psychology (3)
PSY 373	Adolescent Psychology (3)

**Group III: Research and Development 10 hours**

PSY 363	Probability and Statistics (3)
PSY 450	Experimental Psychology (4)
PSY 497	Internship (3)

**Group IV: Electives 6 hours**

PSY ____	Upper division Psychology electives (6)
----------	---

---

**Total Major Hours** **37 hours**

Δ Writing-Intensive course.

**DEGREE REQUIREMENTS — SOCIOLOGY**  
(B.S. DEGREE; Minor Required)

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**Sociology Major**

**Group I: Foundations 9 hours**

	SOC 101	Understanding Society (3)	
	SOC 296	Social Research (3)	
Δ	SOC 483	History of Social Thought (3)	

**Group II: Core Development 15 hours**

	SOC 341	Social Problems (3)	
	SOC 350	Social Psychology (3)	
	SOC 423	American Minority Peoples (3)	
	SOC 498	Social Inequality and Stratification (3)	
	SOC 497	Internship in Sociology (3)	

**Group III: Research and Development 6 hours**

	SOC 363	Intro. to Probability and Statistics (3)	
Δ	SOC 490	Senior Seminar (3)	

**Group IV: Electives\* 9 hours**

	SOC ___	Upper division Sociology electives (9)	
--	---------	--	--

**Total Major Hours 39 hours**

Δ Writing-Intensive course.

\* A maximum of six hours may be taken in another Social Sciences area — Psychology, Political Science or Justice Studies.

**MINOR REQUIREMENTS — BEHAVIORAL SCIENCES**

	SOC 101	Understanding Society	3 hours
Δ	SOC 483	History of Social Thought	3 hours
		<i>OR</i>	
	SOC 313	Cultural Anthropology	
	PHI 101	Introduction to Philosophy	3 hours
	PSY 101	General Psychology	3 hours
	PSY/ ___	Upper division Psychology	6 hours
	SOC ___	<i>OR</i>	
		Sociology electives	

**Total Minor Hours 18 hours**

Δ Writing-Intensive course.

**MINOR REQUIREMENTS — JUSTICE STUDIES**

	JUS 100	Introduction to the Justice System	3 hours
	JUS 101	Issues in Justice Studies	3 hours
	JUS 303	Theory of Criminal Justice	3 hours
	JUS 306	The Police Function	3 hours
Δ	JUS 308	The Adjudication Function	3 hours
	JUS 310	The Correctional Function	3 hours
	JUS 498	Elective	3 hours

**Total Minor Hours 21 hours**

Δ Writing-Intensive course.

**MINOR REQUIREMENTS — POLITICAL SCIENCE**

	POS 100	Introduction to Political Science	3 hours
	POS 252	Federal Government	2 hours
	POS 262	Arizona Government	1 hour
Δ	POS 370	Politics, Religion and Ethics	3 hours

Select one of the following courses: 3 hours

Δ	POS 344	Political Thought (3)	
	POS 498	Advanced Topics: Political Parties (3)	

Select one of the following courses: 3 hours

	POS 323	International Relations (3)	
	POS 380	Comparative Government (3)	
	POS 498	Advanced Topics: "Hot Spots" (3)	

Select one of the following courses: 3 hours

	HIS/POS 416	American Diplomatic History (3)	
	HIS/POS 417	American Constitutional History (3)	

**Total Minor Hours 18 hours**

Δ Writing-Intensive course.

**MINOR REQUIREMENTS — CRITICAL THINKING AND EXPRESSION\***

	ENG 211	Persuasive Writing	3 hours
Δ	ENG 301	Advanced Composition	3 hours
	ENG 314	Advanced Grammar	3 hours

Choose one of the following: 3 hours

(More than one of the three is suggested)

	POS 370	Politics, Religion and Ethics (3)	
	POS 417	Constitutional History (3)	
	PHI 475	Christianity & the Legal Profession (3)	

PHI 215 Introduction to Logic 3 hours

PHI 222 Foundations in Analytical Thinking 3 hours

PHI 322 Case Studies 3 hours

One elective from the following: 3 hours

	PHI 329	Biomedical Ethics (3)	
	PHI 303	Philosophy of Education (3)	
	SOC/JUS 296	Social Research (3)	
	PSY/SOC 363	Introduction to Probability & Statistics (3)	
	MAT 300	Introduction to Mathematical Thought (3)	
	BUS 318	Ethical Issues in Business and Society (3)	
	HTH 303	History of Christianity in America (3)	
	BIO 320	Fundamentals of Ecology (3)	
	BIO 360	Basic Physiology (3)	

**Total Minor Hours 24 hours**

\* Please note that many of these courses have prerequisites. These must be met or waived by the appropriate department or College.

Δ Writing-Intensive course.

**MINOR REQUIREMENT — PSYCHOLOGY**

	PSY 101	General Psychology	3 hours
	PSY 253	Personality Development	3 hours
Δ	PSY 350	Social Psychology	3 hours
	PSY ___	Upper division Psychology electives	9 hours

**Total Minor Hours 18 hours**

Δ Writing-Intensive course.

---

**MINOR REQUIREMENTS — SOCIAL SCIENCES**

---

ECN	201	Principles of Economics – Macro <i>OR</i>	3 hours
ECN	202	Principles of Economics - Micro	
GEO	___	Geography elective	3 hours
Choose one group below:			6 hours
<i>Group 1:</i>			
HIS	103	Early American History	
HIS	104	Recent American History	
<i>Group 2:</i>			
HIS	105	Western Civilization to 1500	
HIS	106	Western Civilization Since 1500	
POS	252	Federal Government	2 hours
POS	262	Arizona Government	1 hour
PSY	101	General Psychology	3 hours
PSY	353	Child Psychology <i>OR</i>	3 hours
PSY	373	Adolescent Psychology	
SOC	101	Understanding Society	3 hours

---

**Total Minor Hours** **24 hours**

---

**MINOR REQUIREMENTS — SOCIOLOGY**

---

SOC	101	Understanding Society	3 hours
Δ SOC	483	History of Social Thought	3 hours
SOC	498	Social Inequality and Stratification	3 hours
SOC	423	American Minority Peoples	3 hours
SOC	___	Sociology electives	6 hours
(all six hours must be upper division)			

---

**Total Minor Hours** **18 hours**

---

Δ Writing-Intensive course.

---

**GEOGRAPHY**

---

**GEO 111****Physical Geography** **3 hours**

---

Every Fall. A geographic study of climate, topography, drainage, soils, plant and animal life, and their influence on humanity and on the development of civilization.

**GEO 121****World Geography** **3 hours**

---

Every Spring. A study of the physical environment and of the relationship of humanity to each of the major geographic areas of the world.

**GEO 498****Advanced Topics in Geography** **3 hours**

---

On demand. An in-depth study of selected topics such as geography of the Southwest or a World Political Geography.

**GEO 499****Independent Study** **1 - 4 hours**

---

On demand. See page 30.

---

**JUSTICE STUDIES**

---

**JUS 100****Introduction to the Justice System** **3 hours**

---

Every Fall. 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.

**JUS 101****Issues in Justice Studies** **3 hours**

---

Every Spring. This course emphasizes issues relating to justice policies, perspectives, techniques, role, institutional arrangements, management, uses of research, and innovative patterns.

**JUS 296****Social Research** **3 hours**

---

Every Fall. 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.

**JUS 303****Theory of Criminal Justice** **3 hours**

---

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.

**JUS 306****Police Function** **3 hours**

---

Objectives, strategies, programs, roles, perspectives and interagency relationships of police. Prerequisites: JUS 100 and JUS 101.

**JUS 308A****Adjudication Function** **3 hours**

---

Objectives, strategies, programs, roles, perspectives, and interagency relationships of the courts. A Writing-Intensive course. Prerequisites: JUS 100 and JUS 101.

**JUS 310****Correctional Function** **3 hours**

---

Objectives, strategies, programs, roles, perspectives and interagency relationships of correctional agencies. Prerequisites: JUS 100 and JUS 101.

**JUS 363****Introduction to Probability and Statistics** **3 hours**

---

Every semester. 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.

**JUS 461****Substantive Law** **3 hours**

---

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.

**JUS 462****Procedural Law** **3 hours**

---

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.

---

**JUS 490A**  
**Senior Seminar: Justice Studies** **3 hours**

On demand. 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.

---

**JUS 497**  
**Internship in Justice Studies** **4 hours**

Every semester. 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 hours of JUS courses.

---

**JUS 498**  
**Advanced Topics: Justice Studies** **3 hours**

On demand. 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.

---

**JUS 499**  
**Independent Study** **1 - 4 hours**

On demand. See page 30.

---

## ORGANIZATIONAL SOCIOLOGY

---

---

**CCS 431 Δ**  
**Portfolio Assessment** **3 hours**

This course focuses on the preparation of students' personal portfolios and professional life-learning experiences. A Writing-Intensive course.

---

**CCS 436 Δ**  
**Literary Analysis** **3 hours**

This course surveys the content, background, genre and significance of literature using the Bible as the foundational text. A Writing-Intensive course.

---

**SCS 430**  
**Social Psychology Concepts** **3 hours**

This course examines patterns of social interaction, norms, roles and collective behavior. Intensive and critical analyses of the concepts of sociology are emphasized.

---

**SCS 432**  
**Urban Social Issues** **3 hours**

This course provides an analysis of the growth and problems in urban America from a social systems perspective.

---

**SCS 433 Δ**  
**Social Research Methods** **3 hours**

This course explores methods of sociological research, including the fundamental assumptions underlying research and practical experience in research design and data collection and analysis techniques. A Writing-Intensive course.

---

**SCS 435**  
**Race and Gender Issues** **3 hours**

This course explores how race and gender factors impact and influence organizational behaviors.

---

**SCS 437**  
**Comparative Social Structures** **3 hours**

This course provides social and cultural system comparisons. Roles, status and social development in contemporary America are examined.

---

**SCS 438**  
**Human Resources** **3 hours**

This course explores values and perceptions of groups that affect recruiting, training, evaluation and current legal issues in human resources.

---

**SCS 439**  
**Social Leadership Issues** **3 hours**

This course focuses on social theory in relation to individual leadership, group leaders and organizational functioning within the context of greater social theory.

---

**SCS 440**  
**Social Ethics** **3 hours**

This course explores case issues and philosophies as they relate to social ability in society at large.

---

**SCS 441**  
**Social Research Project** **3 hours**

This course requires students to implement theories and concepts in individual projects that apply meta-sociology to students' occupations or vocations.

---

**SCS 450**  
**Sociological Analysis of Organizations** **3 hours**

This course introduces a variety of sociological paradigms on formal organizations, including rational, environmental, institutional, cultural and historical perspectives. These ideas will then be applied to analyzing contemporary organizations, including those in which the students are currently involved.

---

## POLITICAL SCIENCE

---

---

**POS 100**  
**Introduction to Political Science**  
**(Politics, Power and the Individual)** **3 hours**

Every Fall and on demand for Spring. 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.

---

**POS 252**  
**Federal Government** **2 hours**

Every Fall and on demand in Spring. A survey of American government. Meets the teacher certification requirement for American Government.

---

**POS 262**  
**Arizona Government** **1 hour**

Every Fall and on demand in Spring. A survey of Arizona History and Government. Meets the teacher certification requirement for Arizona Government.

---

**POS 296**  
**Social Research** **3 hours**

Every Fall. 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.

---

**POS 323**  
**International Relations** **3 hours**

---

Every Spring. A study of the history of international politics, contemporary world power structure, and international law and organization. Prerequisite: POS 100 or six (6) hours of history.

---

**POS 344A**  
**Political Thought** **3 hours**

---

Every Spring. 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.

---

**POS 363**  
**Introduction to Probability and Statistics** **3 hours**

---

Every semester. 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.

---

**POS 370A**  
**Politics, Religion and Ethics** **3 hours**

---

On demand. 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.

---

**POS 380**  
**Comparative Governments** **3 hours**

---

Every Fall. 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.

---

**POS 416**  
**American Diplomatic History** **3 hours**

---

On demand. 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) hours of history and/or political science, or instructor's approval.

---

**POS 417**  
**Constitutional History of the United States** **3 hours**

---

On demand. Also HIS 417. 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) hours of history or political science, or instructor's approval.

---

**POS 497**  
**Internship** **4 hours**

---

Every semester. 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. Prerequisite: Junior or senior status, and 15 hours of Political Science courses.

---

**POS 498 A**  
**Advanced Topics: Political Science** **3 hours**

---

On demand. 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.

---

**POS 499**  
**Independent Study** **1 - 4 hours**

---

On demand. See page 30.

---

## PSYCHOLOGY

---

---

**PSY 101**  
**General Psychology** **3 hours**

---

Every semester. A foundation course in the science of behavior. Includes a study of the origin and development of behavior patterns, motivation, emotional behavior sensory functions, perception, intelligent behavior, and adjustment. Simple experiments constitute a basic part of the course.

---

**PSY 253**  
**Personality Development** **3 hours**

---

Every Fall. 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.

---

**PSY 315**  
**Personality Psychology** **3 hours**

---

Fall 2004 and alternate years. A study of the nature and causal determinants of human behavior, including the definition and scientific measurement of personality. Theories studied will include the 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.

---

**PSY 324**  
**Learning and Cognition** **3 hours**

---

Every Fall. The study of theoretical and empirical problems of human learning and cognitive behavior. The nature of learning processes, transfer memory, information processing, concept attainment, and problem solving will be explored. Prerequisite: PSY 101.

---

**PSY 327**  
**Physiological Psychology** **3 hours**

---

Fall 2004 and alternate years. A course emphasizing the relationship between brain and behavior. Role of genetic, neural, hormonal physiological processes in sensation, perception, motivation, and learning will be discussed within the context of recent research. Prerequisite: PSY 101, BIO 101 or BIO 181.

---

**PSY 333**  
**Psychology of Religion** **3 hours**

---

Every Spring. Designed to help the student understand and relate to the mental processes involved in individual religious experience. Special attention is given to the conversion experience, religious motivation, and the impact of group dynamics. Prerequisite: PSY 101.

---

**PSY 341**  
**Lifespan Development** **3 hours**

---

Every semester and every Summer. A course in developmental psychology with an emphasis on the physical, social, cognitive, personality, and moral developments within 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.

**PSY 350A**  
**Social Psychology** **3 hours**

Every Spring. Also SOC 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.

**PSY 353**  
**Child Psychology** **3 hours**

Every Fall. An analysis of infant behavior. A study of the motor and emotional development of children; motivation, thinking, work, and play in child life; and the synthesis and integration of personality. May not be taken with prior credit in Lifespan Development (PSY 341). Prerequisite: PSY 101.

**PSY 363**  
**Introduction to Probability and Statistics** **3 hours**

Every semester. Also JUS 363, POS 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.

**PSY 373**  
**Adolescent Psychology** **3 hours**

Every semester and every Summer. An examination of the meaning and significance of adolescence; physical, cognitive, moral, and religious development; and the guidance and control of adolescent behavior. Prerequisite: PSY 101.

**PSY 385**  
**Human Sexuality** **3 hours**

Every Fall. 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, common problems in sexual behavior, and sexual values and ethics.

**PSY 414 Δ**  
**History and Systems of Psychology** **3 hours**

Every Spring. 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.

**PSY 430**  
**Industrial Psychology** **3 hours**

On demand. 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, employee-management relationships, job evaluation, work and equipment design, working conditions, accident and human errors, and consumer psychology. Prerequisite: PSY 101.

**PSY 443**  
**Fundamentals of Counseling and Guidance** **3 hours**

Every Spring. Designed for teachers, ministers, business persons, industrial workers, or workers in sociology. Emphasis is placed on the proper use of psychology as a tool for guidance by persons in various occupations. Prerequisite: PSY 101.

**PSY 450**  
**Experimental Psychology** **4 hours**

Every Spring. A laboratory course emphasizing both the theoretical and applied aspects of experimental design and research methodology. A variety of experiments will be performed in such areas as learning, motivation, and perception. Prerequisites: Foundation courses and PSY 363.

**PSY 466**  
**Abnormal Psychology** **3 hours**

Every Fall. Designed to help students to understand mental illness and to prevent mental illness by a better awareness of the emotional, functional, and physiological factors influencing mental health. Prerequisite: PSY 101.

**PSY 490**  
**Senior Seminar: Psychology Through the Eyes of Faith** **3 hours**

On demand. The integration of psychological learning, focusing on its relevance to graduate schools and related careers in psychology. Particular focus will be given to how a Christian perspective impacts the type of questions posed in the discipline. Prerequisites: Senior status and Psychology major.

**PSY 497**  
**Internship in Psychology** **1 - 4 hours**

Every semester. 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. Prerequisites: Instructor's approval and 12 hours of Psychology.

**PSY 498**  
**Advanced Topics in Psychology** **3 hours**

Summer, on demand. 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 Death and Dying, Psychology of Humor, Psychological Testing, Sensation and Perception, and Developmental Psychopathology. Prerequisite: PSY 101 or instructor's approval.

**PSY 499**  
**Independent Study** **1 - 4 hours**

On demand. See page 30.

## **SOCIOLOGY**

**SOC 101**  
**Understanding Society** **3 hours**

Every semester. 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 296**  
**Social Research** **3 hours**

Every Fall. 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.

**SOC 313****Cultural Anthropology 3 hours**

Every Spring. 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: SOC 101.

**SOC 333****Marriage and the Family 3 hours**

Every Fall. 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.

**SOC 341****Social Problems 3 hours**

Every Spring. 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.

**SOC 350 Δ****Social Psychology 3 hours**

Every Spring. 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.

**SOC 353****Urban Sociology 3 hours**

Fall 2005 and alternate years. 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.

**SOC 363****Introduction to Probability and Statistics 3 hours**

Every semester. 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.

**SOC 383****Drug Abuse Seminar 3 hours**

Every Semester. 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.

**SOC 385****Human Sexuality 3 hours**

Every Spring. 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.

**SOC 423****American Minority Peoples 3 hours**

Every Fall. 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.

**SOC 431****Social Work 3 hours**

Every Spring. 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.

**SOC 483A****History of Social Thought 3 hours**

Every Spring. 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.

**SOC 490A****Senior Seminar: Sociology Through the Eyes of Faith 3 hours**

Every Spring. 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.

**SOC 497****Internship in Sociology 1 - 4 hours**

Every semester. 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 hours of Sociology.

**SOC 498****Advanced Topics in Sociology 3 hours**

On demand. 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.

**SOC 499****Independent Study 1 - 4 hours**

On demand. See page 30.



# Department of Theatre & Drama

## DEPARTMENT DESCRIPTION

The Department of Theatre and Drama seeks to provide students the foundation needed to pursue careers in academic, community, and professional theatre programs and/or graduate study. Students are given the opportunity to receive a comprehensive knowledge of theatre history and dramatic literature, along with practical experience in production and performance.

The Department of Theatre and Drama, in cooperation with the Department of Music, produces the Ethington Theatre Series, which presents five major productions annually. Additionally, the department offers a student directed series of productions that are performed in the C.J. Smith Jr. Laboratory Theatre on campus. Auditions for all productions are open to the entire student body.

Scholarships are available by audition and/or portfolio review.

### DEGREE REQUIREMENTS — THEATRE/DRAMA (B.A. DEGREE; Minor Required)

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

Courses are listed alphabetically by prefix, not in the order they should be taken. See Academic Advisor for sequence.

#### Theatre/Drama Major

TRE	120	Introduction to the Theatre	3 hours
TRE	140/340	Stagecraft	3 hours
TRE	150	Acting I	3 hours
TRE	200	Theatre Participation	1 hour
TRE	241	Stage Makeup	3 hours
		<i>OR</i>	
Δ TRE	270	Christian Drama	
TRE	250	Acting II	3 hours
TRE	255	Stage Movement	3 hours
		<i>OR</i>	
TRE	455	Acting III – Scene Study	
TRE	300	Theatre Participation	1 hour
TRE	345	Scene Design	3 hours
TRE	346	Costume Design	3 hours
Δ TRE	370	Theatre History I	3 hours
Δ TRE	371	Theatre History II	3 hours
TRE	375	Dramatic Literature I	3 hours
TRE	376	Dramatic Literature II	3 hours
TRE	400	Theatre Participation	1 hour
TRE	440	Stage Lighting and Design	3 hours
TRE	498	Stage Direction	3 hours
TRE	—	Theatre elective	3 hours

**Total Major Hours** **48 hours**

Δ Writing-Intensive course.

### DEGREE REQUIREMENTS — SPEECH/THEATRE (B.A. DEGREE; MINOR REQUIRED)

- University Liberal Arts Foundation for the College of Liberal Arts and Sciences (see page 94).
- Minor required.
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

Courses are listed alphabetically by prefix, not in the order they should be taken. See Academic Advisor for sequence.

#### Speech/Theatre Major

	SPC	113	Fundamentals of Speech	3 hours
*	SPC	200	Speech Participation	1 hour
	SPC	292	Group Discussion	3 hours
*	SPC	300	Speech Participation	1 hour
	SPC	311	Advanced Public Speaking	3 hours
	SPC	318	Voice and Diction	3 hours
	SPC	378	Oral Interpretation of Literature	3 hours
	SPC	398	Communications and the Media	3 hours
	TRE	120	Introduction to the Theatre	3 hours
	TRE	140/340	Stagecraft	3 hours
	TRE	150	Acting I	3 hours
*	TRE	200	Theatre Participation	1 hour
	TRE	250	Acting II	3 hours
			<i>OR</i>	
	TRE	255	Stage Movement	
Δ	TRE	270	Christian Drama	3 hours
			<i>OR</i>	
	TRE	440	Stage Lighting and Design	
*	TRE	300	Theatre Participation	1 hour
Δ	TRE	370	Theatre History I	3 hours
			<i>OR</i>	
Δ	TRE	371	Theatre History II	
	TRE	375	Dramatic Literature I	3 hours
			<i>OR</i>	
	TRE	376	Dramatic Literature II	

TRE 498	Stage Direction	3 hours
TRE ____	Theatre Elective	3 hours

---

**Total Major Hours 49 hours**

\* Students are required to select three out of four available participation credits. Both speech and theatre must be represented.

Δ Writing-Intensive course.

---

**MINOR REQUIREMENTS — THEATRE**

Choose one of the following	3 hours
TRE 345 Scene Design	
TRE 346 Costume Design	
TRE 440 Stage Lighting and Design	

TRE 120 Introduction to the Theatre	3 hours
TRE 140/340 Stagecraft	3 hours
TRE 150 Acting I	3 hours

Choose one of the following	1 hour
TRE 200 Theatre Participation	
TRE 300 Theatre Participation	
TRE 400 Theatre Participation	

Choose one of the following	3 hours
Δ TRE 370 Theatre History I	
Δ TRE 371 Theatre History II	

TRE 498 Stage Direction	3 hours
TRE ____ Theatre Elective	3 hours

---

**Total Minor Hours 22 hours**

Δ Writing-Intensive course.

---

**THEATRE AND DRAMA COURSE**

**TRE 120 Introduction to the Theatre 3 hours**

Every Fall. The study of dramatic structure, dramatic literature, period styles, production elements, and various types of drama.

**TRE 140 Stagecraft 3 hours**

Every semester. The study of set and prop construction. Practical application of construction techniques gained through Ethington Theatre productions. May be repeated for up to six credit hours.

**TRE 150 Acting I 3 hours**

Every Fall. Principles of pantomime and dramatic action designed to establish the proper relationship of the voice to the body and its functions in the interpretation of character. Designed also to help develop physical presence and facility in the actor, vocalist, teacher, athlete, and other persons involved in public performance.

**TRE 200 Theatre Participation 1 hour**

Every semester. This course is designed to allow students to learn through active participation in one or more of the following areas: box office, or house management. Prerequisite: Instructor's approval.

**TRE 241 Stage Make-up 3 hours**

Spring 2006 and alternate years. A detailed study of the art and craft of designing and executing stage make-up. Topics will include two-dimensional, three-dimensional, and special effects make-up. Students may also design and supervise make-up for University productions.

**TRE 250 Acting II 3 hours**

Every Spring. An advanced acting course emphasizing scene study and textual analysis, allowing students to concentrate on the method and technique of building a character. Prerequisite: TRE 150 or instructor's approval.

**TRE 255 Stage Movement 3 hours**

Fall 2005 and alternate years. Theories, technical practices, styles and schools of stage movement. Study of audition techniques, working with groups and individuals, direction techniques, ballet, and the basic theories of Delsarte, Dalcroze, and Alexander.

**TRE 270Δ Christian Drama 3 hours**

Spring 2005 and alternate years. A creative Christian dramatics lab. Emphasis on writing, directing, selecting, and editing, as well as performing religious drama. Methods of utilizing dramatic activity, organizing a drama group, and training the inexperienced within a church are studied. A Writing-Intensive course.

**TRE 273 Summer Theatre Workshop 1 - 3 hours**

Every Summer. As a participation course, students will be involved in every aspect of the production of a play to be performed publicly as a part of the Ethington Theatre Series.

**TRE 300 Theatre Participation 1 hour**

Every semester. This course is designed to allow students to learn by actively participating in one or more of the following areas: light crew, costume construction, properties, or sound crew. Prerequisite: Instructor's approval.

**TRE 340 Stagecraft 3 hours**

Every semester. The study of set and prop construction. Practical application of construction techniques gained through Ethington Theatre productions. May be repeated for up to six credit hours.

**TRE 345 Scene Design 3 hours**

Spring 2005 and alternate years. A study of the theories and practices of designing for the stage. Prerequisite: TRE 140 or TRE 340 or instructor's approval.

**TRE 346 Costume Design 3 hours**

Fall 2005 and alternate years. A comprehensive study of the major periods of costume history and the process of designing costumes for the theatre. Prerequisite: TRE 120 or instructor's approval.

**TRE 361 Valley Theatre Tour 3 hours**

Every Summer. A study of Valley theatres and their productions. Students will study dramatic criticism as well as attend productions and evaluate the performances.

**TRE 370A**  
**Theatre History I (Greeks to Restoration) 3 hours**  
Spring 2005 and alternate years. An in-depth study of the history and development of theatre from early Greece to the English Restoration. A Writing-Intensive course. Prerequisite: TRE 120 or instructor's approval.

**TRE 371A**  
**Theatre History II (18th Century to Present) 3 hours**  
Spring 2006 and alternate years. An in-depth study of the history and development of theatre from 18th century through modern time. A Writing-Intensive course. Prerequisite: TRE 120 or instructor's approval.

**TRE 373**  
**Summer Theatre Workshop 1 - 3 hours**  
Every Summer. As a participation course, students will be involved in every aspect of the production of a play to be performed publicly as a part of the Ethington Theatre Series.

**TRE 375**  
**Dramatic Literature I 3 hours**  
Fall 2004 and alternate years. A comprehensive study of the major periods and forms of dramatic literature dating from early Greece to the Restoration. Prerequisite: TRE 120 or instructor's approval.

**TRE 376**  
**Dramatic Literature II 3 hours**  
Spring 2005 and alternate years. A comprehensive study of the major periods and forms of dramatic literature dating from the Restoration to the present. Prerequisite: TRE 120 or instructor's approval.

**TRE 378**  
**Musical Theatre in America 3 hours**  
Fall 2004 and alternate years. A study of the historical development of American Musical Theatre and analysis of its unique dramatic forms. Prerequisite: instructor's approval.

**TRE 399**  
**Practicum 1 - 4 hours**  
On demand. See page 31.

**TRE 400**  
**Theatre Participation 1 hour**  
Every semester. This course is designed to allow students to learn by actively participating in one or more of the following areas: stage management, properties mastering, directing, and designing. Prerequisite: Instructor's approval.

**TRE 440**  
**Stage Lighting and Design 3 hours**  
Spring 2006 and alternate years. The art of designing lighting for the theatre. Students will actively participate in designing University productions and classroom projects. Prerequisite: TRE 120 or instructor's approval.

**TRE 455**  
**Acting III - Scene Study 3 hours**  
Spring 2005 and alternate years. Scene study is the final course of the acting series. Students will be involved with intense duet scene work from a wide variety of playwrights. Students will also develop and prepare audition pieces in this course. Prerequisites: TRE 150 and TRE 250.

**TRE 498**  
**Stage Direction 3 hours**  
Spring 2006 and alternate years. A study of theories and techniques of interpreting and directing plays through lectures and demonstrations. Students are required to participate in laboratory projects in directing one-acts or scenes from full-length plays. Prerequisite: TRE 120 or instructor's approval.

**TRE 499**  
**Independent Study 1 - 4 hours**  
On demand. See page 30.

# The College of Nursing

## MISSION STATEMENT

---

The College of Nursing seeks to provide an academically challenging professional nursing education based on a liberal arts foundation to students of diverse backgrounds within an environment of Christian values and with a commitment to the enhancement of health and wellness in society.

## COLLEGE DESCRIPTION

---

More than two decades after its founding, the College of Nursing 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 tracks: pre-licensure, accelerated, and degree completion for nurses already licensed as registered nurses. Building on the baccalaureate degree, the College offers the Master of Science – Nursing (MS) featuring four concentrations: Family Nurse Practitioner, Nursing Leadership in the Health Care System, Clinical Nurse Specialist, and Nursing Education. The pre-licensure curriculum 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 accelerated BSN track allows second degree students or students with senior standing (90+ credit hours) who have fulfilled all prerequisites to complete a degree in approximately 18 months. In addition to the traditional baccalaureate nursing program, the College of Nursing offers a track for registered nurses wanting to complete their bachelor's degree. The RN to BSN track is offered over a 57-week time frame in which the student attends class one night per week. The MS program is offered using an innovative, web-enhanced format on a full-time or part-time schedule with the busy professional nurse in mind. The graduate core provides content essential to all advanced professional nurses, while the specialty areas expands and extends this knowledge and offers the opportunity for students to develop skills in evidence-based practice.

## COLLEGE OF NURSING FEATURES

---

- The BSN program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW Suite 530, Washington DC 20036-1120, 202-887-6791 (request for initial CCNE accreditation for MS program in progress). The CON programs are approved by the Arizona State Board of Nursing. The College is a member of the American Association of Colleges of Nursing, and is a charter member of the Western Institute of Nursing.
- Faculty members hold a master's or doctoral degree. Faculty-to-student ratios are limited to 1:10 in the clinical setting, though they are often lower than this (1:6 in the FNP concentration).
- Graduates of the College of Nursing have an outstanding record of success on the National Council Licensure Examination – R.N.
- Scholarships are available based on a student's previous academic work and need. Financial aid processing and advising are available through the University's Office of Financial Aid.
- Pre-nursing scholarships are available to high school seniors, transfer and returning students. An ROTC Partner in Nursing Education (PNE) scholarship program has included the College of Nursing program as a site for significant student scholarship support through Army awards. ROTC individual advisement and enrollment are necessary for these scholarship awards.
- 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. During the last two years of study, 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.

- Development of a resume and interview skills are part of the senior studies. Historically, most seniors have found employment prior to graduation. In today's rapidly changing health care environment, the student will value the opportunity to explore the trends in an individual capstone project.

## **UNDERGRADUATE PROGRAM (OR BACHELOR OF SCIENCE IN NURSING [BSN])**

---

### **PROCEDURES FOR APPLICATION TO THE PRE-LICENSURE TRACK**

Students wishing admission to the pre-licensure track through the College of Nursing must first be admitted to the University. Students admitted to the University as freshmen (< 24 credit hours) are admitted directly into the College. Students must maintain a cumulative GPA of 2.8, successfully have completed all prerequisite course work in order to progress to the nursing courses, and submit a letter of intent for the nursing major. Prerequisite courses may be repeated only once to a grade of C or above (limit 2 courses).

Transfer students should 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 GPA of 2.8 (GPA of 3.0 for accelerated track) and prerequisite courses may be repeated only once to a grade of C or above (limit 2). Applications for Fall admission are considered the previous Spring semester, applications for Spring admission are reviewed during the previous Fall semester. Acceptance into the College is determined by the College of Nursing faculty and availability of clinical spaces. Application packets for the College of Nursing are available through the Nursing Office.

The application process requires:

1. Acceptance into Grand Canyon University,
2. A completed College of Nursing application form (or letter of intent),
3. A negative drug screen,
4. Satisfactory completion of nursing prerequisite coursework,
5. Submission of official transcripts from all colleges or universities attended.

A cumulative GPA of 2.80 is the recommended minimum GPA for admission to the nursing program. Upon admission to the College of Nursing, students must provide health information to include: a health history, physical examination, proof of immunization or immunity for Measles, Mumps, Rubella, Varicella, Td Booster, TB Screen, and background check. Evidence of immunity or immunization to Hepatitis B is recommended. A current CPR certification for professional rescuer is required. Admission to Grand Canyon University does not guarantee acceptance into the College of Nursing program.

### **PROCEDURES FOR APPLICATION TO THE RN TO BSN TRACK**

Applicants for the RN to BSN track must be licensed as a registered nurse in the State of Arizona, be employed as an RN, have a minimum of two years (60 semester hours) of credit from a regionally accredited college or university with a minimum cumulative GPA of 2.8. The transfer work must contain at least six hours of college-level English. Applicants should also possess

professional training and life experiences for which equivalent college credit can be awarded.

The application process requires:

1. Submission of an application for admission to Grand Canyon University along with a \$50 non-refundable processing fee,
2. Submission of official transcripts from all previous colleges or universities attended,
3. Interview with an academic advisor from the College of Nursing to review transcripts and prepare a degree plan,
4. Submission of completed health history documents, accompanied by verification of proof of immunity for Measles, Mumps, Rubella (MMR), and Varicella.

Applicants who have completed work at institutions outside of the United States must have their transcripts evaluated by an approved credentials evaluation service (please see page 12 for more details). An additional fee, payable to the credentials evaluation service, is required. Brochures describing in detail the approved evaluation services and the fees incurred are available from the Office of Admission.

Admission to Grand Canyon University does not guarantee acceptance into the College of Nursing RN to BSN track.

Applicants will be notified of their admission status into the University and the College of Nursing. Accepted applicants will need to select an available class night and must make arrangements to attend the orientation program, usually held one week prior to the start of courses.

### **GRADUATION REQUIREMENTS – BSN**

Faculty and staff are available to advise students and develop a comprehensive degree plan designed to facilitate completion of academic requirements for the Bachelor of Science in Nursing degree. Responsibility for selecting courses and maintaining normal progress toward graduation ultimately rests with the student.

As a graduation requirement, all students must:

1. Successfully complete pre-requisite and co-requisite course work, sequential nursing course work, and all University Liberal Arts Foundation courses.
2. Maintain a 2.50 GPA in required nursing major course work in order to progress and complete the curriculum.
3. Successfully complete four (three for those students who substitute ENG 103 for ENG 101 and 102) courses, which have been designated as Writing-Intensive. Please refer to the University Liberal Arts Foundation Requirements for specific details.
4. File an Intent to Graduate form with the Office of Academic Records.

Students should contact the College of Nursing for more detailed information on progression through the nursing major.

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.

**UNIVERSITY LIBERAL ARTS FOUNDATION (ULAF)  
COLLEGE OF NURSING**

The University Liberal Arts Foundation for the College of Nursing differs slightly from the University Liberal Arts Foundation found on page 38. Students majoring in Nursing must complete all requirements listed below as part of the ULAF for the College of Nursing.

Please note: Prerequisite courses are indicated with a "†" and must be completed prior to the Nursing major requirements.

**I. Christian Perspectives: 6 hours**

**Track 1:**

BIB 113 Old Testament History (3)

**AND**

BIB 123 New Testament History (3)

**Track 2: One of the following courses:**

BIB 113 Old Testament History (3)

BIB 123 New Testament History (3)

**AND**

**One of the following courses:**

UNV 304 Science and the Christian Faith (3)

UNV 305 The Christian Mind (3)

UNV 306 Foundations of the Christian Faith (3)

**II. Communication: 9 hours**

A. English — 6 hours\*

Δ † ENG 101 Academic Writing (3)

Δ † ENG 102 Research Writing (3)

B. Speech — 2 hours (substituted for nursing majors is: NUR 207, Therapeutic Communication\*\*)

C. Computer Literacy — 1 hour

† SYM 180 Computer Info. Systems Module (1)

**III. Heritage: 6 hours**

A. History — 3 hours

Any history course with an "HIS" prefix

Recommended courses include:

HIS 103 Early American History (3)

HIS 104 Recent American History (3)

HIS 105 Western Civilization to 1500 (3)

HIS 106 Western Civilization Since 1500 (3)

B. Literary and Philosophical Tradition — 3 hours

Δ PHI 329 Biomedical Ethics (3)

**IV. Personal and Social Environment: 9 hours**

† PSY 101 General Psychology (3)

† PSY 341 Lifespan Development (3)

† SOC 101 Introduction to Sociology (3)

**V. Mathematical Inquiry: 6 hours**

† MAT 121 College Algebra (3)

PSY 363 Introduction Probability and Statistics (3)

**VI. Scientific Inquiry: 22 hours**

A. Biology — 18 hours

† BIO 201 Human Anatomy and Physiology I (with laboratory) (4)\*\*

† BIO 202 Human Anatomy and Physiology II (with Laboratory) (4)

† BIO 205 Microbiology (with laboratory) (4)

† BIO 304 Applied Nutrition (3)

† BIO 308 Pathophysiology (3)

B. Chemistry— 4 hours

† CHM 101 Introduction to Chemistry (with laboratory) (4)

**VII. Fine Arts: 3 hours**

Any art, music, or theatre course (3)

**Total University Liberal Arts Foundation Requirement for College of Nursing 61 hours**

† Prerequisite course. Must be completed prior to the Nursing major requirements.

\* Students who place into ENG 103 Honors Composition may satisfy the requirements of the English section of Core Area II by successfully completing this course. This may reduce the total ULAF requirements to 58 hours for those students.

\*\* NUR 207 Therapeutic Communication is also a nursing major requirement.

\*\*\* Pre-licensure students without a recent and strong biology background should register for BIO 181 General Biology prior to registering for BIO 201.

Δ Writing-Intensive course

**DEGREE REQUIREMENTS — PRE-LICENSURE TRACK (B.S.N. DEGREE; No Minor Required)**

- University Liberal Arts Foundation Requirements for College of Nursing.
- Prerequisites for the Nursing Major (included in the ULAF for College of Nursing).
- Electives (as needed to satisfy the 128 semester hour minimum graduation requirement).

**Nursing Major**

NUR 206	Introduction to Nursing & Gerontology	6 hours
NUR 207	Therapeutic Communication	2 hours
NUR 309	Health Assessment	3 hours
NUR 303	Introduction to Pharmacology	3 hours
NUR 311	Adult Health Nursing I	6 hours
NUR 312	Adult Health Nursing II	6 hours
NUR 313	Care of the Childbearing Family	6 hours
NUR 314	Family Centered Child Health Nursing	6 hours
Δ NUR 398	Research in Nursing	3 hours
NUR 411	Community Health Nursing	5 hours
NUR 412	Home Health Care Nursing	3 hours
NUR 413	Community Mental Health Nursing	5 hours
NUR 443	Management and Leadership	6 hours
NUR 446	Trends in Nursing	2 hours
NUR 497	Preparation for Licensure	1 hour
Δ NUR 498	Practicum in Nursing	3 hours

**Total Major Hours 66 hours**

**Total Requirements for B.S.N. Graduation 128 hours**

Δ Writing-Intensive course

**DEGREE REQUIREMENTS R.N. TO B.S.N TRACK**

The format for co-requisite and University Liberal Arts requirements are based on the objectives and requirements of the College of Nursing.

Nursing Co-requisites	* 38 hours
Remaining University Liberal Arts Requirements	12 hours
RN to BSN Core Requirements	36 hours
Elective Requirements	42 hours

**Total 128 hours \*\***

\* Any student entering the RN to BSN program must be a licensed RN in the State of Arizona or must be able to be

licensed in Arizona within thirty days of beginning the program.

\*\* 45 hours of the 128 total required to graduate must be upper division courses.

**RN to BSN Track Co-requisites:  
Bachelor of Science in Nursing**

BIO	201	Human Anat. & Physiology w/ Lab I	4 hours
BIO	202	Human Anat. & Physiology w/ Lab II	4 hours
BIO	204	Applied Nutrition	3 hours
BIO	205	Microbiology with Lab	4 hours
BIO	308	Pathophysiology	3 hours
CIS	180	Computer Applications	1 hour
CHM	101	Introduction to Chemistry w/ Lab	4 hours
Δ	ENG 101	Academic Writing	3 hours
Δ	ENG 102	Research Writing	3 hours
	PSY 101	General Psychology	3 hours
	PSY 341	Lifespan Development	3 hours
	SOC 101	Introduction to Sociology	3 hours

**Total Co-requisite Hours 38 hours**

Δ Writing-Intensive course

**Remaining University Liberal Arts Requirements**

Humanities -- 6 hours

Any history course (3)

Any art, music, theater course (3)

\*\*\* ADN Nurses are exempt from taking 6 hours of Humanities

PSY 363 Statistics and Probabilities (3)

MAT 121 College Algebra (3)

**CORE REQUIREMENTS FOR RN TO BSN TRACK**

	NRS 430	Professional Dynamics	3 hours
	NRS 429	Family Centered Health Promotion	3 hours
Δ	NRS 433	Research in Nursing	3 hours
	NRS 434	Health Assessment	3 hours
	NRS 431	Community Health Systems and Concepts I	3 hours
	NRS 438	Community Health Systems and Concepts II	3 hours
Δ	CCS 436	Literary Analysis	3 hours
	NRS 437	Ethical Decision Making in Health Care	3 hours
	NRS 436	Management Concepts and Professional Communications	3 hours
	NRS 439	Leadership in Nursing and Health Care	3 hours
	NRS 440	Trends and Issues in Today's Health Care	3 hours
	NRS 441	Capstone Project	3 hours

**Total RN-BSN Core Hours 36 hours**

Δ Writing-Intensive course

Students will need to complete enough electives to meet the 128 semester hour minimum requirement for graduation. Up to 30 hours of electives may be earned through Prior Learning Credit. Additional hours may be completed at a regionally accredited institution, earned through credit by examination, or taken through traditional courses at Grand Canyon University (traditional student tuition rates apply). (See "Evaluation of Transfer Credit" for additional information.) Total elective hour requirements are 42 hours for the RN to BSN track.

**GRADUATE PROGRAM –  
MASTER OF SCIENCE – NURSING  
(MS)**

**PROCEDURES FOR APPLICATION TO THE MASTER OF SCIENCE IN NURSING**

The four concentrations offered for the Master of Science in Nursing are the following:

1. Family Nurse Practitioner (FNP)
2. Nursing Leadership in Health Care Systems (NL)
3. Clinical Nurse Specialist (CNS)
4. Nursing Education (Ed)

The application process requires the following:

1. Bachelor's degree in nursing from NLNAC/CCNE accredited program,
2. Valid unrestricted and unencumbered U.S. RN license with no history of discipline in state of practice,
3. Cumulative grade point average of 3.0 or above (on a 4.0 scale),
4. Undergraduate courses in statistics, research, \*health assessment (FNP, CNS, NEd) and \*pathophysiology (FNP, CNS, NEd),
5. An essay of 250 words or less, describing your desire to obtain a Master's degree and why you have chosen a web-enhanced course of study,
6. Two letters of reference (one if GCU graduate),
7. Admission to Grand Canyon University and College of Nursing,
8. Official transcripts from all colleges or universities attended, and
9. Resume required to include: education, work experience, and pertinent clinical experience.

\* Courses must be shown on official transcripts.

**ADMISSION REQUIREMENTS**

Upon admission, the following will be required:

1. 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,
2. Clinical Placement:  
FNP: Letter of Participation by a certified NP Preceptor/Physician/PA  
CNS: Letter of Participation by a certified CNS in specialty area if possible  
NEd: Letter of Participation by a Nurse Educator
3. Required Insurance: Evidence of Professional Nursing Liability Insurance (\$1 mil) for the Leadership track and \$3 mil total coverage for the FNP track,
4. Please see the College of Nursing for guidelines concerning computers,
5. Evidence of Health Insurance,
6. Health/Safety Requirements:
  - a. Documentation of health status – A physical exam upon admission

- b. Current immunization record – Tetanus (Td) booster within past 10 years, Hepatitis B series, Mumps, Measles, Rubella, Varicella immunization or evidence of immunity, and TB screen
- c. Current CPR certification for the Professional Rescuer
- d. Drug Screen.

Applications are accepted/processed the semester preceding initial student enrollment.

**DEGREE REQUIREMENTS –  
MASTER OF SCIENCE - NURSING (MS)**

**Core Classes**

NUR 501	Advanced Nursing Issues and Role	2 hours
NUR 503	Health Care Policy and Finance Issues	3 hours
NUR 505	Advanced Nursing Theory	3 hours
NUR 507	Health Care Research Analysis and Utilization	3 hours
Project		3 hours
NUR 509	Evidence-based Project I (1) and	
NUR 510	Evidence-based Project II (2)	

**Total Core Hours 14 hours**

**FAMILY NURSE PRACTITIONER HOURS  
(REQUIRED FOR POST-MASTERS FNP CERTIFICATE) (35 HOURS)**

**Family Nurse Practitioner Concepts / Clinical Classes**

*NUR 640	Adv Health Assessment and Diagnostic Reasoning (1 clinical credit)	4 hours
*NUR 642	Adv Physiology & Pathophysiology for FNP's	3 hours
*NUR 644	Adv Pharmacology for FNP's	3 hours
*NUR 646	Health Promotion in Advanced Practice Nursing	3 hours
*NUR 648	Advanced Practice Management of Common Health Care Problems Across the Lifespan (1 clinical credit)	4 hours
*NUR 650	Advanced Practice Management of Acute Health Care Problems Across the Lifespan (3 clinical credits)	6 hours
*NUR 652	Advanced Practice Management of Chronic Health Care Problems Across the Lifespan (4 clinical credits)	7 hours
*NUR 654	Diverse Applications of Advanced Practice Concepts	2 hours
*NUR 661	Advanced Practice Clinical Practicum (3 clinical credits)	3 hours

**Family Nurse Practitioner Hours 35 hours**

**Nursing Core Hours 14 hours**

**Total Hours 49 hours**

\* Required for Post Masters FNP Certificate

**NURSING LEADERSHIP IN HEALTH CARE SYSTEMS**

**Nursing Leadership Classes**

NUR 501	Adv Nursing Issues & Role	2 hours
NUR 503	Health Care Policy & Finance Issues	3 hours
NUR 505	Advanced Nursing Theory	3 hours
NUR 507	Health Care Research Analysis & Utilization	3 hours
NUR 509	Evidence-based project: Leadership I	1 hour

NUR 510	Evidence-based project: Leadership II	2 hours
MLE 601	Introduction to Organizational Leadership	3 hours
MLE 603	Leadership Styles and Development	3 hours
MLE ---	Leadership Classes	15 hours

**Nursing Leadership in Health Care Systems Track Hours 35 hours**  
**Nursing Core Hours 14 hours**

**Total Hours 49 hours**

*Courses in italic are core courses*

**ADULT CLINICAL NURSE SPECIALIST (CNS)**

NUR 501	Adv Nursing Issues & Role	2 hours
NUR 503	Health Care Policy & Finance Issues	3 hours
NUR 505	Advanced Nursing Theory	3 hours
NUR 507	Health Care Research Analysis & Utilization	3 hours
NUR 509-3	Evidence-based Project I	1 hour
NUR 510-3	Evidence-based Project II	2 hours
NUR 640	Advanced Health Assessment and Diagnostic Reasoning*	4 hours
NUR 642	Advanced Physiology & Pathophysiology*	3 hours
NUR 644	Advanced Pharmacology*	3 hours
NUR 655	CNS I Theoretical Foundations*	4 hours
NUR 657	CNS II Influencing Change in Healthcare Systems*	6 hours
NUR 659	CNS Clinical Internship*	4 hours
NUR 645	Theories and Methods of Teaching*	3 hours

**Total CNS Hours 41 hours**

*Courses in italic are core courses.*

\* Required courses for Post Master's CNS Certificate

**ADULT CLINICAL NURSE SPECIALIST (CNS)  
(WITH EDUCATION FOCUS)**

NUR 501	Adv Nursing Issues & Role	2 hours
NUR 503	Health Care Policy & Finance Issues	3 hours
NUR 505	Advanced Nursing Theory	3 hours
NUR 507	Health Care Research Analysis & Utilization	3 hours
NUR 509-3	Evidence-based Project I	1 hour
NUR 510-3	Evidence-based Project II	2 hours
NUR 640	Adv. Health Assessment & Diagnostic Reasoning	4 hours
NUR 642	Advanced Physiology & Pathophysiology*	3 hours
NUR 644	Advanced Pharmacology*	3 hours
NUR 645	Theories and Methods of Teaching*	3 hours
NUR 647	Instructional Development for Distance Learning*	3 hours
NUR 649	Curriculum Development	3 hours
NUR 655	CNS I Theoretical Foundations*	4 hours
NUR 657	CNS II Influencing Change in Healthcare Systems*	6 hours
NUR ---	CNS Clinical Internship/ Teaching Practicum*	4 hours

**Total CNS (with education focus) Hours 47 hours**

*Courses in italic are core courses.*

\* Required courses for Post Master's CNS Certificate



## NURSING EDUCATION (N.ED.)

<i>NUR 501 Adv Nursing Issues &amp; Role</i>	2 hours
<i>NUR 503 Health Care Policy &amp; Finance Issues</i>	3 hours
<i>NUR 505 Advanced Nursing Theory</i>	3 hours
<i>NUR 507 Health Care Research Analysis &amp; Utilization</i>	3 hours
<i>NUR 509-4 Evidence-based Project I</i>	1 hour
<i>NUR 510-4 Evidence-based Project II</i>	2 hours
NUR 640 Advanced Health Assessment and Diagnostic Reasoning*	4 hours
NUR 642 Advanced Physiology & Pathophysiology*	3 hours
NUR 644 Advanced Pharmacology*	3 hours
NUR 645 Theories and Methods of Teaching*	3 hours
NUR 647 Instructional Development for Distance Learning*	3 hours
NUR 649 Curriculum Development*	4 hours
NUR --- Teaching Practicum*	4 hours
<b>Total NEd Hours</b>	<b>37 hours</b>

*Courses in italic are core courses.*

\* Required courses for Post Master's CNS Certificate

## BSN PRE-LICENSURE TRACK

### NUR 206

#### **Introduction to Nursing and Gerontology** 6 hours

Every semester. 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

#### **Therapeutic Communication** 2 hours

Every semester. Therapeutic Communication 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.

### NUR 303

#### **Introduction to Pharmacology** 3 hours

Every semester. 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.)

### NUR 309

#### **Health Assessment** 3 hours

Every semester. 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 laboratory 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 and NUR 207, or special permission from faculty.

### NUR 311

#### **Adult Health Nursing I** 6 hours

Every semester. Adult Health Nursing I focuses on nursing care of adult hospitalized clients. Emphasis is placed on the identification of nursing diagnoses and interventions for clients with acute, chronic, or terminal illness. The course comprises the first ten weeks of the second semester of the nursing curriculum. Prerequisites: NUR 206, NUR 207, and NUR 309.

### NUR 312

#### **Adult Health Nursing II** 6 hours

Every semester. Adult Health Nursing II focuses on nursing care of clients in the 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. The course comprises the last five weeks of the second semester of the nursing curriculum. Prerequisites: NUR 311.

### NUR 313

#### **Nursing Care of the Childbearing Family** 6 hours

Every semester. 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 advocacy of alternatives to promote positive outcomes during the childbearing phase of family development. Prerequisites: NUR 311 or NUR 312.

### NUR 314

#### **Family Centered Child Health Nursing** 6 hours

Every semester. 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. Prerequisites: NUR 311, NUR 312, and NUR 313.

### NUR 398Δ

#### **Research in Nursing** 3 hours

Every semester. Research in Nursing promotes research as a framework for analysis of clinical practice. Quantitative and qualitative research methodologies are presented. Emphasis is placed on the critical review of research and application to nursing practice. A Writing-Intensive course. Prerequisites: PSY 363 and NUR 206, or permission of instructor.

### NUR 411

#### **Community Health Nursing** 5 hours

Every semester. 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.

### NUR 412

#### **Home Health Care Nursing** 3 hours

Every semester. 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.

---

**NUR 413**  
**Community Mental Health Nursing** **5 hours**

---

Every semester. The Community Mental Health Nursing course focuses on providing nursing care as the primary, secondary, and tertiary levels of mental health intervention. Emphasis is placed on community screening, crisis intervention and rehabilitation, and teaching with families and client groups. Concepts of environment, group process, family therapy, and interdisciplinary collaboration are integrated with biopsychosocial, spiritual, and cultural aspects of mental health nursing practice. Prerequisites: NUR 313 and NUR 314.

---

**NUR 443**  
**Management Concepts and Leadership Behavior in Nursing** **6 hours**

---

Every semester. Management Concepts and Leadership Behavior in Nursing are presented as expected roles 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 an examination of professional development and peer collaboration. Prerequisites: NUR 411, NUR 412, and NUR 413.

---

**NUR 446**  
**Trends and Issues in Nursing** **2 hours**

---

Every semester. Trends and Issues in Nursing explores the numerous professional and societal forces which 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, NUR 413, and NUR 443.

---

**NUR 497**  
**Preparation for Licensure** **1 hour**

---

Every semester. 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.

---

**NUR 498Δ**  
**Practicum in Nursing** **3 hours**

---

Every semester. 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. Prerequisites: NUR 411, NUR 412, NUR 413, and NUR 443.

---

## RN TO BSN TRACK

---

---

**NRS 429**  
**Family Centered Health Promotion** **3 hours**

---

This course focuses on family theories, health promotion models, cultural diversity and teaching-learning principles.

---

**NRS 430**  
**Professional Dynamics** **3 hours**

---

This course examines how group behavior affects organizational effectiveness, decision making, conflict resolution, and strategies for efficient group and task management in nursing and health care.

---

**NRS 432**  
**Community Health Systems and Concepts I** **3 hours**

---

This course focuses on analysis of health care organizations using the system model, and application of the systems model for solving organizational problems in nursing and community health care systems.

---

**NRS 433Δ**  
**Research in Nursing** **3 hours**

---

This course helps students identify problems, review related literature, collect data, and measure objectives in the health care environment. Students apply analytical skills to health care related projects. A Writing-Intensive course.

---

**NRS 434**  
**Health Assessment** **3 hours**

---

This course examines the holistic approach to the systematic collection, validation, and communication framework for data that practicing nurses use to make decisions about how to intervene in, promote, maintain, or restore the health of clients.

---

**NRS 436**  
**Management Concepts and Professional Communication** **3 hours**

---

This course deals with the fundamentals and application of writing and presentation used in the professional nursing environment.

---

**CCS 436Δ**  
**Literary Analysis** **3 hours**

---

This course surveys the content, background, genre, and significance of literature using the Bible as the foundational text. A Writing-Intensive course.

---

**NRS 437**  
**Ethical Decision Making in Health Care** **3 hours**

---

This course explores case studies using bio-ethical theories with a focus on informed consent, confidentiality, treatment refusals, and comfort and death issues.

---

**NRS 438**  
**Community Health Systems and Concepts II** **3 hours**

---

This course provides an extended analysis of health care organizations using the systems model, and application of the systems model for solving organizational problems in nursing and community health care systems.

---

**NRS 439**  
**Leadership in Nursing and Health Care** **3 hours**

---

This course explores motivation theory relating to individual and group functioning in health care organizations. Emphasis is on leadership styles and their impact on effectiveness.

---

**NRS 440**  
**Trends and Issues in Today's Health Care** **3 hours**

---

This course examines the values and perceptions of health care groups affecting recruitment, training and development, delegation, and supervision of human resources in health care. Examines the manager's role and current trends and issues in nursing and health care.

**NRS 441**  
**Professional Research Project** **3 hours**  
This course requires students to implement theories and concepts in individual projects related to health care issues.

## MASTER OF SCIENCE IN NURSING COURSE TITLES AND COURSE DESCRIPTIONS

### GRADUATE NURSING CORE CLASSES

**NUR 501**  
**Advanced Nursing Issues and Role** **2 hours**  
This course examines the development of the advanced nursing professional role as well as ethical and socio-legal dimensions of advanced nursing practice. Included in this course is an evaluation of related public policy formation with an emphasis on the spiritual aspects in nursing care delivery especially with diverse populations.

**NUR 503**  
**Health Care Policy and Finance Issues** **3 hours**  
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).

**NUR 505**  
**Advanced Nursing Theory** **3 hours**  
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.

**NUR 507 Health Care Research Analysis  
and Utilization** **3 hours**  
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.

**NUR 509**  
**Evidence-based Project: Leadership I** **1 hour**  
This course provides NL students the opportunity to design and articulate advanced nursing or health care interventions by replicating or creating an original project based on best evidence. Prerequisite courses: NUR 505 and NUR 507

**NUR 510**  
**Evidence-based Project: Leadership II** **2 hours**  
This course provides NL students the opportunity to implement and evaluate the evidence-based project developed in NUR 509. Prerequisite: NUR 509

**NUR 511**  
**Evidence-based Project: Community I** **1 hour**  
This web-enhanced course, for FNP students focuses on the development of an evidence-based research proposal for a community issue. The historical, spiritual dimensions, social, cultural, ethical, legal, and political perspectives will be included in the proposal. Prerequisites: NUR 505, NUR 507, and NUR 646

**NUR 512**  
**Evidence-based Project: Community II** **2 hours**  
This web-enhanced course provides the opportunity for Family Nurse Practitioners' to develop their role in delivering care to improve the health of communities through implementation and evaluation of an evidence-based community project developed in NUR 511.

### NURSING LEADERSHIP IN HEALTH CARE SYSTEMS CONCENTRATION

**MLE 601**  
**Introduction to Organizational Leadership** **3 hours**  
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.

**MLE 603**  
**Leadership Styles and Development** **3 hours**  
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.

**MLE 605\***  
**Leading High Performance Teams** **3 hours**  
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.

**MLE 607**  
**Organizational Development and Change** **3 hours**  
This course will address change management as a primary means by which leaders ensure the on-going development of their organizations. Students will examine, analyze, and explore both the latest concepts and long-standing theories for leading change and renewal in organizations. Significant emphasis will be placed on case study analyses.

**MLE 609\***  
**Leading Out Loud** **3 hours**  
Students will develop the ability to communicate effectively as a leader in both formal and informal environments. Students will learn skills of inspiring action through authentic communication.

**MLE 611**  
**Organizational Systems and Cultures** **3 hours**  
This course will provide an overview of the organizational and systems issues that leaders face, as well as identify strategies for analyzing and changing systems. Students will understand the relationship between values and beliefs and how these form the culture of an organization. Discussions of systems and processes within organizations will include corporate, institutional, and country cultural values.

**MLE 613**  
**Strategic Planning and Decision Making** **3 hours**

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 and make effective decisions and use appropriate decision-making processes.

**MLE 615**  
**\*Negotiation and Conflict Resolution** **3 hours**

In this experiential course students will gain the conceptual tools and behavioral skills necessary to effectively navigate difficult interpersonal situations and that will direct the leader toward win-win resolutions.

**MLE 617**  
**Leadership and Innovation** **3 hours**

Students will understand and apply various models of problems solving. They will learn various techniques, strategies and skills appropriate for creative and innovative thinking.

**MLE 619**  
**Power, Politics and Influence** **3 hours**

The essence of this course teaches the student sources and types of power, specific tactics for becoming an empowering leader and deals with issues around organizational politics, influence tactics, and succession planning. Students will learn how transactional leaders can become transformational leaders.

**FNP CONCENTRATION CLASSES**

**NUR 640**  
**\*Advanced Health Assessment and Diagnostic Reasoning** **4 hours**

(1 clinical credit = 45 contact hours)

This web-enhanced 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 laboratory, 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 nurse practitioner, students are to start a professional journal that they are to keep throughout the program. Prerequisite Course: Undergraduate Health Assessment course.

**NUR 642**  
**\*Advanced Physiology and Pathophysiology for FNP's 3 hour**

This web-enhanced course focuses on the advanced physiology and pathophysiology principles. This course will be used to guide the Nurse Practitioner student in interpreting changes in normal function that result in symptoms indicative of illness. The emphasis will be placed on the cellular basis of disease in a systems organized format. Prerequisite: Undergraduate Pathophysiology

**NUR 644**  
**\*Advanced Pharmacology for FNP's** **3 hours**

This web-enhanced 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

**NUR 646**  
**\*Health Promotion in Advanced Practice Nursing** **2 hours**

(1 clinical credit = 45 contact hours)

This web-enhanced 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

**NUR 648**  
**\*Advance Practice Management of Common Health Care Problems Across the Lifespan** **4 hours**

(1 clinical credit = 45 contact hours)

This web-enhanced 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, advanced 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. Prerequisite: NUR 640, 644, and 646 or concurrent enrollment.

**NUR 650**  
**\*Advance Practice Management of Acute Health Care Problems Across the Lifespan** **6 hours**

(4 clinical credits = 180 contact hours)

This web-enhanced 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 nonpharmacologic 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

**NUR 652**

**\*Advance Practice Management of Chronic Health Care Problems Across the Lifespan 7 hours**

(4 clinical credits = 180 contact hours)

This web-enhanced 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

**NUR 654**

**\*Diverse Application of Advanced Practice Concepts 2 hours**

This web-enhanced 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

**NUR 661**

**\*Advanced Practice Clinical Practicum 2 hours**

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.

\* **Required course for Post Master's FNP Certificate.**

**ADULT CLINICAL NURSE SPECIALIST (CNS) CLASSES**

**NUR 655**

**\* CNS I - Theoretical Foundations 4 hours**

This web-enhanced course focuses on the theories, conceptual models and research that is 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.

The clinical experience will take place in the student's chosen specialty area and the above concepts will be integrated in that specialty setting.

**NUR 657**

**\* CNS II - Influence Change in Health Care Systems 6 hours**

This web-enhanced 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 healthcare 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 CNS I

**NUR 659**

**\* CNS Internship 4 hours**

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

**\* Required course for Post Master's FNP Certificate.**

#### **NURSING EDUCATION (NED) CLASSES**

---

##### **NUR 645**

**\* Theories and Methods of Teaching 3 hours**

---

This web-enhanced 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.

##### **NUR 647**

**\*\* Instructional Development for Distance Learning 3 hours**

---

This web-enhanced 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 leaning environment.

##### **NUR 649**

**\*\* Curriculum Development 3 hours**

---

This web-enhanced 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.

**\* Required course for Post Master's FNP Certificate.**

**\*\* Required courses for CNS with education focus track**

## GRAND CANYON UNIVERSITY BOARD OF MANAGERS

---

Mr. Brent Richardson  
Mr. Chris Richardson  
Mr. Michael Clifford  
Mr. Charles Preston  
Mr. Dennis Little

## GRAND CANYON UNIVERSITY INSTITUTE FOR ADVANCED STUDIES BOARD OF TRUSTEES

---

Mr. William Brotherton, Jr., Esq.  
Mrs. Bonnie Muir  
Mrs. Julie Cunningham  
Mr. Ray Osborn  
Mr. Ric Jones  
Mr. Don Pewitt  
Dr. Whitney Lynch  
Pastor John Shillington  
Mrs. Carrie Mayfield  
Mr. Jerry Sowell  
Mr. Brian Middleton  
Mr. J. Wayne Watson

## UNIVERSITY DIGNITARIES

---

**PASTOR TOMMY BARNETT**  
Chancellor

**BILL R. WILLIAMS**  
Chancellor Emeritus

## PROFESSORS EMERITI

---

**BETTY BECK**  
Professor Emeritus, Department of English and Modern  
Languages  
B.A., DePaul University; M.A., Ph.D., University of  
Oklahoma

**DAVID BRAZELL**  
Professor Emeritus, Department of Health and Physical  
Education  
B.S., State College of Arkansas; M.S., University of Arkansas;  
Ed.D., Arizona State University

**MILDRED BRAZELL**  
Professor Emeritus, Department of Health and Physical  
Education  
B.A., State College of Arkansas; M.A., Ed.D, Arizona State  
University

**RALPH BRYAN**  
Professor Emeritus, Department of English  
B.S., M.A., Arizona State University; Ph.D., University of  
Colorado

**JOHN HOWERTON**  
Professor Emeritus, Department of History  
B.A., Grand Canyon College; M.A., Arizona State College

### **CLARICE MABEN**

Professor Emeritus, Department of Social Sciences  
B.A., Grand Canyon College; M.A., Baylor University;  
Additional Graduate Study: University of Arizona

### **D.C. MARTIN**

Professor Emeritus, Department of Christian Studies  
B.A., Wake Forest College; Th.M., M.R.E., Southwestern  
Baptist Theological Seminary; Th.D., New Orleans Baptist  
Theological Seminary

### **PAUL PAIGE**

Professor Emeritus, Department of Education  
B.M., Boston University; M.M., Northern University; Ph.D.,  
Boston University

### **RON PHILLIPS**

Professor Emeritus, Department of Music  
B.M., Michigan State University; M.M., Michigan State  
University

### **J. NILES PUCKETT**

Professor Emeritus, Department of Christian Studies  
B.A., Mississippi College; L.L.B., Cumberland University;  
Th.M., Th.D., Southern Baptist Theological Seminary

### **PAUL YOUNGS**

Professor Emeritus, Department of Natural Sciences and  
Mathematics  
B.A., Grand Canyon College; M.A., Baylor University;  
Additional Graduate Study: University of Arizona

## FACULTY

---

The list of faculty is in alphabetical order by the faculty member's  
name.

### **THOMAS RAND ANDERSON**

Visiting Professor of Education, Psychology/ Counseling  
B.S., University of Montevallo, M.S., University of Southern  
Mississippi, Psy.D. Florida Institute of Technology

### **MICHAEL BAIRD**

Professor of Christian Studies  
B.A., Grand Canyon College; M.Div., Ph.D., Southwestern  
Baptist Theological Seminary

### **SHARON BALTMANIS**

ATEP Clinical Coordinator, Assistant Professor  
B.S., Indiana University; M.S., Arizona School of Health  
Sciences

### **CHRISTINA BANDELIN**

Instructor of Music  
B.S., Grand Canyon University; M.M., Southern Methodist  
University; D.M.A. Candidate, Arizona State University

### **WILLIAM LARRY BARRON, III**

Chair, Department of Social Science, Professor of Psychology  
B.A., Rice University; M.A., Ph.D., University of Texas at  
Austin

### **PATRICIA BECK**

Assistant Professor Ken Blanchard College of Business  
B.A., Michigan State University;  
M.B.A., American Graduate School of International  
Management

**JAMES E. BEGGS**

Chair, Department of Communications  
B.A., Baptist College; M.A., Southwest Missouri State  
University; Ph.D., Louisiana State University

**JENNIFER BELL**

Instructor of Humanities  
B.A. University of Arizona; M.A. New York University

**JANICE BOVILLE**

Assistant Instructor of Christian Studies  
B.A. Asbury College, M.A. Ashland University

**DAVID BRAATEN**

Ken Blanchard College of Business  
B.S., Arizona State University; M.A., Arizona State  
University; M.Div., Luther Theological Seminary; Graduate  
Certificate, Ph.D., University of Southern California.

**PAUL BRIDGEMAN**

Instructor of Theatre  
B.S., Ohio University

**MAXIE B. BURCH**

Associate Professor of Christian Studies  
B.A., The Citadel; M.Div., Southwestern Baptist Theological  
Seminary; Ph.D., Baylor University

**ROBERT L CAMPBELL**

Assistant Professor of Technology  
B.A. Arizona State University, M.Ed. Arizona State  
University, Ph.D. Northern Arizona University

**MYLANIE CANGCO**

Faculty Associate- Biology  
B.S., Grand Canyon University

**KAREN CARR**

Instructor of Management Information Systems  
B.A. University of South Florida; MBA University of South  
Florida

**BECKY CLARK**

Dean, College of Education,  
B.A. University of Louisiana; Ed.S. Delta State University;  
Ed.D. Delta State University; Post Doc, Delta State University

**SHEILA CORLEY**

Chair, Department of Music, Professor of Music  
B.S., Grand Canyon College; MM., D.MA, Arizona State  
University

**KIMBERLY CURLEE**

Assistant Professor of Biology  
B.S. Lipscomb University, Ph.D. University of Alabama

**BETH DAWKINS**

Chair, Department of Mathematics, Associate Professor of  
Mathematics  
B.S., Grand Canyon College; MEd., Ph.D. Arizona State  
University

**ESMERALDA DELANEY**

Instructor of Ceramic Arts  
A.A., Glendale Community College; B.A., M.A., Arizona  
State University; M.F.A., Texas Tech University

**CHERYL DOAN**

Assistant Professor of Music  
B.M.E., M.M., North Texas State University

**BETTY ANN DOEBLER**

Visiting Professor of Humanities  
B.A. Duke University, Ph.D. University of Wisconsin

**STEPHEN T. DONOHUE**

Professor of Psychology  
B.A., M.A., Ed.D., New Mexico State University

**DOUGLAS DYE**

Associate Dean, College of Liberal Arts and Sciences,  
Associate Professor of History  
B.A., Bethel College; M.Div., Bethel Theological Seminary;  
Ph.D., Washington State University

**HAL EASTIN**

Instructor of Physics  
B.S., University of Arizona; M.S., Arizona State University

**JUDY EROE**

Instructor of German  
B.A., University of Northern Colorado; M.A., Arizona State  
University

**DANIEL FARRELL**

Associate Professor of Special Education  
B.A., Immaculate Conception; M.Ed., Stetson University;  
Ph.D., University of Florida

**PHILIP J. FERNANDEZ**

Professor of Biology  
B.S., M.S., Arizona State University; Ph.D., University of  
Arizona

**BETZ FREDERICK**

Professor of Education  
B.A., California State University; M.Ed., University of  
Sydney; Ph.D., University of Illinois

**AMY FRYBERGER**

Assistant Professor of Nursing  
B.S. Goshen College; M.S. University of Washington

**SUSAN GALLAGHER**

Assistant Professor of Nursing  
B.S.N., R.N., University of Maryland; M.S., Arizona State  
University

**ELIZABETH GILBERT**

Chair of Graduate Nursing, Associate Professor of Nursing  
B.S., RN., Union College; M.S., Lorna Linda University;  
Certified Family Nurse Practitioner, Arizona State University

**BRUCE GLENN**

Assistant Professor of English  
B.A., B.S., Northern Arizona University; M.A., Ph.D., Arizona  
State University

**STEVE GOTTRY**

Advisor/Professor of Journalism  
B.A. University of Minnesota



**MARGARET GRITSAVAGE**

Assistant Professor of Education, Ground Practicum EXP  
B.A. Hunter College; M.A. Michigan State University

**KEVIN HANRAHAN**

Instructor of music  
B.A. Carnegie Mellon University; M.A. Arizona State University; DMA Arizona State University

**KAY HANSEN**

Director of Field Experiences, Curriculum, Language, and Literacy  
B.S. St. Mary of the Plains College; M.Ed. Arizona State University; Doctoral Candidate Arizona State University

**WILLA HARPER**

Instructor of Chemistry  
B.S., Olivet Nazarene University; Ph.D., Northern Illinois University

**MARY J.A. HARRIS**

Associate Professor of Physics  
B.Sc., University of Southampton, U.K.; M.Sc., University of Reading, U.K.

**JAMES P. HELFERS**

Dean, College of Liberal Arts and Sciences, Professor of English  
B.A., Wheaton College; M.A., Ph.D., University of Michigan-Ann Arbor

**FRANK HENSLEY**

Associate Professor of Biology  
B.S., Baylor University; M.S., Ph.D., University of Florida

**CAROLYN HINDERLITER**

Director, Applied Management and MS- Leadership Programs  
B.S., Grand Canyon University; M.Ed, Northern Arizona University

**BOB HUFFMAN**

Assistant Professor of Physics  
B.A., Wittenburg University; M.S., Michigan State University; Ph.D., University of Massachusetts

**KEN HURLEY**

Assistant Professor of Mathematics  
B.S. Bryan College, M.S. University of Tennessee

**JUDITH JOHNSTON**

Assistant Professor of Performing Arts  
B.S., Grand Canyon College; M.C.M., Southwestern Baptist Theological Seminary

**CATHY JOLMA**

Assistant Professor of Biology  
B.A., University of Arizona; M.A., Arizona State University

**ROB JONES**

Professor of Management  
B.A., University of Arizona; M.A., Ph.D., Arizona State University

**THOMAS R. JONES**

Chair, Department of Biology, Professor of Biology  
B.S., M.S., Auburn University; Ph.D., Arizona State University

**LYNN KARNS**

Instructor of Journalism/Photography  
B.S., Florida State University; M.S., Arizona State University

**MICHAEL KIEFER**

Instructor of Communications  
B.A. Lafayette; M.A. University of Missouri

**JIM KLEMASZEWSKI**

Instructor of Astronomy and Geology  
B.A., Southwestern University; M.S., Ph.D. Candidate, Arizona State University

**ED KNECHT**

Associate Professor of Accounting  
B.S., Northern Arizona University; M.8A, Arizona State University, C.PA

**WILLIAM KUEHL**

Professor of Health, Exercise Science and Physical Education  
B.A., Augustana College; M.S., University of Illinois

**ELIZABETH M. LARSON**

Associate Professor of Chemistry  
B.S., Ph.D., Arizona State University

**JUDY S. LIVELY**

Professor of Music  
B.M., Texas Christian University; M.M., Southern Methodist University; D.M.A., University of North Texas

**JOE LLOYD**

Assistant Professor of Music  
Director of Instrumental Ensembles  
B.S., M.A., Northern Arizona University; Ed.D. Candidate, Arizona State University

**PATTI LUTTRELL**

Professor of Pediatrics  
B.S, Illinois Wesleyan University; M.S., Arizona State University

**CAROLYN MARKEY**

Assistant Professor of Chemistry  
B.S., Northern Arizona University; M.S., University of Florida; Ph.D., Baylor

**CHARLES MAXSON**

Professor of Sociology  
B.A, Westmont College; M.A., Ph.D., University of California at Los Angeles

**ROBERT K. McCLEAN**

Professor of Marketing  
B.A, King's College; M.8.A., St. John's University; D.P.S., Pace University

**PAUL McELLIGOT**

Faculty Associate in Chemistry  
B.S., Boston College; M8A, Villanova University; Ph.D., University of South Carolina

**PATRICIA MEYERS**

Chair, Humanities; Professor of English  
B.A., M.A., Ph.D., Arizona State University

**ERDIE MORRIS**

Professor of Biology  
B.S., M.A., Arizona State University; M.P.H., University of California-Berkeley; Ph.D., Purdue University

**CHUCK MORRISON**

Professor of Church Music and Director of Worship Studies,  
Christian Leadership  
B.S., Grand Canyon College; M.M., Northern Arizona University; Ed.D., Arizona State University

**IAN E. MORRISON**

Instructor in Art  
B.A. Grand Canyon University; MA Candidate, University of South Carolina

**GREG OSTEMA**

Instructor of Communications, Artist in Residence BA, Grand Canyon University  
B.A. Grand Canyon College

**PETRU PAPADOPOLO**

Professor of Mathematics  
M.S., Ph.D., University of Bucharest, Romania

**NORMA PATTERSON**

Director of Distance Education, Associate professor  
B.A. Ball State University; M.S. Indiana University; Ph.D. University of Nebraska

**BETHYL PEARSON**

Professor of Education  
B.A., Albion College; M.Ed., Wright State University; M.A. Michigan State University., Ph.D., Michigan State University

**CLAUDE N. PENSIS**

Chair, Department of Theatre & Drama Professor of Theatre  
B.S., University of Wisconsin; MFA, University of Wisconsin-Madison

**KATHLEEN NOSAL PLAYER**

Dean, Ken Blanchard College of Business  
B.S.N., St. Joseph's College; M.S., Nova Southeastern University; Ed.D., University of Sarasota

**ELLEN POOLE**

Associate Professor of Nursing  
B.S.N., R.N., Creighton University; M.S., Arizona State University

**DENNIS PROFITT**

Professor of Finance  
B.S., Central Missouri State; M.B.A., Bradley University; Ph.D., St. Louis University

**SCOTT A. QUATRO**

Assistant Professor of Management  
B.A., Pepperdine University; M.B.A., College of William and Mary; Ph.D., Iowa State University

**MARSHA RAMSTAD**

Assistant Professor of Maternity Nursing  
B.S., Moorhead State University; M.S. Tri-College Nursing Consortium, North Dakota State University; Fargo, North Dakota

**FRAN ROBERTS**

Dean, College of Nursing  
B.S., Elmhurst College; M.S., Arizona State University, Ph.D., University of Colorado

**LINDA ROJEWSKI**

Instructor of Psychology  
B.A. Arizona State University; M.A. Arizona State University

**SHARON RAYMAN**

Director, RN to BSN Track  
B.S., South Dakota State University; R.N., M.S., Arizona State University

**DAVID REITER**

Associate Professor of Christian Studies/Philosophy  
B.A., Covenant College; MAR., Westminster Seminary; Ph.D., University of Nebraska

**CHERYL ROAT**

Chair, Undergraduate Nursing  
B.S.N., R.N., Olivet Nazarene University; M.S.N., University of Missouri-Columbia

**W. KAYE ROBINSON**

Professor of Communications  
B.S., Grand Canyon College; M.A., Ed.D., Arizona State University

**CYNTHIA A. RUSSELL**

Professor of Nursing, Provost and Vice President for Academic Affairs.  
B.S., University of Wisconsin-Madison; M.S., University of Wisconsin-Madison; D.N.S.C., Rush University, N.M.

**SHEILA SCHUMACHER**

Instructor of Art Graphic Design  
B.S. Arizona State University

**CINDY SEMINOFF**

Associate Professor of Exercise Science  
B.S., University of South Alabama; M.S., Arizona State University

**GREG SHAEFER**

Assistant Professor of Music  
B.A. University of Arizona, M.A. Southwestern Baptist Theological Seminary; M.A. Northwestern University

**MARK SHELLEY**

Associate Professor of Sociology  
B.A., York University; M.A., California State University, Northridge; M.A., Fuller Theological Seminary; Ph.D., University of Wisconsin

**MALCOLM SLOAN**

Faculty Associate in Recreation  
B.A., University of Miami; M., M.I.M., Thunderbird Graduate School of International Management

**ANNA FAITH SMITH**

Director of Original Sociology, Professor  
B.A. Grand Canyon University; M.Div. Southwester  
Theological Seminary  
Gaylen Stewart: B.A. Central Washington; M.A. Ohio  
University

**ANNE SMITH**

Professor of Accounting  
B.S., Eastern Illinois University; M.B.A., Illinois Benedictine  
College; Ed.D., Northern Illinois University; C.M.A.

**FRANCES SMITH**

Associate Professor of English  
B.A., Baylor University; M.R.E., Southwestern Baptist  
Theological Seminary; M.A., University of Texas; Ph.D.,  
Georgetown University

**R. ALAN SMITH**

Assistant Professor of Political Science  
B.A. Graceland University; M.A. Florida State University;  
Ph.D. University of San Diego

**JULIA STEVENSON**

Faculty Associate of Biology  
B.A. Arizona State University

**GAYLEN STEWART**

Associate Professor of Art  
B.A., Central Washington; M.A., Ohio University

**TRESA STOOPS**

Director of University Learning Center  
B.A., University of Northern Colorado; M.A., Adams State  
College, Ed.D., Seattle Pacific University

**JODY SUMMERFORD**

Visiting Professor of Online Ed., School Counseling  
B.S. Georgia Southern University; M.Ed. Georgia Southern  
University; Ed.D. University of Georgia; Post Doc. Northern  
Arizona University

**MARK A. TAYLOR**

Professor of Biology  
B.S., Arizona State University; Ph.D., Purdue University

**KEVIN THRASHER**

Assistant Director of Distance Learning  
B.A. University of Louisville; M.A. University of Arizona;  
Doctoral Candidate, Arizona State University

**CONNIE TRUJILLO**

Instructor of Music  
B.A. Missouri State University; M.A. Arizona State University

**KATHRYN TURK**

Assistant Professor of Adult Health and Nurse Practitioner  
B.A., Corpus Christi State University; M.S., Texas A&M  
University

**JULIE VOGEL**

Associate Dean, Assistant Professor of Education  
B.S., Iowa State; M.Ed., ABD, Arizona State University

**ANNE WENDT**

Assistant Professor of Family Nurse Practitioner  
B.S., Oregon Health Services University; M.S., California  
State University

**KEITH WHITLOCK**

Assistant Professor  
B.A., M.M., San Diego State University;  
D.M.A., University of Southern California

**DAVID A. WING**

Chair, Department of Physical Sciences Professor of  
Chemistry  
B.S., Wheaton College; Ph.D., Northwestern University

**JIM WITHERSPOON**

Professor of Biology  
B.S., M.S., Ph.D., Purdue University

**K. MARK WOODEN**

Anatomy Program Coordinator/ Assistant Professor  
B.S. Arizona State University; Ph.D. Arizona State University

**SELENA YEARWOOD**

Associate Professor of Mental Health  
B.S., West Virginia University; M.S., West Virginia  
University; Ed.D., Nova Southeastern University.

**CLARK YOUNGBLOOD**

Chair, Professor of Christian Studies/Theology  
B.A., Hardin-Simmons University; M.Div., Ph.D., Southern  
Baptist Theological Seminary

Adjunct personnel are used when their special abilities or  
experience would enrich the curriculum.